



St Mary's C of E Primary School

Behaviour Policy



2024 - 25

Appendix A – Example 'Positive Behaviour Plan' Template 1

Appendix B – Example 'Positive Behaviour Plan' Template 2

Review Date: July 2025



Behaviour Policy Principles

St Mary's C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful and Safe'**.

At St Mary's C of E Primary we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad' choices.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behaviour norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day.
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to **'Be Ready, Be Respectful, and Be Safe'**.

The Head Teacher and the Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise: phone calls/seesaw messages/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records (pupil incident forms) to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.



Behaviour for Learning

St Mary's C of E Primary School Principles: **'Be Ready, Be Respectful, and Be Safe'**.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publically and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules: **'Be Ready, Be Respectful, and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, their ability to follow our behaviour expectations is affected by their developmental level or a specific special educational need. In this case, these children will have bespoke positive behaviour plans (*Appendix A/B*), which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<p>1. Be Ready 2. Be Respectful 3. Be Safe</p>	<ul style="list-style-type: none"> • Daily Meet & Greet • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the gate at the end of every day • Praising in public, Reminding in private • Consistent language 	<ul style="list-style-type: none"> • Recognition Boards • Certificates • Stickers • Phone call/seesaw message home • Verbal praise • Notes home • Head Teacher's Award • Class Reward • Show work to another adult • Jigsaw Award • REACH Award • House Points • Dojo Points



Sanctions *should*:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

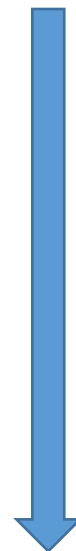
At St Mary's C of E Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child (*see page 5*). Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group or the staff member on duty if on the playground. Incidents are logged at the staff member's discretion.

Behaviour Pathway



Should you feel, using your professional judgment, a senior member of staff needs to be part of the Follow-Up/Reparative Conversation, then follow the guidelines below:

- Sent to SLT/HT
- Parents phoned
- Parents called to school
- Seclusion
- Exclusion





Stepped Boundaries (Behaviour Pathway) – Gentle approach, use child’s name, child’s level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to...(noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example – ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’</p>
2. WARNING	<p>I noticed you chose to...(noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again, you will leave me with no choice but to ask you to (work at another table/work in another classroom/go to the quiet area etc...) (learner’s name) Do you remember when...(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully, I know that you can make good choices. Thank you for listening/I’m glad we had this conversation. Example – ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
3. TIME OUT	<p>I noticed you chose to...(noticed behaviour) You need to...(Go to quiet area/go to sit with other class/go to another table etc) Playground: You need to...(Stand by other staff member/me/stand by the fence etc) I will speak to you in two minutes. Example – I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening. *DO NOT describe child’s behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.</p>	



Serious & Extreme Behaviours

Whilst incidences of extreme behaviour are rare at St Mary's, we recognise that some children exhibit particular behaviours based on early childhood experiences and family circumstances, or because of a special educational need. As a school, we recognise that their behaviour is their way of communicating their emotions, and class teachers and teaching assistants working with those children work hard to build positive relationships with each individual child. These children will have bespoke 'Positive Behaviour Plans' that can be found in *Appendix A*.

All staff should report serious and extreme incidents directly to the Head Teacher or Assistant, and they should be recorded on Arbor, and CPOMs where the incident raises a safeguarding concern.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with another member of staff or Head teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents, and to arrange meetings to discuss.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.



St Mary's C of E Primary School
An Academy in the Good Shepherd Trust
Positive Touch and Physical Intervention



There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

St. Mary's School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.



Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves that right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidence above, the head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be given in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied, but the same principles of promoting good behaviour through the policy will always apply.

Updated: September 2024

Review: July 2025



Appendix A – Positive Behaviour Plan Example 1

Child's Name:	Date of Plan:	Review Date:
<u>What does the behaviour look like?</u>		
<u>What are common triggers?</u>		
De-Escalation Skills		
Skill	Try	Avoid
Notes		
Verbal advice and support		
Giving space		
Reassurance		
Controlled choices		
Humour		
Logical consequences		
Time-out		
Removing audience		
Transfer adult		
Success reminder		
Supportive touch		
Listening		
Others		
<u>What next?</u>		
<u>Additional Information:</u>		
In the event of a serious incident, please ensure a pupil incident form is completed and the incident recorded on Arbor and CPOMs if it raises a safeguarding concern. The class teacher and head teacher are responsible for ensuring parents and outside agencies are informed as appropriate.		



Positive Behaviour Plan

Child's Name:	Date of Plan:	Review Date:
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Example of Behaviour	Stepped Actions/Consequence (with script as appropriate)	Who/ Where
e.g. Using inappropriate language in classroom environment	<p>1) <i>Child</i> to be reminded with clarity the school behaviour policy of, 'Be Ready, Be Safe and Be Respectful', and in particular which element the behaviour is not demonstrating.</p> <p><i>'Child name, remember that at St Mary's we are always ready, safe and respectful. When you are _____, this is not being R/R/S. Thank you for listening, now we are going to _____.'</i></p> <p>2) If <i>child</i> continues, they will be removed from activity for sensory input to then be followed with same script.</p> <p>3) If <i>child</i> continues then they will be removed to SLT.</p> <p align="center">Parents to be informed at this stage</p>	All staff

Key Notes

1. If negative behaviour is not outlined above, action/consequence to be decided by class teacher, SENDCo or Headteacher.
2. Any communication with child's family must be communicated with class teacher, SENDCo or Headteacher.
3. If you are unsure of any strategies listed above, seek support from year group team or SENDCo.