

# St Mary's Catholic Primary School



## Positive Behaviour Management Policy

### Addendum

**2024-2025**

**Reviewed: Autumn 2024**

**Next Review: Autumn 2025**

*St. Mary's Values- these are the values that underpin all areas of our school community:*

**Kindness  
Respect  
Tolerance**

**Honesty  
Responsibility  
Cooperation**

**The School Values are based on the Gospel of Matthew 7:12**

***'Treat others like you want them to treat you'***

These values underpin our behavioural expectations at St. Mary's. As staff, we need to focus on highlighting and modelling these values in our interactions with students and each other.

### **Encouraging Positive Behaviour**

We focus on, encourage and therefore promote positive behaviour from our pupils. Behaviour should be addressed with at least a 3:1 ratio of positive to negative, to ensure that our children see that we are promoting positive behaviour, rather than focusing on negative behaviour.

Adults should explicitly tell children what behaviour they expect to see in all areas of the school. Adults should also reward this positive behaviour when they see it, so that it becomes a habit.

### **Rewards and Praise**

Rewards should be instant, and highly visible to other children, so that we focus on rewarding and encouraging positive behaviour. Class Dojo points, linked to our school values, are given out by all adults to reward and encourage positive behaviour when it is seen. Dojo points should be added by the adult who awards the point. At the end of the week, Dojo points are totalled up and converted into House Points (by House) for the House Captains to collect and tally.

<b>Expected Behaviour (Green)</b>	<b>Rewards (Green)</b>
<b>Respectful</b>	<b>Verbal Praise Dojo Point House Points Golden Tickets Star of the week Star of the Term</b>
<b>Tolerant</b>	
<b>Kind</b>	
<b>Cooperating</b>	
<b>Responsible</b>	
<b>Honest</b>	

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## What happens if Class expectations are not followed?

If a child chooses to display negative behaviour, these steps will be taken;

**First time** a pupil breaks a rule... Reminder (attention drawn to rule)

**Second time** a pupil breaks a rule... Verbal Warning

**Third time** a pupil breaks a rule... Second verbal warning

**Fourth time** a pupil breaks a rule... Third verbal warning: Yellow Zone and consequence.

**Fifth time** a pupil breaks a rule... Fourth verbal warning.

**Sixth time** a pupil breaks a rule... Fifth verbal warning: Orange Zone and consequence(s).

**Seventh time** a pupil breaks a rule... Sixth verbal warning.

**Eighth time** a pupil breaks a rule... Seventh verbal warning: Red Zone and consequence(s).

Behaviour	Consequence
Repetition of minor incidents.	Time out during playtime or lunchtime play (must be communicated to supervising staff). Recorded on CPOMs
Repetition of minor incidents Disobedience/disrespect Hurting Others Swearing / insults Dangerous behaviour	Restorative Justice- make amends Recorded on CPOMs Parents notified by Class Teacher/SLT Lunchtime Reflection Time Trainer/Pitch Ban

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<p>Damaging school property</p> <p>Physical contact with another child (low level- pushing, barging past)</p> <p>Disregard of school rules</p>	
<p>Repetition of minor incidents</p> <p>Racist behaviour</p> <p>Inappropriate spoken, written, or digital forms of communicating</p> <p>Threatening or abusive Behaviour or Language</p> <p>Physical violence resulting in injury</p> <p>Bullying</p> <p>Exiting school without permission</p> <p>Stealing</p> <p>Serious damage to school property</p> <p>Continuation of behaviour on return from an exclusion</p>	<p>Parents notified by Behaviour Lead /Senior Leadership Team</p> <p>Recorded on CPOMs</p> <p>Internal Exclusion determined by a member of the Senior Leadership Team - number of days reflects the severity of the incident.</p> <p>Two Internal Exclusions in a period of half a term will result in a third being held at our partner school St. Charles.</p> <p>Fixed Term Exclusion – dependent on severity of incident</p> <p>Permanent Exclusion - dependent on severity of incident. (This decision is at the discretion of the Executive HeadTeacher).</p>

## Internal Exclusion (Red Zone)

Parents will receive a telephone call or be informed by the Senior Leader who issued the Internal Exclusion, advising them what the arrangements will be or have been. If a pupil has had two Internal Exclusions in a period of one half term, the third exclusion will take place at our partnership school, at the discretion of the Executive Headteacher.

## Warnings and Dojo Points

Although we try to avoid giving warnings, if a child refuses to change their behaviour after given chances to do so, this is necessary. Warnings should be

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tracked on the traffic light system. Where a child receives a warning, this equates to the loss of one Dojo Point, with the reason for this being clearly explained. Support staff and other staff apply these points as soon as they happen, so that Class Teachers can follow up on points lost during lunchtimes or other lessons (Music, P.E. for example) upon return to class.

Once a warning is given, it cannot be 'earned back', and the child will remain where they are on the Traffic Light system for the rest of the day, barring further warnings. The Traffic Lights are reset at the beginning of each day, as a fresh start.

### **Recording/Tracking Behaviour Incidents**

More serious behaviour incidents must be logged on CPOMs, by the member of staff who witnessed and/or dealt initially with the incident. This needs to be done at the earliest opportunity.

### **Policy Review**

This Policy will be reviewed in September 2025.

Signed by Chair of Governors: \_\_\_\_\_

Signed by Executive Headteacher: \_\_\_\_\_

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