



ST MARY'S C.E. (VA) PRIMARY SCHOOL BEHAVIOUR & RELATIONSHIPS POLICY

Ratified by SLT and Governors – September 2025

Our motto is: 'Let your light shine... as you grow', (inspired by Matthew 5: 15-16)

Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

Introduction

At St. Mary's School we aim to create a caring environment in which our children feel safe and secure and in which they can appreciate the importance of developing good relationships with others. Every action and decision is made with a clear focus on the pupils ensuring that the whole person is developed. Issues are dealt with in an open, caring environment in order to ensure the best outcome for pupils.

Within the framework of our Christian values, children are encouraged to develop respect, compassion, trust, truthfulness, friendship and perseverance and as an inclusive school we prioritise an understanding of the difficulties that some children have relating to their particular needs. This is done through a restorative based system, which gives pupils the opportunity to show remorse, understand the impact of their actions and to feel forgiveness.

The emphasis at St. Mary's in dealing with pupil behaviour is to promote an environment of praise and rewards to encourage positive behaviours. Where natural consequences have been given, we aim to always recognise and acknowledge positive changes in behaviour.

When dealing with incidents of negative behaviour, staff ensure that the child knows it is the behaviour which is unacceptable and not the individual. It is important that we convey our high expectations of behaviour and that all children are capable of reaching these.

Managing behaviour in classrooms

British Values - democracy, the rule of law, individual liberty, tolerance of those of different faiths and beliefs and the promotion of respect, safety and effort are central to our behaviour ethos.

Staff should consider the needs of all the children when planning activities particularly those with special educational needs, learning difficulties and those who require extra challenges. This level of differentiation across the curriculum will ensure a positive learning environment and support children to stay focussed and give all children the opportunity to learn.

Our Behaviour System

As part of our behaviour system all children have the opportunity to discuss what is fair and unfair in their school. They have opportunities to enable them to give their views on how our school should operate so that all can learn in an environment where being safe, showing respect for all and effort is prioritised and rewarded. The system operates on clearly defined rewards and is consistently implemented across the school.

Whilst the behaviour system refers mainly to behaviours on school premises (including clubs) our policy covers school organised events and trips, travelling to and from school, situations where the children are in uniform and adversely affecting the reputation of the school.

Natural consequences will be used by all adults across the school to address behaviour that is unsafe, disrespectful and where learning has not been prioritised. Natural consequences may include: missing break or lunchtime, writing an apology note, helping staff and completing a job in school, missing out on rewards, or having a restorative conversation 'walk and talk'.

If unsafe, defiant or aggressive behaviour during lunchtime becomes consistent/frequent then the child in question will have a preventative consequence for example: joining our 20/20/20 session (20 minutes eating lunch, 20 minutes outside playing, 20 minutes in structured play with a midday). This is in place to support children who struggle to regulate during 'free time'. This will be monitored on a regular basis and reviewed. All referrals for 20/20/20 from staff should go through SLT.

As a school we aim to embed our behaviour ethos into the environment and all adults and children within our school community. Each class will have our behaviour expectations explicitly taught using our Behaviour Curriculum around what safe, respect and effort look like in our school. This will be through targeted lessons at the start of each academic year and then revisited each half term, as well as, through discussions and targeted intervention when needed. Parents/Carers are expected to support the school's behaviour system whole heartedly and consistently.

The staff and pupils at St Mary's are encouraged to be inclusive and support those children who may experience behavioural difficulties. All members of the school community are encouraged to understand that some pupils may have an individual and specific behaviour system in place to identify and support them with their individual needs.

Rewards in school:

- Stickers can be given out by all members of staff to immediately reward, safe and respectful behaviour and effort
- To support positive behaviour at lunch time Midday assistants will acknowledge children displaying safe and respectful behaviour and effort, with stickers and lunch passes.
- Children should be supported to visit another teacher, senior leadership team or Headteacher, with their work or to share their achievements.
- Each class will work towards a more significant reward (this may be daily, weekly, monthly – class dependent) in discussion and agreement with their class teacher, this will be visually displayed, e.g. – marbles in a jar
- Where children's behaviour and effort is 'over and above' expectation they will be rewarded with a house point (linked to their colour group) which will be displayed in class and tallied up at the end of each week. Total house points for each colour group will be displayed in the hall. At the end of each half term/term (dependent on length), the colour group with the most house points will be rewarded i.e. extra playtime, adventure playground
- Where children consistently show effort, respect and safe behaviour they will be recognised with an informal chat with parents/carers at the end of the day/ a postcard or phone call home. The frequency of this will be decided on by the class teacher

If children are seen to be unsafe, disrespectful and where learning has not been prioritised a verbal warning will be given. Adults will remind the child of positive behaviour expectations using the language safe, respect and effort (see scripts) and in line with our school Behaviour Curriculum. If unexpected behaviour continues, children will receive a preventive or educational consequence. Consequences will be delivered in a calm and consistent way with a focus on moving forward and restoration. Children will always receive unconditional positive regard by all staff in school (see scripts – Appendix A).

In some cases this may not be enough and depending upon the situation, it may be necessary to deal with specific negative/unsafe behaviour by:- separating the child from the classroom and referring to a member of the SLT or finally the Headteacher; contacting parents to discuss ways of helping the child to

improve behaviour; devising a plan which will help the child to learn appropriate social behaviour in school as well as highlighting triggers and behaviours for all staff. (This will always be done in consultation with the parents).

Internal, fixed term and permanent exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. Where the Headteacher considers the permanent exclusion of a pupil the school Exclusion Policy will be applied.

Behaviours deemed unsafe, negative and aggressive will be logged on the incident section of Safeguard and monitored by the senior leadership team. In most instances, parents/carers will always be informed of; inappropriate language – including threats and swearing; racist/homophobic/culturally inappropriate insults; physical harm towards others; being physically harmed; a disclosure of accessing inappropriate content, unless the school feels that there is an over-riding safeguarding factor which would mean that the school will not disclose this information to a parent/carer and therefore the safeguarding of this pupil would take precedence. Furthermore, positive handling should only be used to prevent a child from harming him/herself, or others. Where this is necessary all staff should make sure they have read and followed the positive handling policy.

When it comes to searching, screening and confiscation, St Mary's Primary School follow the Department for Education document: ***Searching, Screening and Confiscation Advice for schools - July 2022***

This behaviour policy (including sanctions and exclusions) is created in line with government guidelines. For further information please see <https://www.gov.uk/school-behaviour-exclusions>

Appendix A:

Behaviour System Overview and Scripts

As a school we aim to embed our behaviour ethos into the environment and all adults and children within our school community. Each classroom will have a discussion and display their thoughts around what **safe, respect** and **effort** look like in our school.

Rewards in school:

- Stickers can be given out by all members of staff to immediately reward, safe and respectful behaviour and effort
- Child specific rewards (know your children!) re: example – doing jobs and earning stickers, 1:1 time with an adult,
- To support positive behaviour at lunch time Midday assistants will acknowledge children displaying safe and respectful behaviour and effort, with stickers and lunch passes.
- Children should be supported to visit another teacher, senior leadership team or Headteacher, with their work or to share their achievements.
- Each class will work towards a more significant reward in agreement with their class teacher, this will be visually displayed. e.g – marbles in a jar
- Where children's behaviour and effort is 'over and above' expectation they will be rewarded with a house point (linked to their colour group) which will be displayed in class and tallied up at the end of each week. Total house points for each colour group will be displayed in the hall. At the end of each half term, the colour group with the most house points will be rewarded i.e. extra playtime, adventure playground
- Where children consistently show effort, respect and safe behaviour they will be recognised with a postcard or phone call home. The frequency of this will be decided on by the class teacher.

If children are seen to be unsafe, disrespectful and where learning has not been prioritised a verbal warning will be given. **Adults will remind the child of positive behaviour expectations using the language safe, respect and effort** (see scripts). If unexpected behaviour continues children will receive a natural consequence. Consequences will be delivered in a calm and consistent way with a focus on moving forward. Children will always receive **unconditional positive regard** by all staff in school (see scripts).

Consequences in school:

- specific feedback through a verbal warning ALWAYS FIRST
- explicitly teaching expected behaviours in line with our Behaviour Curriculum – whole class or targeted
- missing break 5 mins in classroom to complete work, write an apology note or support school adults with jobs/tasks
- missing lunchtime 10 mins in the hall (inform the midday working with class)
- missing rewarding activities such as adventure playground, arts and crafts, etc...
- meaningful verbal apologies, however, a written apology note may be more appropriate for some children
- helping staff / completing a job in school
- having a restorative conversation 'walk and talk'
- having time out of class - another teacher, then Key Stage Lead, next member of SLT, finally Headteacher.

Supporting positive behaviour strategies:

- actively listen to the child
- recognise them through using their name
- show interest and respect
- be firm, fair, confident, assertive and consistent
- change of adult
- share your high expectations clearly with the child – teach what you want to see
- 5 positive specific pieces of praise to every 1 negative to protect self-esteem (use 5 in 5)
- use humour and distraction where appropriate
- use eye contact to praise (child appropriate)
- sit/ stand/ walk side on for restorative conversations
- give pupils chance to speak and explain (but don't force this)
- respond rather than react
- do not project your values/expectations onto the child – use the schools behaviour expectations
- calm situations by modelling calm behaviour and using script 'I can see you are feeling...'
- be patient
- DON'T JUMP TO CONCLUSIONS or have labelled a child as a 'problem'/'naughty'
- label behaviour not the child '**That** is disrespectful.' rather than '**You** are disrespectful.'
- change and control voice, tone, volume and gestures appropriately to the situation
- **don't** recall past negatives, **Do** recall past positives.
- know your children and learn what works for individuals – share this with other staff
- always follow through with what you say you are going to do, positive and negative
- be specific in your feedback. What was 'positive'? Why are they receiving a consequence?
- use high fives, fist pumps to promote positive touch with others (child dependent)

Scripts – In every behaviour-based conversation **Safe, Respect** and **Effort** should be the main focus of discussion:

- Staff to use 'positive/negative' choices
- Staff to use 'helpful/unhelpful' feelings

Staff to use the restorative conversation script (folder in each class)

- What happened when...?
- I wonder how you were feeling when...?
- Who has been affected by ...?
- 'What needs to happen to make this better?
- How do you feel now?
- Next time I could...
- I need...

- 'At St Mary's school...'
- 'I've noticed that...'
- 'I wonder what...'
- 'I remember when you...' (use a positive behaviour specific to the child)
- 'Shall we / Can you help me... so we can chat about...'
- 'What do you need to help feel calm now? Link to Emotional Literacy sessions and offer either stimulating or calming choices
- 'That is...' rather than 'You are...' identify the behaviour not the child
- Give a choice

Teacher to parent/carer communication – where deemed appropriate parents/carers will be informed of:

- inappropriate language – including threats and swearing
- racist/homophobic/culturally inappropriate insults
- physical harm towards other
- being physically harmed
- a disclosure of accessing inappropriate content