



**ST MARY'S**

Church of England Primary School

**St Mary's  
C of E  
Primary  
School**

# **BEHAVIOUR POLICY**

**2023-2027**

**St Mary's C of E Primary**

**Name of Policy:** Behaviour Policy

**Author:** Carol Benson

**Adopted following governor approval:** September 2023

**Review date:** September 2025 – Reviewed January 2025  
Reviewed March 2025  
Reviewed August 2025  
Reviewed July 2025

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. Please report any safeguarding or child protection concerns to the designated teachers for Child Protection:  
Mrs Benson, Mrs Whitehead & Mr Butterwick

The Governors and Staff of St Mary's CE Primary School are committed to educating the children spiritually, academically, emotionally and physically within a distinctive Christian ethos.

***“Together we nurture and inspire so that everyone can flourish”***

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

**The parable of the mustard seed. Mark 4:30-32**

Love, respect and moral understanding lie at the heart of the ethos of St Mary's Church of England Primary School. We see our learners as the future custodians of God's world. We aim to nurture and encourage happy individuals who are socially engaged and curious about life within and beyond their own community. We value and encourage difference and diversity. St Mary's is a nurturing, safe place for children to question, to learn to love and respect other people and to discover their place in the world. We have traditional values, rooted in the Christian faith, as well as global, 21<sup>st</sup> Century aspirations for all our pupils.

St Mary's is part of the Wharfe Valley Learning Partnership, a collaborative of schools in Wetherby and Boston Spa, where the vision for all children is to be respectful, globally aware and compassionate as well as ambitious, resilient and engaged in their learning.



## **Rationale**

St Mary's is an inclusive school and this policy aims to enable all children to socialise and learn effectively in the context of our Christian school. We believe our Christian Values and Vision support pupils in becoming 'happy individuals who are socially engaged'. We will provide a 'safe and happy place for children to question and to learn' in which children will develop the independence to make informed choices about their behaviour through the support and encouragement of all staff and other adults working in school.

## **Our Core Beliefs**

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

**'Adult behaviours create children's responses and behaviours.'** (Paul Dix)

## **Aims of the Behaviour Policy**

At St. Mary's C of E Primary we believe children should develop personal qualities, knowledge and skills to enable them to:

- Form and maintain positive relationships with all others in their community
- Learn effectively and ensure that others learn effectively
- Acknowledge opinions and viewpoints that are different to theirs, whilst learning how to challenge and disagree respectfully
- Understand what is acceptable and unacceptable behaviour within school and the wider community
- To promote the use of restorative approaches in place of punishment
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally
- Become reflective thinkers, making sense of the world and developing a sensitivity towards others and a greater understanding of themselves
- To have an understanding of our adopted Christian Values
- Value difference and diversity within St Mary's school and the wider community

## **Implementation of the Behaviour Policy**

### **Our Curriculum**

**'It is the everyday habits of adults that provoke a change in pupils' behaviour.'** (Paul Dix)

As a school community, through the taught curriculum as well as during other opportunities e.g. lunchtimes and in after school clubs, St Mary's aims to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

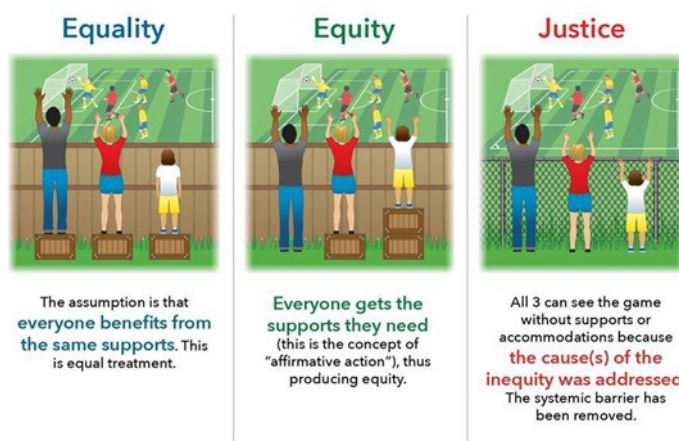
## St Mary's is an Inclusive School

St Mary's Primary School has three simple rules: **Be Ready, Be Respectful and Be Safe**, which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, as St Mary's is an inclusive school, it is also understood that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke behaviour plans, which may include carefully targeted rewards and consequences to reinforce positive behaviour. The offer to all children is equitable rather than equal and aspires to a position of justice where any inequities have been removed.

St Mary's staff recognise that clear structures of predictable outcomes have the best impact on behaviour. The school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded.

**We will differentiate our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some pupils, this will involve an individualised emotional regulation approach. Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).**



**Children are praised publicly and reprimanded in private.**

These three simple rules are further explored and explicitly taught in class, assemblies and other school experiences. They might be expanded as follows:

### Be READY

- I will help myself and others to learn by being in the right place, with the right equipment and ready to learn and complete my work.

### Be RESPECTFUL

- I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

### Be SAFE

- I will be kind and look after myself and others, following appropriate instructions from adults.

The rules will be discussed with all children at the start of each academic year and regularly throughout the year. They will form the basis of an agreed 'class charter'. Children will be expected to follow the rules and supported to do so. The rules will apply in all areas of the school. All volunteers and visitors to the school will be made aware of the rules.

## Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents /carers and colleagues. Adults in school will avoid shouting or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children doing the "right thing" in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

## Above and Beyond Recognition

Throughout school, a range of rewards will be used to support and encourage the development of good social and learning behaviours. All staff will recognise and support good behaviour. Good behaviour is recognised sincerely through class Rewards that aim to make good behaviour about relationships rather than a transactional act.

### Rewards

The following strategies may be used to recognise good behaviour:

- Praise given in class or around school - may be verbal, non-verbal or written
- Positive comments written on work
- Being nominated for a 'special mention' in Friday's Collective Worship - two children from each class: one for exemplifying the half term's value, one for outstanding effort/attainment
- Being awarded class points and an opportunity to gain certificates

Staff will communicate with each other before larger, more public rewards are given to ensure that all children are aware of why a reward has been achieved and what it is celebrating.

All staff and governors, including lunchtime and cleaning staff, can award class points. They are awarded for good work, positive attitudes, politeness, effort etc.

### Sanctions

A restorative approach is used at St Mary's as staff believe that it is important to discuss and make changes to behaviour. The use of positive reinforcement will always be the default approach. Staff believe that high expectations, restorative practises and a nurturing approach are key to building positive relationships. Restorative conversations help children to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip children with tools they can use to avoid similar incidences occurring in the future.

Every adult at St Mary's is important and has the ability to deal with behavioural incidents.

If an incident takes place in the playground, this will normally be dealt with by support staff **who use the same strategies as teaching staff**. This allows an intervention and restorative conversation to take place immediately. These incidents will not be revisited by the class teacher, Learning Mentor or Senior Leaders unless further action is required.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs to account where necessary. A process of 'Stepped Sanctions' will be followed when supporting children in managing behaviour choices. Take up time will always be given to children as they move through this model and adults will not leap or accelerate steps for repeated low-level disruption. When implementing this process, learners will be held responsible for their behaviour and staff will deal with behaviour without delegating.

## **When a rule is infringed, it may be necessary to apply a sanction for the infringement.**

If children display inappropriate or poor behaviour, sanctions should be employed swiftly, consistently, and discretely. Sanctions should be proportionate and reasonable.

The teacher should record movement through the behaviour system discretely to ensure consistency and accuracy.

1. A **'First Official reminder'** from the teacher explaining the problem clearly, referring to the school/class rule being broken: 'Michael, you are not showing behaviour for learning, that is a first official reminder - nothing will happen, but I will have to write it down.
2. Should problem behaviour persist, the child is given a **'Second Official Reminder'**: 'Michael, you are not showing behaviour for learning. That's a second official reminder - I will have to write it down, and if it happens again, it will lead to a Restorative Conversation.
3. Should problem behaviour persist, the child will need to hold a **restorative conversation at the beginning of lunchtime - 15 minutes is taken from the beginning of lunchtime** – SLT/Behaviour Support Staff to manage the Nurture Space each lunchtime: 'Michael, you're not showing behaviour for learning, and I now have to work with you to understand the problem and work on a resolution.

Any incidence of disrespect towards staff, swearing, or physical violence will immediately result in a lunchtime conversation with SLT/Behaviour Support Staff.

- The Nurture Space is staffed by a member of the Senior Leadership Team (SLT)/Behaviour Support Staff each lunchtime, and children should be brought to this team member at the appropriate time.
- A third repetition of a lunchtime restorative conversation will result in the child being sent to the headteacher for discussion, and school will contact/invite parents into school to alert them.
- If a child receives a further three lunchtime restorative conversations in the half-term, they will be placed on 'Check Ins' for a period of one week. During this time, they will be required to check in with a designated member of the SLT/Behaviour Support at the end of each session (morning and afternoon) to evaluate their day. If children manage to regulate their behaviour at this point and receive no more than one restorative conversation in the subsequent five-day period, the child successfully moves back off 'Check Ins.
- If a child continues on the Check In system beyond two weeks, they will be required to check in with a member of SLT after each lesson during the day: AM1, AM2, Break time, AM3, Lunch, PM1, PM2.

Any incidence of a Restorative Conversation should be recorded on Arbor and will be monitored by Mr Feather/Miss Clayton to ensure that staff/parental communication is maintained. **Senior Leaders are always available to discuss behaviour management strategies and issues with staff members.**

### **Serious Infringements** include:

- Deliberate dangerous or aggressive behaviour towards another child or an adult
- Wilful damage to property
- Bullying
- Use of 'hate language' or swearing
- Stealing
- Defiance/rudeness towards any adult
- Swearing
- Sexual harassment and violence
- Any other abusive or harassing behaviour from one peer to another
- Theft

On these occasion the following guidelines should be used:

- Parents are contacted/Called to school
- Record the infringement using the school's secure CPOMS system

- Inform the school leadership team and the Behaviour Lead/Learning Mentor
- Arrange for the Behaviour Lead/Learning Mentor to work with the child
- Arrange for the child to 'make up any wasted time' at a time suitable (this may include playtime)
- Pupil is taken to a member of the Leadership Team SLT/Leadership are called.
- Internal Exclusion
- Short Fixed Term Exclusion (1-2) days
- Longer Fixed Term Exclusion (3-5) days
- Permanent Exclusion
- Involvement of any appropriate outside agencies.
- Temporary placement at an alternative education provider to avoid permanent exclusion.

Although there is a graduated order to these steps they are not a progression and may be followed simultaneously or (in the case of serious rule infringements) some steps may be missed out.

Only staff members should carry out these actions. If a volunteer needs to talk to a child formally about a rule infringement they should speak to a member of staff first. **Agency staff should discuss any rule infringements with a member of staff before leaving school at the end of the day.**

When speaking with children about a rule infringement staff will use a quiet, discreet voice where possible. Raised voices will only be used in an emergency to prevent a child coming to harm. Staff will always ensure they speak clearly, without ambiguity or irony.

Staff will always make sure children understand the rule they have broken and make time for a restorative conversation. Sometimes this will need to be postponed until a situation has de-escalated and the child is able to comprehend. Staff will ensure that everyone concerned is able to move on from the infringement and that no one is left feeling humiliated or unsafe.

Staff will support one another and recognise when it is appropriate for another member of staff to take over the support of a child.

Staff will endeavour to keep all children within their class learning environment at all times and removal of children to a different part of the school will only be used if the safety of anyone is compromised.

For some children, a calm down space may be a helpful strategy but this will be a planned, positive and preventative step and should never be used as a sanction. For example:

- A child who has been distressed at playtime may need to calm down before returning to learning
- A child who has difficulty concentrating for a long time span may need an activity outside the classroom to re-focus them on their learning

### **Break Time Behaviour**

Break time sanctions follow the same procedures as explained for in-school behaviour.

At the end of break time, the whistle will be blown to signal the children to line up to return to their classes. The children should line up and wait quietly before being sent to their classrooms

- Playground equipment is provided, and no equipment should be brought from home. Football is only played on the playground on designated days.
- No children should be in school unsupervised.

Wet-lunch times: Each classroom will have a designated activity during wet lunchtime. (crafts, board games, video, reading) and the children may choose which room they would like to access. Children must stay in the room they have chosen; stay seated; maintain a reasonable volume.

Lunch time staff will supervise all classrooms.

Wet-break times: These will follow the same procedure, but children will stay in their own classrooms. Staff on duty will supervise all classrooms.

### **Bullying**

At St Mary's, bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.

Therefore, bullying is:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against.

Bullying can include:

| TYPE OF BULLYING  | DEFINITION  |
|---|---|
| Emotional   | Being unfriendly, excluding, tormenting   |
| Physical  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual  | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal   | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Any children found to be guilty of bullying will immediately be put on Daily Restorative Check-Ins.

### Extreme Behaviours

Some children exhibit particular behaviours based on their experiences or circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have a bespoke Plan that details additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible.

The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) provides advice for headteachers, staff and governing bodies:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/)

### [Use of reasonable force advice Reviewed July 2015.pdf](#)

The DFE guidance and Section 93 of the Education and Inspections Act 2006 make it clear that all members of school staff have a legal power to use reasonable force, and that the power can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit. However, in our school, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team-Teach will use physical intervention techniques with children, and only when necessary.

## **Suspension and Exclusion**

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

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

Any exclusion will be the decision of the Head Teacher and may be appealed to the Board of Governors. In the case of a permanent exclusion, an appeal can thereafter be made to an independent Exclusion Appeal Panel.

## **Alternative Provision**

In exceptional circumstances the needs of a pupil may be best met in an alternative provision or specialist inclusive learning centre (SILC) and that the pupil may then be removed from the school roll. In these circumstances:

- the school will have taken every appropriate action to address the pupils' needs before considering alternative provision
- consideration of alternative provision is made in consultation with the parents/carers and the child
- consideration of moving pupils to alternative provision is done on a case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures
- the provision that the pupil will be moved to is of good quality and is well resourced to meet the needs of the pupil academically, socially, emotionally and vocationally
- the school has systems in place to provide follow up for the pupil
- the school will have a clear plan around the purpose of goals and provision, how it meets needs, is reviewed and progression planning.
- the school reviews each case with a view to seeing if the pupil can be reintegrated into the school.

## **Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online misbehaviour**

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Searching, Screening and Confiscation**

St. Mary's Primary School will have regard to the latest DfE guidance on Searching, Screening and Confiscation when considering where they may need to search for and/or seize items, including without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury or damage:

[https://www.gov.uk/Government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/Government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

### **Behaviour and Safeguarding**

At St. Mary's we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy, available on the school website for more information on any of the below categories.

### **Child-on-child abuse**

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child-on-child abuse, the procedures and guidance in the Child Protection and Safeguarding Policy will be followed.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the Keeping Children Safe in Education child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature, the DSL will complete an AIMS checklist and make a referral where appropriate.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

### **Responsibilities**

**All staff are responsible for managing the behaviour of all pupils in school.**

Should anyone need support they should approach the child's class teacher, the behaviour support lead, the learning mentor or a member of the leadership team.

All staff must record serious rule infringements on CPOMS. In their record they must:

- Stick to the facts of the incident, using children's actual words where possible
- Use initials only for all persons, including staff members.
- A - include the triggers and antecedents (what happened before, lesson, time, adults)
- B – describe the actual behaviour
- C – note the consequences of the behaviour
- Who else was involved (linked students)
- Tag the incident appropriately ('serious behaviour', 'hate language', 'bullying' etc)
- Alert the class teacher and the senior management team
- Be mindful that the record could in the future be made public through a subject access request or a court order
- Use full names of staff and children

Senior leaders should ensure that staff are regularly updated about issues to look out for around school with all children. These updates will form part of weekly staff meetings and will be communicated verbally and should not be written down (to avoid breaches of confidentiality). All serious incidents will have been logged on CPOMS.

### **Pupils**

All children must try their best to make appropriate choices about their behaviour in order that all children can flourish in a safe environment, conducive to a happy and successful learning atmosphere.

All children must aim to speak out and seek help from a trusted adult in school so that school staff can deal with the situations proactively and restorative practise can take place.

This will ensure that the relationships remain positive but also teaches the children to evaluate and reflect on their behaviour, if they don't think they have a trusted adult they can speak to in school, parents and carers should discuss this with their child's class teacher so staff can support children to build these relationships.

All children will be expected to follow school rules and adhere to them to ensure all children have equal access to the curriculum.

### **Parents and Carers**

Parents and carers must play a part in supporting this St Mary's Behaviour Policy which is available on the school website and sign the Home/School Agreement to demonstrate their support. This is done in Reception and again at the start of Y3 and by the parent and carers of any new starters.

Parents are responsible for:

- Communicating to school staff any difficulties or challenges children are facing on a day-to-day or long term basis that may have an impact on behaviour
- Working with school staff to promote positive behaviour choices

If a parent or carer has a query or concern about the implementation of the behaviour policy they should speak first to their child's class teacher. If this is not possible or appropriate they should seek an appointment with the Head Teacher via the school office: [schooloffice@stmaryscofe.org.uk](mailto:schooloffice@stmaryscofe.org.uk)

St Mary's Primary School asks that parents and carers refrain from discussing contentious issues and concerns with other parents and carers or other children as this can lead to misunderstandings. If a child is unhappy about anything we would advise making contact with the school staff as soon as possible.

St Mary's staff cannot disclose information about the implementation of this, or any other policy, with parents and carers as it pertains to any other children than their own child. They must seek to uphold the confidentiality of all stakeholders at all times.

### **Expectations**

Through this Behaviour Policy we will develop good behaviour through supporting children to make informed choices about how to behave appropriately. Positive attitudes to self, others and to learning will be encouraged and developed through our system of rules, rewards and sanctions. Staff, children and parents will work together to ensure this happens.

**Appendix – Blue Print for Behaviour**

*The following is provided to support all adults in understanding how to apply positive recognition and sanctions effectively and in line with this policy.*



**St Mary's C of E Primary School  
Behaviour Policy Blueprint**



*This blueprint is followed consistently by all adults in all areas of school.*

Visible Consistencies

Our Rules

Be **Ready**  
Be **Respectful**  
Be **Safe**

1. Positive, energetic and authentic "Meet and greet" at the start of **every** school day and at the start of every afternoon session.
2. **First attention to best conduct** – recognition is key. Looking for children who are getting it right. PIP (Praise in public – be specific). Well done..... I love the way you..... thank you for..... and RIP (Reprimand in private, a quiet word...)
3. Consistent use of the Stepped Sanctions and Scripts where needed = Our Pivotal approach is a live policy and approach. **Tone is everything.**
4. Uniform – high expectations for uniform and jewellery. (Followed up by class staff – parents/carers must be informed of inconsistencies).

Relentless Routines

Morning Routines

1. Enter the cloakroom prepared for learning.
2. Meet and greet on entry to the classroom.
3. Look at the morning tasks.
4. Register and lunches.
5. Zones of Regulation completed
5. Discuss the visual timetable and staffing.

Other Established Routines

- Reading records checked weekly.
- Recognition targets discussed – referred to minimum twice weekly.
- SEMH plans are up to date. Actions are used/shared. (Available inside the cupboard door).
- Friday – Stars of the Week and Values award chosen for Collective Worship

Above and Beyond – (Recognition rather than reward).

- Friday celebration worship
- Doubling up praise – discuss a child's effort, outcomes... with another adult and ask them to double up the praise (**Mrs ... was telling me... Mr ... is so proud of you for...**) or encourage a child to show their work to another adult in school.
- Recognition board – celebrating achieving the identified learning behaviour. (Daily mini certificates).

**Age-Appropriate Behaviour Expectations (EYFS-KS2)**

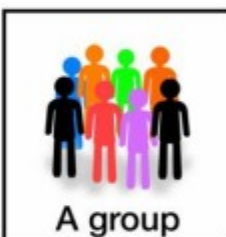
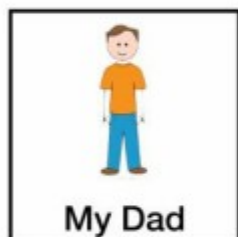
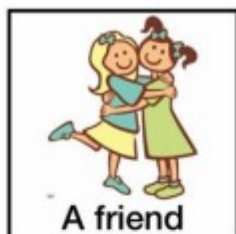
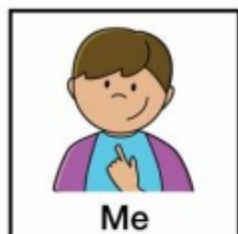
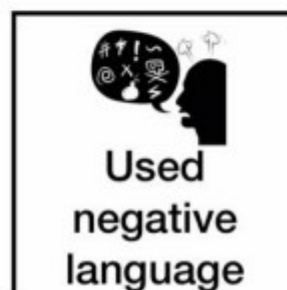
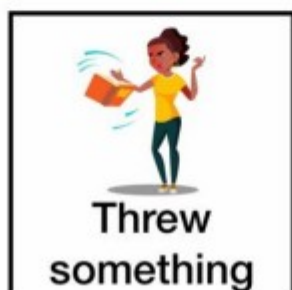
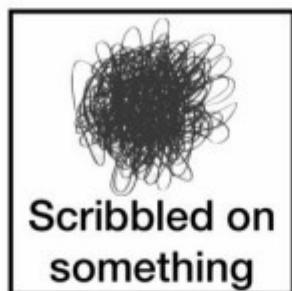
The school recognises that behaviour expectations must be age-appropriate and developmentally informed. All pupils are expected to follow the school's core rules of **Be Ready, Be Respectful and Be Safe**. Staff will take account of pupils' age, stage of development, additional needs and individual circumstances when applying the Behaviour Policy, ensuring expectations remain fair, consistent and inclusive.

The table below sets out how these expectations typically develop across the school.

| <b>School Rule / Area</b>            | <b>EYFS (Ages 4-5)</b>  | <b>KS1 (Ages 5-7)</b>  | <b>KS2 (Ages 7-11)</b>   |
|--------------------------------------|---|--|--|
| <b>Be Ready</b>                      | Begins to follow classroom routines with adult support. Listens to simple instructions, engages in short learning tasks and develops attention for brief periods. | Follows routines and instructions with increasing independence. Arrives prepared for learning and sustains attention for longer periods. | Demonstrates full independence in routines. Arrives prepared, organises resources and consistently takes responsibility for learning behaviours. |
| <b>Be Respectful</b>                 | Learns to share, take turns and use kind words. Responds positively to adult guidance and begins to recognise emotions.   | Shows good manners, respects others' feelings and views, and begins to resolve minor disagreements with support.                         | Demonstrates empathy and respect, communicates appropriately in all situations and uses restorative approaches to resolve conflict.              |
| <b>Be Safe</b>                       | Learns basic safety routines, keeps hands and feet to self and seeks adult help when needed.  | Follows safety rules, makes safe choices and understands that actions affect others.   | Takes personal responsibility for safety, manages risk appropriately and contributes to maintaining a safe environment for all.                  |
| <b>Attention &amp; Concentration</b> | Sustains attention for short periods with frequent adult reminders.   | Maintains focus for longer periods with occasional prompts.  | Maintains concentration over extended periods and increasingly self-regulates attention.   |
| <b>Emotional Regulation</b>          | Needs adult support to identify and regulate emotions.  | Uses taught strategies with support to manage emotions and recover from upset.   | Uses a range of strategies to self-regulate emotions and demonstrates increasing resilience.   |
| <b>Social Interaction</b>            | Develops sharing, turn-taking and cooperative play with support.  | Builds friendships, collaborates with others and resolves minor conflicts with guidance.   | Demonstrates empathy, teamwork and increasingly independent conflict resolution skills.  |
| <b>Independence</b>                  | Requires significant adult guidance and reassurance.  | Completes familiar tasks with increasing independence.   | Works independently, organises resources and takes responsibility for actions and learning.  |
| <b>Communication</b>                 | Expresses needs and feelings with adult support.  | Communicates appropriately with peers and adults.  | Communicates respectfully and effectively across a range of situations.  |

This framework supports a consistent, developmentally informed approach to behaviour across the school while maintaining high expectations for all pupils within the three core rules.

Restorative Justice Visuals





Confused



Worried



Sad



Excited



Distracted



Something different



What were you feeling?



Scared



Angry



Anxious



Giggly



Silly



Fizzy



Write it down



Write a letter



Talk with someone



Say sorry to someone



Fix something



Have thinking time



What needs to happen to put it right?



Tidy Up/clean something



Make a change



Make a plan



Practice




Finish my work




Something else




Sad



Sorry



Guilty



Ashamed




Tired




Fizzy



How do you feel now?



Worried



Calm



Better



Okay



Something different



Unsure



Something else



Ask to go outside




Go to a calm space



Get a fiddle toy



Tell someone how I feel



Count to 10



Next time I could...



Tell an adult



Walk away



Play with someone else



I need help  
Ask for help



Make a change



Take deep breaths

# St Mary's restorative conversation log

Name:

Class:

Adult Supporting:

Lesson:

Date:

Time:

**What happened?**



**What were you thinking? What have you thought since?**



**Who has been affected?**



**What could you do to put it right?**



**How could we do things differently next time?**



**Child's signature:**