



Behaviour Policy

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Introduction

Article 29- Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

At Saint Mary's, we recognise the importance of reflection, reconciliation and restorative justice in order to seek mercy and forgiveness when the wrong choices are made. Our focus is primarily on reflection time and restorative practice, rather than punishment. Our decision-making and actions are always rooted in our Gospel Values of; Love, Hope, Mercy, Peace and Truth.

Policy Adoption and Review

Date Adopted: June 2026

Date of Review: June 2028

Saint Mary's Mission Statement

'United in Christ, One Family in God's Heart'

Values and Beliefs

At Saint Mary's we believe that every child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.

"Love one another as I have loved you" (John 16:12)

Living Our PRIDE Values

At Saint Mary's, our behaviour expectations are underpinned by our PRIDE values. These values help us to create a safe, respectful and positive learning environment where everyone can flourish.

What PRIDE Stands for:

P Prepared	We arrive ready to learn; equipped and with a positive attitude.
	We strive to do our best and celebrate our achievements and those of others.
R Respectful	We treat everyone with kindness, courtesy and consideration.
	We listen to others, value differences and use respectful language at all times.
I Inclusive	We celebrate differences and ensure everyone feels welcome and valued.
	We make sure everyone has a chance to participate and feel they belong.
D Determined	We persevere when learning is challenging and learn from our mistakes.
	We demonstrate resilience and a positive attitude towards learning and personal growth.
E Engaged	We participate fully in lessons.
	We listen well and contribute positively.

All members of the school community are expected to demonstrate these values in their interactions, learning and conduct. Behaviour that falls below these expectations will be addressed through restorative conversations, support and appropriate consequences. Behaviour that compromises the safety, wellbeing or dignity of others, or significantly breaches our PRIDE values, may result in more serious sanctions in line with this policy.

Our PRIDE values provide a shared language for recognising positive behaviour, supporting personal development and helping pupils understand their responsibilities as members of our school community.

Aims and Objectives

The ideal which the school seeks to achieve is self-discipline founded on Christian values and mutual respect for one another's needs and feelings. We seek to do this by:

- Developing a sense of right and wrong so that pupils can make good choices.
- Knowing and understanding forgiveness.
- Building warm and supportive friendships.
- Supporting pupils as they seek to make Jesus someone special in their lives.
- Enhancing their understanding of the family values passed on to them by their parents and parish.
- Teaching them to live by the teachings of Jesus.

We aim to help each pupil to achieve their full potential by:

- Providing a broad, engaging curriculum that develops key skills.
- Encouraging both independent and collaborative learning.
- Providing support and challenge for all pupils, regardless of their abilities.
- Ensuring parents and carers receive clear, regular information on their child's progress, behaviour, and attitude.

We aim to help our pupils to be responsible members of society by:

- Valuing and respecting all members of the school community.
- Encouraging pupils to think not only of themselves, but also of others.
- Helping pupils understand that we rely on one another, and we are also responsible for one another.

Rewards and Positive Behaviour

At Saint Mary's we promote positive behaviour for learning by prioritising praise, rewards and restorative practice for every pupil, regardless of age, race, gender, ethnicity or additional need.

Staff actively recognise and celebrate pupils who demonstrate the school's PRIDE values through merits, praise, certificates, house points, Shining Lights nominations and other rewards.

Our approach is strengths-based and inclusive:

- Staff consistently teach and model clear expectations.
- Effort and achievement are celebrated.
- Reasonable adjustments are made where pupils have SEND or barriers to regulating behaviour.

We use a graduated response: predictable routines, positive reinforcement, visual supports and adapted communication, alongside restorative conversations that help pupils reflect, take ownership of their actions, repair harm and rebuild relationships.

The Saint Mary's Reminder System

When necessary, ordinary discipline will be enforced through a clear step system of reminders, in the first instance by the Class Teacher. Decisions will be proportionate to the behaviour, with flexibility to reflect age, understanding and SEND needs.

1. Gentle Reminder – Calm, positive cue to expected behaviour.
2. Clear Warning – Pupil informed of consequence if behaviour continues.
3. Time to Reflect – Short time away from activity to calm and reset.
4. Restorative Conversation – Short dialogue to repair relationships and take responsibility.
5. Escalation – Referral to SLT if behaviour persists or is serious.

This system is trauma-aware, fair, and respectful, ensuring sanctions are always balanced with opportunities for reflection and reconciliation.

Merits and Rewards

Saint Mary's Merit Award recognises consistent effort, positive learning behaviour, 100% attendance, and living out our Gospel values.

Merits progress from Bronze → Silver → Gold → Platinum, with points contributing to House Team totals.

House competitions run weekly, fostering teamwork and whole-school relationships.

Weekly **Shining Lights Assembly** celebrates two children per class (one teacher-chosen, one peer-chosen), Gospel values, and wider achievements.

Special rewards include **Headteacher stickers** and invitations for hot chocolate with the Headteacher.

Responsibilities

Class Teachers: Set clear expectations, uphold the policy, maintain communication with parents, log incidents on CPOMS, and liaise with the SENCO if needed.

Teaching Assistants, 1:1 staff, Midday Supervisors: Ensure safe behaviour, apply the policy, and report incidents consistently.

Headteacher: Ensures safety and welfare, implement and monitor the policy, support staff, and use exclusions when necessary.

Parents/Carers: Work in partnership with school, support behaviour expectations, and maintain communication.

Governors: Monitor behaviour standards, exclusions, and policy effectiveness.

Prohibited Items and Unsafe Behaviour

The safety and wellbeing of all members of the school community is of paramount importance. Pupils must not bring into school any item that could be used, or perceived to be used, to cause harm, threaten, intimidate, or distress others.

This includes, but is not limited to, knives, sharp objects, adapted items, replica weapons, or any object used in a manner that could reasonably be perceived as threatening.

Any pupil who brings such an item into school, or who uses an object to imitate, threaten, intimidate, or enact violent behaviour, will be considered to have committed a serious breach of the Behaviour Policy. This applies regardless of whether there was an intention to cause physical harm.

In determining the appropriate response, the school will consider the age of the pupil, their understanding of the consequences of their actions, any additional needs, the context of the incident, and the level of risk posed to others. Sanctions may include suspension or, in exceptional circumstances, permanent exclusion.

The school will also work with parents/carers and, where appropriate, external agencies to ensure that pupils understand the seriousness of such behaviour and are supported to make safer choices in the future.

Disciplinary Action

When behaviour does not improve following the reminder system, staff may:

- Withdraw playtime/lunchtime for reflection.
- Set catch-up learning tasks if lessons have been disrupted.
- Use restorative practice to repair relationships.

Where behaviour persists, parents/carers will be invited to a meeting and a support plan developed. External agencies may be involved if needed. In serious cases, fixed-term or permanent exclusion may be used, always recorded and communicated to parents with the right of appeal.

Bullying

Saint Mary's is committed to creating a safe, respectful and inclusive community where bullying is never tolerated. Bullying is defined as behaviour that is deliberate, repeated, and intended to cause harm. This includes physical, verbal, emotional, online/cyberbullying, and bullying related to protected characteristics such as race, religion, gender, disability, or sexual orientation.

We take all reports of bullying seriously. Staff have a duty to act on concerns, and all incidents are promptly investigated, recorded in detail (including the nature, motivation, and outcome), and followed up to ensure the issue is resolved. Victims are supported and protected, while those responsible are held accountable through appropriate consequences alongside restorative approaches that promote reflection and change.

Preventative work is embedded across school life through the curriculum, assemblies, pastoral support, digital safety education, and staff training. Pupils are encouraged to speak up and know how to report concerns safely. Parents and carers are kept informed and, where appropriate, actively involved in resolving incidents.

Bullying is recognised as a safeguarding concern and may, in some cases, amount to child-on-child abuse. Staff remain alert to signs of significant harm, and safeguarding procedures are followed where a child is at risk of, or suffering, harm. Patterns of bullying are monitored and reviewed regularly so that proactive steps can be taken to strengthen a culture of kindness, respect, and responsibility.

If your child feels bullied; they should:

- **Tell an adult you trust straight away** – This could be your teacher, a teaching assistant, the Headteacher, or any member of staff.
- **Don't keep it to yourself** – bullying is never your fault.
- **Use the worry box / trusted adult system.**
- **Be kind and look out for others** – If you see bullying, tell an adult so we can help.

We will listen, support you, and take action to make sure you feel safe.

Pupil Code of Conduct

At Saint Mary's RC Primary Academy, pupils live out our Gospel Values by being kind, respectful, forgiving, and responsible. Class charters support our whole-school Code of Conduct.

Pupils are expected to demonstrate our PRIDE values in all aspects of school life. They should take pride in their work and environment, show respect towards others, act with integrity, demonstrate determination when faced with challenges, and strive for excellence in their learning and behaviour.

Unacceptable Behaviour

Behaviour is separated into 3 stages with examples provided, ranging from low-level disruption to serious offences. Staff use professional judgement and always consider SEND, context, and pupil needs before applying consequences.

Stage 1						
Actions	Consequences	Repeated in up to 5 Days	Fresh Start	Repeated in up to 5 Days	Fresh Start	Repeated in up to 5 Days
Talking when an adult is talking. Disrupting others Making inappropriate noises. Not getting on with work. Moving around the School/Classroom without permission. Causing upset through name calling or similar.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	Lesson Up to 5 minutes of reflective time out with another member of staff. Break Sit on bench for 3 minutes.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	Lesson Up to 10 minutes with Assistant Headteacher. Break Miss 1 playtime. Teacher speak to Parent/Carers.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	1 st Time Class Teacher to inform Parent/Carer that Assistant Headteacher will meet with the pupil to discuss behaviour. 2 nd Time Assistant Headteacher or Headteacher to meet with Parent/Carer.

Stage 2						
Actions	Consequences	Repeated 2 nd Time		Repeated 3 rd Time		Repeated more than 3 times in a Term
Hitting/ hurting with intent e.g. biting. Refusal to carry out instructions. Throwing objects. Swearing/inappropriate use of language. Fighting Refusal to come in to the Classroom. Damaging school property.	Lesson 1 day no playtime Contact with Parent/Carers by Class Teacher. Break 1 day no playtime Contact with Parent/Carers by Class Teacher. Lunch 1 day no playtime Contact with Parent/Carers by Class Teacher.	Lesson Loss of playtime in Assistant Headteacher's Office Contact Parent/Carers to meet with Class Teacher and Assistant Headteacher. Break As above. Lunch As above.		Head Teacher involvement/ meeting with Parent/Carers and Class Teacher. Possible 1-3 day inclusion with loss of playtime.		Possible Pathways involvement Behaviour Management Plan set up. Possible fixed term exclusion Head/Teacher and Governors involvement.
All incidents are recorded on CPOMS and the Class Teacher informs Parent/Carers.						

Stage 3						
Actions	Consequences	Repeated within the Year		Repeated within the Year		Repeated within in the Year
Serious damage to school property.	Headteacher to meet with Parent/Carers. Possible EBSS involvement and where necessary police involvement. Behaviour Management Plan set up. Possible Suspension or Permanent Exclusion.					
Theft						
Physical assault against pupil or adult.						
Verbal Abuse/threatening behaviour against pupil or adult.						
Bullying						
Racist Abuse						
Sexual Misconduct						
Carry knives or other offensive weapons.						

Sanctions

At Saint Mary's, we recognise the importance of reflection, reconciliation and restorative justice in order to seek mercy and forgiveness when the wrong choices are made. Our focus is primarily on the reflection time pupils are given and restorative practice, rather than punishment. In order to support staff with low-level behaviours within the classroom, a 'verbal warning' system is used. Pupils will be given 2 reminders and on the third will be asked by the teacher to remain in the classroom, at the end of lesson; to reflect on their behaviour with the teacher.

The verbal warning system refreshes after each break-time, allowing pupils to make a fresh start and positive choices.

The amount of reflection and reconciliation time will be decided by the Class Teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned. Restorative practice will be put in place when necessary.

There will be times when pupils behave inappropriately. Pupils need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned.

Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will lead to a sanction.

Normal sanctions include a verbal reminder of expected behaviour, time out (reflection time), loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology or loss of responsibility. Where appropriate, peer mediation and restorative practice will take place.

School recognises that pupils experiencing tensions at home may exhibit behaviour difficulties in school. The school fosters positive relationships with parents/carers on an informal day to day basis and through more formal arrangements such as SEN review meetings and 'Pastoral Support Meetings'. Where pupils have additional needs in terms of behaviour, a pupil will be given targets set in conjunction with parents/carers and a Behaviour Management Plan set up.

Where it is deemed necessary pupils who are exhibiting particularly challenging behaviour or frequent incidents of less significant but nonetheless concerning behaviour a referral will be made to Lincolnshire Behaviour Outreach Support Service (BOSS).

Procedures for Dealing with Major Breaches of Discipline

If the problem is severe or recurring, then suspension and exclusion procedures are implemented

- After a suspension a reintegration meeting will be held with pupil, parent/carer, teacher and Headteacher.
- Permanent exclusion after consultation with the LEA. All exclusions are governed by a strict code of conduct agreed with the LEA and Diocese and invoked by the Headteacher.
- Parents/Carers have the right of appeal to the Governing Body against any decision to exclude.
- Possible use of positive handling strategies by staff that are Team Teach trained.

Repeated Poor Behaviour Impacting Upon the Learning/Playing of Others

If the school considers that a pupil's behaviour is so poor that it is preventing other pupils from accessing the curriculum or playing safely etc, then the Headteacher may exclude the pupil from the classroom. Depending upon the circumstances, the pupil may remain in school, but work alone away from the other pupils. They may be excluded from the dining hall and the playground. The parents/carers are to be kept informed of the reasons for the exclusion and are to be offered the opportunity to discuss the exclusion. They have the right to appeal to the Governors if they do not agree with the Headteacher's decision.

Preventative Strategies and Restrictive Interventions

See sanctions above and policy procedures.

The school put in place Behaviour Management Plans and Physical Handling Plans, for pupils who may show challenging behaviour. All staff including Supply Teachers are made aware of these.

If a pupil violently attacks another pupil or adult and does not respond to requests and support measures, then positive handling strategies may be necessary, carried out by Team Teach trained staff. Measures will be taken to de-escalate the situation prior to this action happening. Staff will be trained on Team Teach strategies and procedures.

At Saint Mary's, restrictive interventions will only be used as a last resort where it is necessary, reasonable and proportionate to prevent harm, serious disruption, criminal offences or significant damage to property. Staff will always seek to use preventative and de-escalation strategies first. Any intervention will be the least restrictive option for the shortest time necessary, with incidents recorded and managed in line with safeguarding and reporting requirements.

The pupil should be removed from the situation and given time and space to regulate their emotions and reflect on their behaviour. Parents/Carers will then be informed by the Headteacher.

A serious incident should be reported via CPOMS discussed with the Headteacher. The Headteacher will work with the member of staff and parents/carers to devise an action plan to meet that pupil's needs. This may include the involvement of other agencies such as BOSS, Social Services, and Psychological Service and so on.

Suspensions and Permanent Exclusions

Only the Headteacher has the authority to suspend a pupil. A suspension may consist of one or more periods, but must not exceed a total of 45 school days in any one academic year. The Headteacher may also permanently exclude a pupil in response to serious or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

All suspensions and exclusions are carried out in accordance with the School Standards and Framework Act 1998 and the latest DfE statutory guidance on suspensions and permanent exclusions.

Following a suspension, a reintegration meeting will take place to discuss tailored provision, support, and agreed targets to help the pupil make a successful return to school.

Appendix 1 - Acronyms

BOSS – Behaviour Outreach Support Service

CCTV – Closed-Circuit Television

EBSS – Education and Behavioural Science Section

EYFS – Early Years Foundation Stage

LEA – Local Education Authority

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Coordinator

SLT – Senior Leadership Team

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England.

If you feel bullied at St Mary's



Tell an adult you trust straight away

this could be your teacher, a teaching assistant, the Headteacher, or any member of staff



Don't keep it to yourself

bullying is never your fault



Use the worry box/ online form / trusted adult system



Be kind and look out for others

if you see bullying, tell an adult so we can help



We will listen, support you, and take action

to make sure you feel safe

St Mary's RC Primary Academy

BEHAVIOUR CHARTER

Be kind and respectful



Listen carefully to each other



Use kind words



Think before you act



Be helpful



Look after property

Follow instructions

Take care of our school

