# St Mary's Catholic Primary School




# Positive Behaviour Management Policy 2026-2027

**Reviewed: Autumn 2026**
**Next Review: Autumn 2027**

## Mission Statement

***"Learning together in Faith and Love"***

*St. Mary's Catholic Primary School exists to serve the Roman Catholic families of the Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes. The aims of our school are:*

- To promote Christian values where children live, learn and celebrate the teaching of Christ.
- To provide a curriculum which is broad, balanced and meaningful and where children can experience enjoyment and fulfilment.
- To promote the highest standards of teaching and learning within the framework of the National Curriculum.
- To develop in each child a sense of achievement, value and self-worth and to achieve the standards of which they are capable.
- To help our children acquire the skills of independent learning and make sufficiently rapid progress.
- To provide a safe and secure environment where children feel valued, and where they respect, help and care for each other.
- To involve parents in all aspects of their child's education and promote good home/school partnership.
- To develop in our children awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and governors in serving the community.

*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'***

## Aims of our Positive Behaviour Policy

*This policy exists to provide a framework for supporting the aims of St Mary's Catholic Primary School and ensuring the happiness and learning of every individual in our community.*

It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property, and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to cooperate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally, and spiritually in preparation for a positive role in society.
- Ensure that all adults are clear about their role when managing a pupil's behaviour.
- Ensure the children are aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

## Encouraging Positive Behaviour

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community;
- Monitoring pupil attendance and taking swift action where necessary;
- Constructive whole school planning;
- Developing the voice of the child through, for example, the School Council;
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility;
- Developing the skills of co-operation and discussion;
- Encouraging everyone to take pride in the school environment;
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment;
- Providing a clear and positive learning experiences fairly and consistently;
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating;
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

At St Mary's Catholic Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils and is seen to be applied consistently and fairly.

## Rewards and Praise

If we are to achieve the above aims, we believe that everyone in our community must be encouraged to work together positively to achieve them. We are committed to developing a positive school environment, which places learning as the main priority and to help achieve this it is vital to impart the importance of good behaviour.

## We use a range of positive behaviour strategies:

- It is the aim at St Mary's to provide a working environment where all pupils can realise their full potential in an undisruptive, happy and stimulating environment.

- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.

- By making the expectations of good behaviour explicit, the school creates a positive atmosphere that supports effective learning.

- Pupils are taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.

- Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

- Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

## Our Pupils

**Pupil Rights**

- Have the right to be valued as members of the school community
- Get help when they seek it: whether with their work, or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns
- Make mistakes, and learn from them
- To be treated fairly, consistently and with respect
- Have the right to be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Have the right to be taught in a pleasant, well-managed and safe environment
- Have the right to work and play within clearly defined and fairly administered codes of conduct
- Have the right to experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- Have the right to develop and extend their interests, talents and abilities

| **Pupil Responsibilities** |
|---|
| • Come to school on time with homework done<br>• Be suitably equipped for the lessons in the day ahead<br>• Respect the views, rights, and property of others, and behave safely in and out of class<br>• Cooperate in class with the teacher and with their peers<br>• Work as hard as they can in class<br>• Conform to the conventions of good behaviour and abide by school rules<br>• Seek help if they do not understand or are in difficulties<br>• Accept ownership for their own behaviour and learning, and to develop the skill of working independently<br>• Be willing to accept responsibility |

## The Rights and Responsibilities of Everyone in St Mary's

| **Our Staff** |
|---|
| **Staff Rights** |
| • Have the right to work in an environment where common courtesies and social conventions are respected<br>• Have the right to be treated with respect and free from threat<br>• Have the right to express their views and to contribute to policies which they are required to reflect in their work<br>• Have the right to a suitable career structure and opportunities for professional development<br>• Have the right to support and advice from senior colleagues and external bodies<br>• Have the right to acceptable and appropriate accommodation and resources<br>• Have the right to be treated with care and dignity from all members of our school community |
| **Staff Responsibilities** |
| • To behave in a professional manner at all times and arrive at school by 8.30am or (as directed by staff contract)<br>• To dress appropriately as per staff handbook<br>• All staff should treat their colleagues with respect<br>• Have an expectation of confidentiality<br>• Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked |

- Show interest and enthusiasm in the work in hand and in their pupils' learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- To identify and seek to meet pupils' special educational needs through the SEND Code of Practice
- To share with the parents any concerns they have about their child's progress or development
- To expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development
- Report suspected cases of bullying to Safeguarding Lead or DDSL
- To follow up any complaint by a parent about bullying, and report back within one week on the action taken

## Our Parents/Carers

**Parents/ Carers Rights**

- Have a safe, well-managed and stimulating environment for their child's education
- Have reasonable access to the school
- Have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or
- Be notified if the school has concerns about their child
- Be well informed about their child's progress and prospects
- Be well informed about school rules and procedures
- Have a broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education
- Have a suitably resourced school with adequate and well-maintained accommodation

**Parents/ Carers Responsibilities**

- Ensure that their child attends school everyday
- Ensure their child arrives on time, with homework done, and suitably equipped for the lessons in the day ahead
- Be aware of school rules and procedures, and encourage their child to abide by them by being supportive of the school
- Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school

- Attend planned meetings with teachers and support school functions
- Provide the school with all the necessary background information about their child
- Telling the school promptly about any concerns they have about school in the appropriate manner
- Notify the school of any significant change in their child's medical needs or home circumstances
- Keep the school updated with contact details

## How will children/parents/staff/ visitors know what the rules and values are?

- Posters around the school
- Posters in classroom next to class rules
- Class meetings every September, with parents receiving a copy and the main highlights of the policy reviewed by the class teacher
- Parents, children and class teachers sign a home school contract
- Behaviour policy on the school website; information in weekly Newsletter

## Guidelines for classroom behaviour

- All children and adults follow the St Mary's Traffic Lights, which are on display in classrooms to remind stakeholders of classroom expectations. Consistency is priority (From situation to situation, from child to child, and from class to class)
- Classroom routines are displayed in class to remind stakeholders and inform supply teachers and other new adults
- Clear expectations are established for all routines and activities
- All staff (teachers, teaching assistants, specialist teachers) will strive to establish a positive approach to managing behaviour including finding as many opportunities to provide encouragement as possible, referring to high expectations for behaviour from every child
- Adults model appropriate ways to behave and to communicate. We speak calmly and are prepared to listen to their side of the story

## What happens if Class expectations are not followed?

The Traffic Lights are integral to Positive Behaviour Management Policy, and for each of the lights are lists of consequences that have been agreed upon. **(Appendix 1 & 2).**

A script has been developed to provide guidance to staff in implementing the traffic lights system consistently across the school **(Appendix 3).**

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).

## What if a child has specific behavioural needs?

The St. Mary's Positive Behaviour Policy is created to support the behaviour choices of the majority of children. Although we must always hold high expectations of all children there will be children, for different reasons, who require alternate strategies, interventions and support to ensure that they are best equipped to make positive choices.

The Behaviour Lead, and other SLT, will support teachers who require more specific or different approaches to support identified children, outside of the generic school policy.

Children on the SEN Register for behaviour must meet the same high expectations, but a calm and positive approach is crucial to diffuse situations. A child may ask for a few minutes to take a break to calm down and should be provided with behaviour targets & strategies, which are created by the class teacher, parents and SENCO.

Some children who have difficulty displaying the expected behaviour may be provided with behavioural targets for additional support. A target sheet will be devised by the relevant adult, with the child, and completed after each session by the adult the child has worked with, with input from the child. This will be shared with parents daily.

## Focused Learning

At St. Mary's we recognise that there are times when a child needs to be separated from other children. This can only take place after discussion with the Behaviour Lead and SLT. When this occurs, the child will be part of the class for short periods of time and then focus on their learning outside of the classroom on a 1:1 basis with an available member of staff. This focused learning is for a limited period of time, which will have been discussed with the Behaviour Lead and SLT, dependent on the child's needs. This is so that the individual needs of both the child and their peers are taken into account.

## Playground Behaviour

St Mary's staff members work to ensure that all children enjoy happy and safe playtime and lunchtime. For this reason, structures are established to zone each section of the Key Stage 1 and 2 playgrounds. The lunchtime supervisors are in charge of each area and activity. The climbing frame, sensory area and football pitch are time tabled for classes and must have an adult supervising these specific areas. Children are allowed to change into trainers for lunchtime play only and then change back into their school shoes after lunch.

We expect the same rules to apply throughout the day, including playtimes and lunchtimes, and children to respond to the supervision of support staff. Support staff will record incidences of poor behaviour as soon as possible after the event and the class teacher(s) will be notified. Incidents of a serious nature will be reported to a senior leader and/or Behaviour Manager.

NO children are allowed in the school building without an adult during break or lunch times. This is for safety and safeguarding reasons.

## Fixed Term and Permanent Suspension

Only the Executive Headteacher has the power to impose a fixed term or permanent suspension from the school. The Executive Headteacher will only impose suspension:

In response to a serious breach, or persistent breaches, of this behaviour policy by a pupil and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils at the school.

The Executive Headteacher does not wish to suspend any pupil from St Mary's, but sometimes it may be necessary.

The Executive Headteacher will never suspend a pupil because of the actions of another person (including a family member).

When considering a fixed term or permanent suspension, the Executive Headteacher will always have regard to the SEN Code of Practice and the Equality Act 2010.

When imposing an suspension, the procedure contained in the school Behaviour and discipline in schools Advice for head teachers and school staff published in February 2024 will be followed. A copy of the Department for Education's guidance on suspension can be obtained from the school's office on request.

## Internal Suspension (Red Zone)

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

The internal suspension is set up so that the suspended pupil will be separated from their peers and, at the same time, under supervision.

The arrangement of pupils in Internal Suspension will be organised by the senior leader responsible for Behaviour and Pastoral Care or another member of SLT.

Class teachers are responsible for ensuring that the suspended pupil is provided with adequate schoolwork. Work is to be from (or as close as possible) the pupil's normal learning programme, at a level that the pupil can carry out without explanation or assistance from other staff. For extended periods out of class, the supervising adult will support the pupil.

Pupils who are internally suspended will be safe and will remain separated from their class, with different break times to the rest of the school. They will sit with staff to eat their lunch, should that be required. Pupils who are absent from

school during their suspension will complete the requirements of Internal Suspension on their return to school.

## Reasonable Force

All members of staff have been made aware of the regulations regarding the use of force by teachers, as set out in the DfES Circular July 2013: The Use of Reasonable Force. It has been communicated that 'reasonable force' means having physical contact with a child using no more force than is needed, and only when absolutely necessary.

Staff will only intervene physically to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on using reasonable force. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Members of staff can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so

- Prevent a pupil behaving in a way that disrupts a school event, trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

- Restrain a pupil at risk of harming themselves or others through physical outbursts

## Securing Behaviour for Learning

When there is concern about a child and everyday systems for managing behaviour are not meeting the child's needs, early intervention by class-based staff should:

- Seek to identify any triggers and causes (learning, social, emotional etc.)
- Communicate with parents/carers (expectations, systems, consequences and support available)
- Establish agreed differentiated systems for promoting behaviour for learning

- Ensure consistency and fairness, communicating with other staff as appropriate
- Take time to communicate clearly with the child to share expectations, systems, consequences and support available
- Note any patterns and keep appropriate records of the above

## Managing Behaviour for Learning

If there are still concerns and/or the learning or safety of the child or others is affected, support is available from the Behaviour Lead and SLT to:

- Observe the child and offer additional strategies to the class-based team
- Support the work of the class-based staff in meeting the child's needs
- Work directly with the child, in or outside the class environment
- Design and manage a support programme for the child
- Set and evaluate targets, in consultation with the child and class-based staff
- Monitor the effectiveness of any programme, adapting and changing this as required
- Lead individual and/or group intervention programmes to promote desired behaviours
- Liaise with class-based staff, parents/carers and other professionals to enable the child to make progress and succeed
- Engage other agencies and make referrals to meet the child's needs as required

## Maintaining Safety

When a serious incident has occurred, it is important to remember the following points:

· In line with the school's policy, children should NEVER be grabbed, poked, dragged or in any way physically handled. In extreme circumstances, if a child is endangering themselves or others, then adults may use reasonable restraint to control the situation. In all instances, when reasonable force is used, this must be logged as part of the behavioural incident and parents must be informed.

· Children who leave the premises should never be chased. If they are on school premises, they should be watched to ensure that they are safe and a member of senior staff informed. If a child runs out of school, the police and parents will be notified by the school office. A log of this must be made and

parents must be informed. A risk assessment to consider the possibility of recurrence must be done.

## Anti – Bullying

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people.

It is usually unprovoked and is repeated, and can continue for a long period of time. It always reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so.

## Bullying can include a wide range of behaviours. These may be:

1. Physically aggressive: hitting, kicking, taking or damaging belongings

2. Verbal: Name-calling, mocking or spreading rumours

3. Indirect: deliberately leaving someone out or ignoring someone

Sometimes the bullying can take very subtle forms, such as a nasty look, which is difficult to detect by adults but still terrifying for the child or young person on the receiving end because they imply what might happen.

Racist and sexual harassment are linked to bullying. They often involve the same kinds of behaviour but they are usually directed against a person because of their cultural identity or because they belong to a particular group or gender. Tackling bullying by itself is unlikely to reduce prejudice and harassment and vice versa. Children and young people may have occasional fights or disagreements with each other. This kind of behaviour is not bullying but we still take this very seriously as a school.

## The Problem-Solving Approach to Bullying

We operate a problem solving approach to bullying, this enables staff to work with the children involved to resolve the situation immediately and identify long-term strategies to prevent it reoccurring.

This approach acknowledges that there is a problem and helps pupils find lasting and effective solutions. During a series of individual discussions with children involved in the situation, each agrees how they personally will help to resolve the situation.

## Involving Parents

Problem solving approaches that only involve the children will not always work. We believe in the involvement of parents. This can be particularly effective in deterring persistent bullying.

We are also developing systems of peer support within the school. Children will be taught to take action against bullying by:

- Showing disapproval
- Supporting the victimised child
- Reporting the incident to a member of staff

## Curriculum Based Approaches

The curriculum is one of the most effective vehicles for teaching students how to prevent and manage aggression and violence in their relationships. At St. Mary's we use the curriculum in two ways:

1. Raising awareness of the types of behaviours classed as bullying and the problems these can cause. This enables teachers to introduce the subject of bullying and enable some exploration of what it is

2. It is also used to intervene and to actively teach children how to manage their relationships more constructively.

These are reinforced throughout all areas of the curriculum, and across the school community.

## The Teaching Staff Will:

Manage their relationships with children assertively but in a supportive way; Always take any reports of bullying seriously and investigate.

- Be vigilant for signs of bullying. Always investigate if they suspect a child may be being bullied

- Have regular Circle Times and Citizenship/PHSE activities providing opportunities for pupils to learn about bullying and what action they can take if they encounter it

- Encourage pupils to tell an adult if they are being bullied or if they know someone is being bullied

- Be prepared to respond quickly and appropriately when they find out that someone is being bullied

When investigating a bullying situation, remember that bullying is usually carefully hidden and difficult to detect. A child who is directly accused of bullying may vigorously deny their involvement. It can be hard to establish facts. A problem-solving approach that avoids blaming can be more effective in clarifying the situation and in achieving change.

Involve parents at an early stage. Follow up to ensure that bullying has not resumed. Use the Bullying category on CPOMs to log any incidents reported.

## Conclusion

If we, as a school community, work sensitively, skilfully and together, to maintain the values, rules and expectations which provide for a calm, orderly but engaging environment, then we should pre-empt many adverse behavioural situations arising.

## Appendix 1

For all children, our School Values give pupils clear guidance on appropriate behaviour.

SLT help support children who experience difficulties with managing their behaviour.

*'Learning Together in Faith and Love'*

| Expected Behaviour (Green) | Rewards (Green) |
|---|---|
| **Respectful** | **Verbal Praise**<br>**Dojo Point**<br>**House Points**<br>**Golden Tickets**<br>**Star of the Week**<br>**Star of the Term** |
| **Tolerant** | |
| **Kind** | |
| **Cooperating** | |
| **Responsible** | |
| **Honest** | |

**Appendix 2**

**INAPPROPRIATE BEHAVIOUR**

Unfortunately, there are times when children exhibit inappropriate behaviour. The school has consistent practice for dealing with inappropriate behaviour ***(not exhaustive)***

| Behaviour | Consequence |
|---|---|
| Repetition of minor incidents<br><br>Disobedience/disrespect<br><br>Hurting Others<br><br>Swearing / insults<br><br>Dangerous behaviour<br><br>Damaging school property<br><br>Physical contact with another child (low level- pushing, barging past)<br><br>Disregard of school rules | Restorative Justice- make amends<br><br>Recorded on CPOMs by witnessing adult<br><br>Parents notified by Class Teacher<br><br>Lunchtime Reflection Time<br><br>Trainer/Pitch Ban<br><br>Two Orange Zones in a period of half a term will result in a third becoming an automatic Red Zone. |
| Repetition of minor incidents<br><br>Repetition of Orange Zone Behaviour<br><br>Racist behaviour<br><br>Inappropriate spoken, written, or digital forms of communicating<br><br>Threatening or abusive Behaviour or Language<br><br>Physical violence resulting in injury<br>Bullying<br><br>Exiting school without permission<br><br>Stealing<br><br>Serious damage to school property<br>Continuation of behaviour on return from an suspension | Parents notified by Class Teacher, with follow up call from Senior Leadership Team regarding consequences<br><br>Recorded on CPOMs by witnessing adult<br><br>Internal Suspension determined by a member of the Senior Leadership Team - number of days reflects the severity of the incident.<br><br>Lunchtime Reflection Time<br><br>Two Internal Suspensions in a period of half a term will result in a third being held at our partner school St. Charles.<br><br>Fixed Term Suspension – dependent on severity of incident. (This decision is at the discretion of the Executive Headteacher).<br>Permanent Suspension - dependent on severity of incident. (This decision is at the discretion of the Executive Headteacher). |

**Appendix 3**

**Behaviour Management Script**
In a situation where a child is behaving inappropriately, follow this script:

**Adult:** You are ____ (behavioural cue). You need to _____ (instruction) or you will receive a warning.
**Child:** *continues or refuses to follow instructions, etc.*
**Adult:** That is a warning. You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive a second warning.
**Child:** *still not doing the right thing*
**Adult:** That is your second warning. You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive a warning, which will take you into Yellow Zone and _____ (explain consequence).
**Child:** *still not doing the right thing*
**Adult:** That is your third warning. You are now in Yellow Zone and _____ (explain consequence). You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive another warning.
**Child:** *still not doing the right thing*
**Adult:** That is your fourth warning. You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive another warning, which will take you into Orange Zone and _____ (explain consequence).
**Child:** *still continues and refuses to follow your instructions...*
**Adult:** That is your fifth warning. You are now in Orange Zone and _____ (explain consequence). You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive another warning.
**Child:** *still continues and refuses to follow your instructions...*
**Adult:** That is your sixth warning. You are still ____ (behavioural cue). You need to _____ (instruction) or you will receive another warning, which will take you into Red Zone and _____ (explain consequence).
**Child:** *still continues and refuses to follow your instructions…*
**Adult:** That is your seventh warning. You are now in Red Zone and _____ (explain consequence).