



St Mary's Catholic Primary School

Behaviour Policy

It is a primary aim of St Mary's Catholic Primary School that every member of the school community feels valued and respected. Our Mission is to ensure that all pupils achieve their full potential in a community which is centred on Christ's model of love. We are a caring, nurturing and tolerant community, whose values are built on mutual respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, whilst maintaining Christian values of justice, love and forgiveness at its very heart.

Respect

We recognise that each person has been created equally in the image and likeness of God and that there are special gifts and talents that have been entrusted to each of us. The way in which we treat one another should always uphold this respect for the dignity of each and every person that we meet.

Positive Behaviour

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Expectations for Positive Behaviour

Pupils are expected to demonstrate positive behaviour, to follow school rules and to respond constructively to members of staff should their behaviour not meet the school's expectations.

Pupils are expected to:

- Try to be the best version of themselves.
- Treat others as they would wish to be treated.
- Follow adult directions first time.
- Use kind hands and words towards others.
- Not attack others physically or verbally.
- Be polite and respectful to others and move around the school in calm and quiet manner.
- Respect the environment and property of others.
- Produce their best work and allow others to do the same.
- Attend moments of prayer and worship in a respectful manner.
- Show a willingness to work with adults in school to improve their behaviour if required.

Staff are expected to:

- Be prepared and organised so as to engage pupils in their learning.
- Plan to avoid pupil disengagement through stretch and challenge.
- Remind pupils of expectations for positive behaviour.
- Act in accordance with the school's behaviour policy.
- Work with pupils to develop a classroom charter which promotes the rights of all children.
- Be proactive when dealing with incidents of poor behaviour.
- Share important information about children with colleagues in a confidential manner should it have a potential to affect their behaviour.
- Prioritise positive behaviour strategies for all pupils.
- Work in accordance with the school's safeguarding policy, and associated policies.
- Record and report incidents of behaviour as directed by the Headteacher.

Rewards and Recognition

We recognise and reward children and their positive behaviour in a variety of ways:

- Staff treat pupils with respect; pupils are referred to and addressed using positive and supportive language.
- Pupils are known and referred to by name as unique and special individuals.
- Teachers regularly acknowledge children's efforts and achievements and congratulate children verbally.
- Teachers use a range of positive strategies to reward positive behaviour.
- Classes operate their own class behaviour systems which recognise and reward positive choices made in the classroom and around school.
- Each week, two pupils from each class are chosen for their efforts throughout the week and receive the Gold Award in our Friday Celebration Assembly. The targets change each week and there is always one 'Learning' target and one 'Living' target which are designed to encourage positive learning and behaviour around school.
- Teachers use opportunities throughout the school (including parents' consultations, 'Explore the Curriculum' sessions and end of year reports) to recognise pupils' efforts.

Sanctions – Principles

Sanctions will be used as one way of maintaining good order in the school. The following principles will apply.

- When pupils choose not to follow school rules, consequences should be consistently applied.
- Consequences will fit and will be clearly explained to the pupil.
- The system will not, unless absolutely unavoidable, damage relationships.
- Consequences will make a clear distinction between minor and more serious offences.
- Consequences will be flexible enough to take SEND and other contextual factors into consideration; an equitable approach will always be taken where possible without undermining the good order of the school.
- Punishment of the whole group should be discouraged.

Sanctions – Strategies

- Clearly articulated expectations.
- Low-key verbal reminders.
- Planned ignoring as part of a proactive behaviour management strategy.
- Graded warning system.
- Re-directing pupil from activity.
- Pupil seated alone for a set time.
- Withdrawal from lesson (as short as possible).

- Senior staff members involving parents.
- Individual behaviour plan.
- Removal of privileges – including school trips and involvement in club membership or an activity in which the child has been chosen to represent the school.
- Detention (Loss of playtimes).
- Internal exclusion (completion of school work out of the classroom under the supervision of a Senior Leader).
- Fixed-term exclusion.
- Permanent exclusion.

Sanctions - Exclusions

Exclusions guidance is based upon current Local Authority and Department for Education guidance and current legislation, which sets out responsibility of Headteacher, Local Governing Committee and the Local Authority.

Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the Headteacher has the authority to exclude and will notify parents/carers within one school day by phone and letter.

Detailed records of incidents are kept and exclusions reviewed by the Local Governing Committee.

Exclusion will only be used for serious breaches of school policy, e.g. verbal abuse; violent or threatening behaviour; persistent, defiant, disruptive behaviour; any abuse against protected characteristics including racist abuse and bullying, homophobic abuse or bullying and abuse or bullying against disabled children and adults.

As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/ carer and returned for marking.

If a pupil is at risk of permanent exclusion, a pastoral support programme will be implemented.

Permanent Exclusion

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil. This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

Serious one-off offences may include:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Exclusions will not be used for minor incidents or factors out with the pupil's control (e.g. non-attendance, punctuality).

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our separate 'Bullying' policy for further information about how bullying would be dealt with in school.

Recording of Behaviour Incidents

Class teachers and Senior Leaders will record incidents of persistent, significant or serious incidents of negative or anti-social behaviour on the school's information and management system, *Arbor*. Categories of unacceptable behaviour are set across Bishop Wilkinson Catholic Education Trust schools and are reviewed regularly. These incidents will be tracked and monitored and will be shared with parents/guardians where appropriate.

Incidents which may also raise a safeguarding concern should also be recorded on the school's Child Protection Online Management system (CPOMS).

Role of the Class Teacher

It is the role of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner. Staff are called to use their professional judgement when dealing with incidents of behaviour.

The class teachers at our school will have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

Teachers keep records of behaviour following school protocols.

The class teacher treats each child fairly and equitably, and enforces the school rules and expectations consistently. The teacher treats all children in their class with care and understanding.

Class teachers may seek the advice of senior colleagues when presented with particularly difficult/ persistently challenging behaviour.

The class teacher liaises with the SENDCo who seeks advice from external agencies as necessary to support and guide the progress of the child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Teaching assistants and lunchtime supervisors are familiar with the school behaviour and discipline policy and use the same rewards and sanctions.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For very serious or repeated acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified.

Role of the Parents/Guardians

The school works collaboratively with parents, so children receive constant messages about how to behave at home and at school.

We explain our expectations of pupils' behaviour and conduct to parents regularly – at curriculum information sessions, on the school website, through the home school agreement.

We expect parents to support the school's aims and policies.

We expect parents to support their child's learning and to try to co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's behaviour or welfare.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If they are then still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the Governors

The Local Governing Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to see him on account of bad behaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Agreed by the LGC: November 2025

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