



Behaviour Policy

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Approved by	<u>Full Governing Body</u>
Statutory policy	<u>Yes</u>
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Related policies	Anti-bullying Exclusions Positive Touch and intervention

Version History Log

Date	Version	Comments/Summary of changes
03/09/2024	3	Changes to 'Celebrating successes as a school' and 'Celebrating successes as a class' sections.
06/09/2025	4	No changes
06/10/2025	5	Rewrite of policy after consultation with stakeholders and consideration of the Principles of Nurture

Learning for Life

At St. Mary's CofE Primary School, we are guided by our Christian values of **Kindness, Trust** and **Courage**. We nurture each child as a unique individual, enabling them to grow academically, emotionally, socially and spiritually, so they are equipped for life's journey.

Our behaviour policy and its core principles are underpinned by the Principles of Nurture (*see Appendix 3*).

Through a caring, inclusive and respectful community, we help children to flourish today and develop the confidence and compassion needed for tomorrow.



The purpose of this policy

- Create a happy, safe, respectful and inclusive learning environment and culture in which everyone is ready and able to learn, express themselves appropriately and achieve their true potential.
- Enable all adults and children in the school to thrive as a result of positive and effective relationships.
- Promote and develop children's self-discipline and sense of personal and group responsibility for the social and physical school environment.
- Support children with SEND and/or mental health difficulties that impact behaviour.
- Provide effective procedures and rewards for promoting and celebrating expected and exceptional behaviours.
- Provide effective procedures and sanctions for handling challenging and unacceptable behaviours.

Key Principles

"Most of the time a small child's behaviour is simply about an emotion that they cannot express"

Young children's behaviour is often simply an attempt to communicate. They do not necessarily have the language they need to express what they really mean.

When you look for solutions to a behaviour issue, consider what the child's behaviour is trying to 'say' to you and your staff team.

As adults, model the behaviour you expect

- **Role Modelling:** Adults should consistently model the behaviour they want to see in pupils. This means demonstrating respect, patience, and empathy in all interactions.
- **Calm and Composed:** Stay calm and composed, even in challenging situations. Your emotional control helps de-escalate conflicts and sets a positive example for pupils.
- **Avoid Shouting:** Shouting can escalate situations. Use a calm, firm voice to address issues and communicate effectively. Build Positive Relationships
- **Develop Trust:** Establish strong, trusting relationships with pupils. Show genuine interest and concern for their well-being and success.
- **Positive Interactions:** Focus on positive interactions and build rapport through consistent, supportive engagement. Be consistent and fair
- **Apply Rules Consistently:** Ensure that rules and consequences are applied fairly and consistently. This helps pupils understand expectations and builds trust.
- **Clear Expectations:** Clearly communicate behaviour expectations and reinforce them regularly. Use Restorative Practices.
- **Restorative Conversations:** Engage pupils in restorative conversations to address and repair the impact of their behaviour. Focus on understanding, making amends, and planning for future behaviour.
- **Repair Harm:** Prioritise repairing relationships and addressing the harm caused by misbehaviour, rather than just administering punishment. Encourage and reinforce positive behaviour.
- **Positive Recognition:** Regularly recognise and reinforce positive behaviour to encourage continued good behaviour. Catch pupils being good and Support and develop.
- **Provide Support:** Offer additional support and resources to pupils who need help with behaviour. This might include mentoring, adjustments in the classroom, or other interventions.



- **Professional Growth:** Engage in ongoing professional development to improve your skills in behaviour management and pupil interaction.
- **Create a Safe and Supportive Environment or Safe Space:** Ensure that the school environment is safe and supportive for all pupils. Address safety concerns promptly and effectively.
- **Celebrate their achievements.**

Our Shared Expectations

READY

We support all children to be ready to learn and ready for life. Our inclusive and holistic approach ensures that pupils are prepared academically, emotionally and physically for each stage of their learning journey.

Children are encouraged to:

- Approach learning and life with curiosity and resilience
- Develop independence and confidence
- Take responsibility for their own learning and choices

RESPECTFUL

We are a community built on Kindness and Trust. Children are taught to show respect for:

- One another
- Adults
- Our school environment
- The wider world

Using restorative approaches, we help children to understand the impact of their actions, develop empathy and build positive, trusting relationships.

SAFE

We create a calm, nurturing environment where children feel safe, valued and listened to. Through consistent expectations and positive adult role modelling, children learn how to make safe choices and demonstrate courage in doing what is right. A sense of safety allows every child to thrive and be their best.

Our Positive Routines

- ✓ Warm, welcoming greetings and active listening
- ✓ Supporting children to prepare emotionally and practically for the day
- ✓ Understanding behaviour as communication
- ✓ Using restorative approaches when behaviour is not ready, respectful or safe

Core Strategies

- ✓ Consistency and routine
- ✓ Relational approach
- ✓ Positive reinforcement
- ✓ Reflective practices
- ✓ Be a good St Mary's learner



Rewards

Catching children being good! The school recognises that praise is a powerful tool and is fundamental to our ethos. Noticing children being 'good' and demonstrating 'positive behaviour choices' is an essential part of our values. We seek to reward positive attitudes, thoughtfulness, patience, positive behaviour, effort and quality of work. We have therefore developed several reward systems to celebrate success.

Celebrating success as a school

Each week, during our Star of the Week collective worship, one child from each class is presented with a **Star of the Week certificate**. This award is nominated by the teacher for a child who has tried their very best and has demonstrated a good attitude to school life and learning during that week.

Ongoing: the children will aim to earn enough yellow values stars for the school to fill the bucket which will earn the school a reward when it is full. Yellow stars are earned when a child demonstrates the values of Kindness, Trust or Courage at playtime or during learning and can be awarded by any staff member in our school.

In addition, during the week class teachers, learning support staff and midday supervisors will provide verbal feedback, praising the desired learner, being Ready, Respectful and Safe or value-driven behaviour.

Key Stage One

<https://www.classdojo.com/>

Children in Key Stage One can earn dojo points as a reward for being Ready, Respectful and Safe. They link to being a good 'St Mary's Learner'.

- Individuals that reach 50 can change their avatar.
- Individuals that reach 100 are presented with a certificate in collective worship.

Dojos are refreshed every term so that all children have a fair chance to reach 100 dojos

Key Stage Two

House points are awarded for being Ready, Respectful and Safe. They link to being a good St Mary's Learner.

House points are collected weekly by Sports Crew and added to the house points display in the school hall. The house with the most house points at the end of each week and term are celebrated in collective worship. Each week with a reward of 10 minutes extra playtime and at the end of term a 'treat reward time' with the headteacher as a group.

Dojos and house points should never be removed as you cannot "undo" a good thing!

Sanctions

Supporting children to make the right choice

At all times, teachers and staff are modelling good behaviour and socialisation skills, raising children's thoughtfulness of other children around them through praise and thanks and helping children understand which behaviours are acceptable in a social situation. For some children, the transition from home life to



having to share the attention and care of the adults at school with so many other children can be a big step to achieve.

Restorative Justice Approach

The school advocates a restorative approach to conflict resolution. This allows all stakeholders to investigate the reasons behind displayed behaviour. This approach focuses on the needs of the victims and the offenders (both sides that have been affected), as well as the community (others who might have been affected). Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions to repair the harm they have done and for both parties to be able to move forward. This approach also provides help for the offender in order to avoid future offences / problems. At times, both parties might fall into the category of both victim and offender. Appropriate training and restorative justice cards (Appendix 2) are provided to all staff to support this process. It is important that the mediator, whether a Peer Mediator or staff member, oversees the conversation calmly and without passing immediate judgement.

Peer Mediation

Peer Mediators are pupils selected from KS2. Their role is to support staff in delivering mediation between two parties that need mediation to resolve simple issues at lunchtime. They are monitored by the PSHE Subject Leader and Senior Midday Supervisor responsible for play.

Our Whole School Behaviour System: Rewards and Sanctions for individual pupils


The principles of our chart system allow for consistency across the whole school, providing shared language for staff and children. These include the mantras: Every day is a new day! Catch them being good! We are responsible for the choices we make! Be Ready, Respectful and Safe!

This ladder is not on display to others and is only a tool for adults to use in the classroom. Children can move back up the ladder to green very quickly for making good choices but the amber /red sanction must always be enforced. Look for them being good! Children move back to green after a sanction.



St. Mary's CofE Primary

'Learning for Life'

	Behaviours	Rewards / Consequences
Gold	<ul style="list-style-type: none"> Extending your learning at home Challenging your own learning consistently Creating and planning your own learning opportunities Taking on extra responsibility Consistent silver behaviour 	<ul style="list-style-type: none"> Visit headteacher during break times, for certificate, sticker and reward.
Silver	<ul style="list-style-type: none"> Being a risk taker in your learning Learning well from others Learning from mistakes Showing perseverance Independently solving problems in class Going above and beyond for others Random acts of kindness Self-motivation to challenge yourself in your learning 	<ul style="list-style-type: none"> Visit DHT during break times, to receive a certificate and sticker
Green 	<ul style="list-style-type: none"> Being Ready, Respectful and Safe 	<ul style="list-style-type: none"> Dojo at the end of the day from the class teacher/Values stars/Star of the Week/ Verbal feedback
Amber	If you are not being Ready, Respectful and Safe Step 1-Reminder/ Warning Step 2- Amber given	<ul style="list-style-type: none"> 5 minutes in at next break time to complete reflection with class adult. (If in the afternoon for 5 minutes during the afternoon.) Your behaviour will be logged on CPOMS
Red	If amber behaviour continues: Step 1-Reminder /Warning Step 2-Move to red These incidents will cause you to move to red immediately: <ul style="list-style-type: none"> Fighting Racist comments Swearing Physical aggression Damaging school property intentionally 	<ul style="list-style-type: none"> You will be moved to a quiet desk in class to continue your work in the classroom and then you will be sent to the HT/DHT at next break time to do reflection Sent to senior midday supervisor to sit on the bench if this happens at lunchtime and then to see the HT / DHT after lunch for reflection Behaviour will be logged on CPOMS Parents will be informed

Response Times

We would hope that most issues are dealt with on the day of incident as we want each day to be a clean, fresh start for everyone. However, some incidents can be complicated and it can take longer to fully investigate all concerned before instigating the necessary sanctions. We aim to give feedback to parents on the first day of incidence, if only to set a longer response time due to the need for investigation.

Serious Behaviour Difficulties

We are aware of the needs of some children who may need special support in managing their behaviour. We approach the management of behaviour with consistency and agreed expectations but with the understanding that 'one size does not always fit all'. Children who demonstrate persistent or entrenched inappropriate behaviour or disturbed behaviour will be dealt with on an individual level. Their specific behaviour management needs will be supported by staff within the school and if appropriate, by outside agencies, such as the School Educational Psychologist; Surrey's Behaviour Support Team or CAMHS.

<https://www.youngminds.org.uk/>

Use will be made of individual support plans and behaviour programmes and the SEND code of practice. Individual pupils may be provided with an individual 'Behaviour Support Plan (BSP) - for Teachers, Cover Teachers, SLT, SMDS, MDS and TAs so that they are aware of agreed strategies for managing individual pupils with behaviour issues in the classroom. Some individual pupils may be given a 'Home School Behaviour Support Plan' - an agreed action plan of the support that we are putting in place, agreed actions by school and home and next steps if behaviour does not improve.



Racist Incidents

All racist incidents are immediate Red incidents and must be logged on the CPOMS system.

Exclusion and Suspension

Only the Head teacher or acting Headteacher may suspend or exclude a child from school. Any decision to exclude or suspend will be carried out in accordance to the latest DfE guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England'. Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

Use of Reasonable Force

Trained staff, use standard guidance and this is referred to in the 'Touch and Physical Intervention' Policy.

Searching Pupils

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

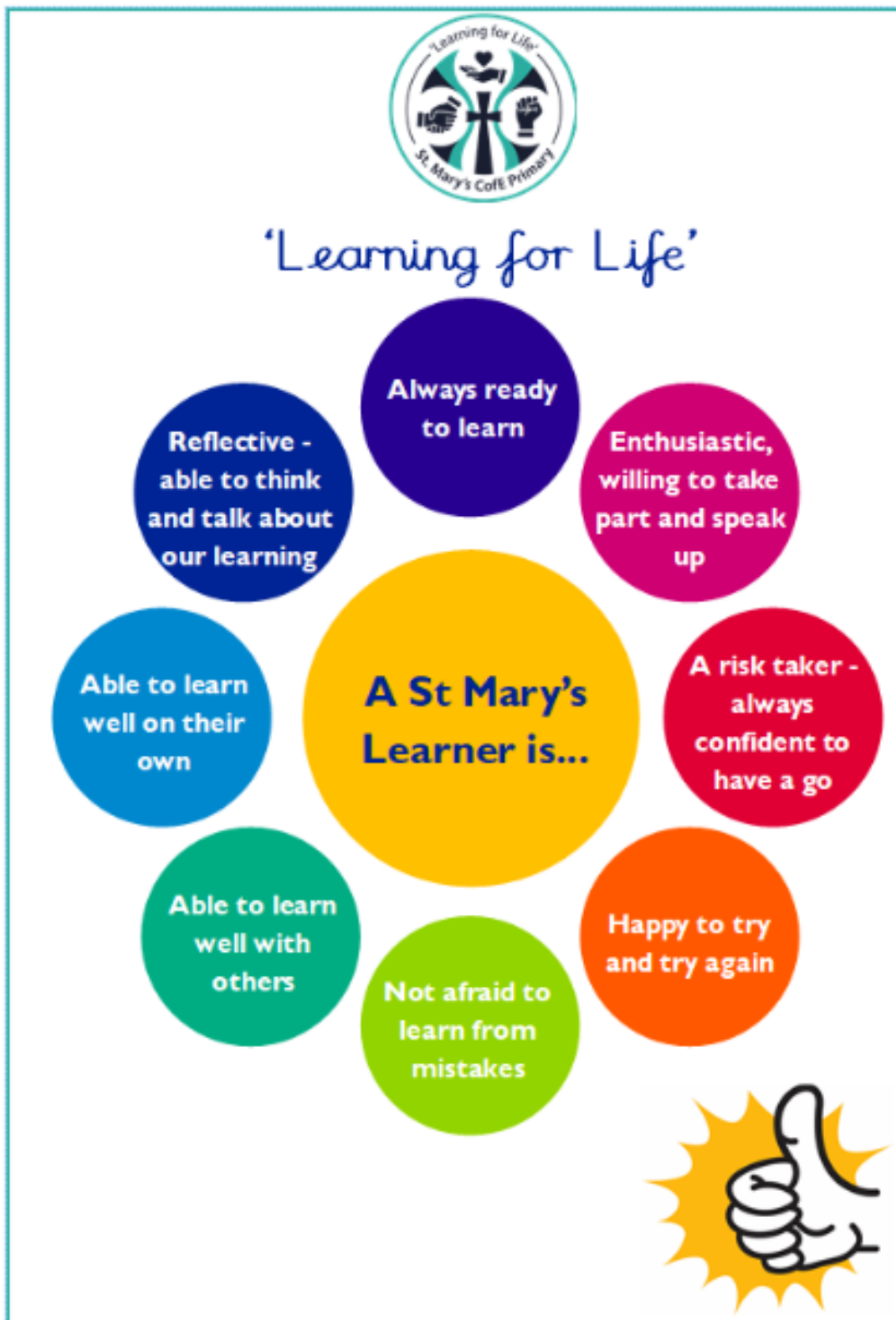
For further information refer to Searching, screening and confiscation, [GOV.UK – DfE Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation)

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage to property of any person (including the pupil);
- an article specified in regulations: 3
- tobacco and cigarette papers
- fireworks;
- pornographic images.



Appendix 1





Appendix 2



To the wrongdoer	To the person harmed
<ul style="list-style-type: none">> Tell me what happened.> What were you thinking at the time?> What do you think about it now?> Who has been affected by this? In what way?> What do you need to do about it?> How can we make sure this doesn't happen again?> What can I do to help you?	<ul style="list-style-type: none">> Tell me what happened.> What did you think when it happened?> What have you thought about since?> How has it affected you?> What's been the worst thing for you?> What's needed to make things right?> How can we make sure this doesn't happen again?



Appendix 3



The Six Principles of Nurture

1. Children's learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.

2. The classroom offers a safe base

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

4. Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

5. All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us. The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that



children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

6. The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes, and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.