



Pupil Behaviour Policy for St Mary's RC Primary School

1. Introduction

1.1 Purpose and Scope

The purpose of this policy is to clearly define the expectations and standards of behaviour for all pupils attending St Mary's RC Primary School. Its aim is to promote a culture of mutual respect, support pupils in the development of self-discipline, and create a safe and supportive learning environment where pupils can flourish academically and personally.

This policy applies to the conduct of pupils:

- On the school site;
- During off-site visits or activities organised by the school (including residential trips);
- Whilst travelling to and from school, particularly within our local community area;
- Online, when this has a direct impact on pupils or staff in the school community.

1.2 Legal and Statutory Framework

This policy has been written in line with the following documents and statutory guidance:

- Department for Education (DfE): *Behaviour in Schools: Advice for Headteachers and School Staff* (2022)
- *Searching, screening and confiscation: advice for schools* (DfE, 2022)
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (DfE, 2023)
- The Education Act 2002 and 2011
- The Equality Act 2010
- Keeping Children Safe in Education (2023)
- SEND Code of Practice (2015)

The policy acknowledges the school's duty to safeguard and promote the welfare of children under Section 175 of the Education Act 2002.

2. Aims and Values

2.1 School Ethos and Vision

Our school community is underpinned by shared values of respect, resilience, kindness, cooperation, responsibility, tolerance and honesty. All members of the community are expected to uphold these values. The school strives to cultivate a compassionate, inclusive, and high-expectation learning environment where all children can succeed. Behaviour is seen as a learning process and a shared responsibility.



With Jesus in our hearts, we welcome, we learn, we laugh, we flourish.

2.2 Behaviour Principles

- All pupils, staff and visitors have the right to feel safe and respected at all times.
- Positive behaviours should be explicitly taught, modelled and reinforced regularly.
- Every pupil has the ability to behave well, and adults have a duty to support them in developing the skills and understanding to succeed.
- Approaches to behaviour will be consistent, fair, and considerate of pupils' individual needs.

3. Roles and Responsibilities

3.1 Governing Body

The governing body is responsible for:

- Reviewing and approving the behaviour policy.
- Holding the Headteacher to account for its implementation.
- Monitoring behaviour data and the effectiveness of the policy.

3.2 Headteacher

The Headteacher is responsible for:

- Leading the development and implementation of this policy.
- Ensuring staff have access to regular training and support.
- Monitoring behaviour trends and taking strategic action.
- Ensuring compliance with legal obligations.

3.3 Staff

All staff are expected to:

- Model the school's behaviour expectations in their own conduct.
- Promote positive relationships with pupils.
- Apply behaviour procedures consistently and sensitively.
- Record and report incidents of concern using the agreed system of CPOMs.

3.4 Pupils

Pupils are expected to:

- Follow the school's behaviour rules and expectations.
- Show respect for themselves, their peers, staff and the school environment.
- Speak out or seek support promptly if they are experiencing difficulty in maintaining positive behaviour.

3.5 Parents and Carers

Parents and carers are expected to:

- Support the school in promoting positive behaviour.
- Work in partnership with the school when concerns arise.
- Encourage good attendance and punctuality.

4. Behaviour Expectations

4.1 Code of Conduct

We expect all pupils to:

- Be ready to learn: attend school on time with the appropriate equipment and a positive attitude being ready to engage with all learning activities.
- Be respectful: to adults, peers, property and the learning environment.
- Be responsible: for their own actions, behaviour and learning.

- Follow instructions from staff promptly and politely.

These expectations apply in classrooms, corridors, assemblies, playgrounds, and during all school-related activities.

4.2 Rewards and Recognition

To reinforce positive behaviour, the school will use a variety of rewarding strategies, including:

- Verbal praise and encouragement.
- Written praise (in books or communication home).
- Stickers, certificates or other awards.
- Dojo points.
- Celebratory events or privileges.
- Recognition in assemblies.

Rewards are used to reinforce school values and to celebrate excellence, effort, improvement or kindness.

4.3 Managing Unacceptable Behaviour

Unacceptable behaviour may include:

- Disruption to learning.
- Defiance or refusal to follow instructions.
- Refusal to engage with a learning task.
- Verbal abuse or swearing.
- Physical aggression or fighting.
- Bullying or prejudicial language (including racist, sexist, homophobic or discriminatory comments).
- Damage to property or theft.

Such behaviours will be managed using a graduated response, considering the pupil's age, needs and circumstances. Initial reminders and personalised support will always be considered before sanctions are applied.

5. Behaviour Management Strategies

5.1 Routines and Consistency

Effective behaviour management relies on consistent routines across the school:

- Clear start and end to lessons.
- High expectations for all pupils.
- Shared expectations for lining up, transitions, lunch queues and use of shared spaces.
- Visual timetables or prompts where helpful.
- Signals for attention and quiet that are agreed and understood.

Predictable routines reduce anxiety and support positive behaviour, especially for pupils with additional needs.

5.2 Positive Relationships

Staff are expected to build strong relationships based on trust, dignity and understanding. Key strategies include:

- Greeting every pupil warmly each day.
- Listening attentively and privately addressing issues wherever possible.
- Knowing individual pupils well and making positive contact with families.

Positive relationships increase pupil engagement, motivation and resilience.

5.3 De-escalation and Intervention

When behaviour escalates, staff are expected to:

- Use calm verbal reminders and reduce language.
- Offer time-out or a change of adult.
- Redirect or divert attention.
- Use restorative language to help pupils regulate and reflect.

Staff are trained in de-escalation techniques and follow school protocols if situations become unsafe. Staff are very rarely alone and using each other to calm a situation is another useful tool.

6. Sanctions and Consequences

6.1 Graduated Response

The school's sanctions ladder is transparent and progressive:

1. Non-verbal cue or glance.
2. Verbal reminder of expectation.
3. Second reminder or restatement of rule.

4. Relocation in class or supervised time-out.
5. Loss of privilege or part of break/lunchtime.
6. Parental contact.
7. Referral to senior staff.
8. Internal exclusion/seclusion.
9. Suspension and, in extreme cases, permanent exclusion.

All sanctions are applied proportionately, giving consideration to pupils' needs and ensuring support is in place.

6.2 Recording and Monitoring

All significant incidents (including persistent disruption, bullying or prejudice-related incidents) will be:

- Recorded using the school's behaviour recording system.
- Analysed by senior leaders to identify patterns or triggers.
- Followed up with targeted support where necessary.

Patterns of behaviour, including for specific pupil groups (such as SEND or disadvantaged pupils), are regularly reviewed.

6.3 Serious Incidents

The school defines "serious incidents" as those involving:

- Physical aggression.
- Verbal aggression.
- Threatening or dangerous behaviour.
- Serious bullying or harassment.
- Bringing prohibited items onto the premises.
- Repeated, defiant behaviour significantly impacting learning.

Senior staff will investigate all serious incidents thoroughly and involve parents. Exclusion may be considered in line with DfE guidance.

7. Support and Intervention

7.1 Early Help and Internal Support

Where suitable, the school provides early intervention for pupils at risk of repeated behavioural incidents. This may include:

- Mentoring.
- Targeted pastoral support.
- Emotional Literacy Support (ELSA).
- Social skills groups or behaviour coaching.
- Support from outside agencies e.g. Educational Psychologist, NEST, IEST etc.

Behaviour support is coordinated by the SENCo, HT and ELSA.

7.2 SEN and Behaviour

The school recognises that behavioural difficulties may be the result of unmet SEN needs. In these cases:

- Reasonable adjustments are made to support the pupil.
- Risk assessments, individual support plans or behaviour support plans may be created.
- Staff consider the views of the pupil and their family.

Behaviour policies will be implemented with consideration for the Equality Act 2010 and SEND Code of Practice.

7.3 Multi-agency Working

Where behaviour concerns continue, or are linked to safeguarding or welfare needs, the school works with external partners including:

- Early Help teams.
- Educational Psychology services.
- CAMHS or mental health practitioners.
- Social workers or family support workers.

Partnership plans will be robustly monitored.

8. Bullying, Discrimination and Harassment

8.1 Anti-Bullying

Bullying will not be tolerated in any form—including physical, verbal, emotional, online, indirect or relational.

Allegations of bullying are investigated promptly, fairly and sensitively. Pupils who are bullied are supported, and those who bully are helped to understand the impact and change their behaviour. Incidents will be recorded and tracked.

The school follows the DfE's *Preventing and tackling bullying* (2017) guidance in all procedures.

8.2 Equality, Diversity and Inclusion

Behaviour incidents involving prejudice or discrimination are recorded, reported, and addressed in line with the school's equality objectives. This includes racism, sexism, homophobia, transphobia and bullying relating to disability, faith or appearance. Such incidents are treated seriously and handled sensitively.

Staff consistently promote diversity and empathy through the curriculum and assemblies.

9. Use of Suspension and Permanent Exclusion

9.1 Statutory Guidance

Suspensions and permanent exclusions are used only as a last resort, in line with *Suspension and Permanent Exclusion Guidance* (DfE, 2023).

Reasons may include:

- Serious or persistent breaches of behaviour expectations.
- Situations where allowing the pupil to remain in school would seriously harm the education or welfare of others.

All exclusions are authorised by the Headteacher and follow statutory procedures. Pupils and families have the right to appeal through the governing body and local authority.

9.2 Reintegration and Prevention

Following suspension, a reintegration meeting is held with parents to agree a plan to re-engage the pupil in school life.

The school will:

- Identify possible causes of behaviour.
- Provide targeted interventions.
- Monitor progress with pastoral or other staff.

Exclusions are monitored by the governing body to prevent disproportionate patterns.

10. Physical Intervention and Searching Pupils

10.1 Use of Reasonable Force

In rare cases, trained members of staff may use reasonable force to:

- Prevent harm or injury.

- Prevent serious damage to property.
- Escort a disruptive pupil from a space.

The use of force is always a last resort and in line with *Use of Reasonable Force* guidance (DfE, 2013). Any use of force is recorded and reported to parents.

10.2 Searching, Screening and Confiscation

Senior staff may search a pupil belongings with or without consent where there are reasonable grounds. Items that may be searched for include:

- Knives or weapons.
- Alcohol, tobacco, stolen items, drugs.
- Unacceptable images or items causing harm.

Searches are conducted respectfully, with witness and recording procedures, in line with DfE guidance on *Searching, screening and confiscation* (2022).

11. Communication and Training

11.1 Staff Training

All staff receive regular training on:

- Behaviour management and positive reinforcement.
- De-escalation techniques.
- Recording and reporting systems.
- Supporting pupils with SEND or trauma-related behaviours.

Behaviour expectations form part of new staff induction and ongoing CPD.

11.2 Pupil and Parent Communication

Behaviour expectations are communicated through:

- Assemblies and class activities;
- Displays in classrooms and corridors;
- The school website and newsletters.

Pupils are involved in shaping behaviour principles via school meetings and the GIFT Team. Parents are encouraged to participate in reviews and receive timely updates on behaviour incidents.

12. Monitoring, Evaluation and Review

12.1 Policy Monitoring

The school's Senior Leadership Team will monitor implementation across all classes through:

- Lesson observations.
- Behaviour data analysis.
- Pupil/staff/parent voice activities.

Findings will inform planning for improvement.

12.2 Evaluation

The effectiveness of this policy will be evaluated with reference to:

- Rates of behavioural incidents, use of sanctions and exclusions.
- Outcomes for priority pupil groups.
- Reports to the governing body.
- Feedback from stakeholders.

12.3 Policy Review

This policy will be formally reviewed by the governing body annually. Updates will be made in response to new statutory guidance and findings from internal evaluation and Ofsted inspection feedback.

This policy must be published on the school website in accordance with The School Information (England) Regulations 2008.