

**ST. MARY'S C OF E ACADEMY
HANDSWORTH
BEHAVIOUR POLICY**



Written by:	Sarah Campbell -Swords
Updated by:	Sarah Campbell- Swords
Approved by:	Governing Body
Date:	April 2026
Next review due by:	April 2027

This Policy works in line with.

- **KCSIE 2025**
- **Safeguarding and Child Protection Policy 2024**
- **Anti-Bullying Policy**
- **Attendance Policy**
- **Curriculum Policy**

Contents

- 1. Vision**
- 2. Aims and Purpose of the Policy**
- 3. Roles and Responsibilities**
- 4. Procedure and Practices**
- 5. Severe Behaviour Incidents –**
 - Child-on-child Abuse**
 - Violence in the classroom**
 - Removal from the Classroom**
- 6. Suspensions and Exclusions**
- 7. Physical Intervention and Reasonable Force**
- 8. Bullying**
- 9. Teaching the Behaviour Curriculum**
- 10. Inclusion and Pupil Support**
- 11. Staff Training/ Induction**
- 12. Monitoring and Reviewing**

Appendices

- 1. Expectations: what we are looking for**
- 2. Individual Rewards for Dojo**
- 3. Whole class Dojo Rewards**
- 4. Sanctions for Misbehaviours**
- 5. St Mary's De-escalation Process**
- 6. St Mary's Behaviour Curriculum**

St Mary's Primary Academy Behaviour Policy

Good behaviour in school is central to a good education. St. Mary's C of E Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1. VISION

At St Mary's, our curriculum is rooted in identity, inclusivity, and empowerment, and these values underpin our approach to behaviour. We believe that every child's behaviour is shaped by their experiences, sense of belonging, and need to be understood. Our behaviour approach, like our curriculum, is designed to help children flourish, supporting them to act with love, live in peace, and aspire with hope. We explicitly teach and model positive behaviours through consistent routines, emotional literacy, and restorative practices, enabling all children to thrive in a safe, respectful, and nurturing environment.

Our learning environments and lessons are intentionally designed using an evidence-informed approach to reduce cognitive load and support focus. By ensuring clarity, consistency, and high-quality modelling, we create calm and purposeful classrooms where children can learn without unnecessary distractions. This approach not only supports academic progress but also reduces anxiety, promotes positive behaviour, and enables all children to engage confidently with their learning.

It reflects our vision and core values by emphasising mutual respect, respectful attitudes, and positive relationships. It promotes behaviour and adopts a partnership approach to managing poor conduct with interventions that support staff and learners. It establishes behavioural expectations while also allowing professionals the autonomy to meet the individual needs of each person.

At St Mary's, we aim to provide a calm, safe, and supportive environment for all who work or visit. Our behaviour strategy focuses on enhancing educational outcomes by encouraging and supporting students' engagement with their learning. All staff strive to help children develop a sense of belonging and a desire to be understood. Through our school vision and values, we will ensure that all children can thrive in a safe, respectful, and nurturing environment.

At the heart of our community, we serve to embrace lifelong learning through our Christian foundations. We step forward with love in our hearts, peace in our actions and hope in our aspirations. We enable all to flourish in our diversity of faith and belief, be ambitious and be our unique selves.

2. AIMS AND PURPOSE OF THE POLICY:

We aim to foster a culture of being ready, respectful, and safe, promoting this through our school values of Love, Peace, and Hope.

- **Love** – nurturing each other, celebrating our differences and acting with love.
- **Peace** - working/playing together in harmony and respecting our differences to live in peace.
- **Hope** – aspiring with hope for the future of our community.

Through the consistent use of our values, we aim to.

- ✓ create a culture of good behaviour: for learning, for community and for
- ✓ refuse to give children attention for poor conduct
- ✓ help children to take control of their behaviour and be responsible for the consequences.
- ✓ build a community which values kindness, care, good humour, obedience and empathy for others.
- ✓ Promote community cohesion through positive relationships.
- ✓ encourage calmness, independence, self-discipline and strategies to ensure that, when children do misbehave, the behaviour is prevented from reoccurring.
- ✓ foster positive caring attitudes to one another and to the environment.

The purpose of this policy is to provide clear, practical procedures for adults and children that:

- ✓ Recognise behavioural norms
- ✓ Positively reinforces behavioural norms
- ✓ Promote self-esteem and self-discipline
- ✓ Teach appropriate behaviour through positive interventions

3. ROLES AND RESPONSIBILITIES

At St. Mary's, behaviour and discipline are recognised as a collective responsibility shared among parents, staff, the governing body, children, and other agencies involved with the school. The behaviour policy must be clear, well understood by staff, parents, and children, and consistently applied. When this partnership functions effectively, the expectations for the following roles are fulfilled:

The Governing Body will:

1. Support the implementation of the policy.
2. Provide advice to the Head Teacher regarding disciplinary issues and exclusions.
3. Review this policy annually with the Head Teacher, Senior Leadership Team, and all staff, presenting any changes to the Governors.

The Head Teacher will:

2. Responsible for the implementation and effectiveness of the behaviour policy.
3. Ensure the health, safety, and welfare of all children in the school.
4. Supports staff in implementing the policy and setting standards of behaviour.
5. Issue suspensions and fixed-term exclusions to individual children for acts of serious misbehaviour.
6. For repeated or very serious acts of major misbehaviour, a child may be permanently excluded.

The Behaviour Lead and SLT

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition, the Behaviour Lead will:

1. Develop, implement, and review the school's behaviour policy to ensure it aligns with the school's values and objectives.
2. Provide training and support to staff on behaviour management strategies and the effective implementation of the behaviour policy.
3. Monitor learners' behaviour and evaluate the effectiveness of behaviour management strategies, adjusting as necessary.
4. Develop and oversee intervention strategies for students who exhibit challenging behaviour, including individualised support plans.
5. Work closely with teachers, parents, and external agencies to address behavioural issues and promote positive behaviour.
6. Collect and analyse data related to student behaviour to identify trends and areas for improvement.
7. Lead initiatives that promote positive behaviour and a positive school culture, such as reward systems and behaviour awareness programs.
8. Assist in resolving conflicts and mediating disputes among students to foster a harmonious school environment.
9. Maintain open lines of communication with parents regarding their child's behaviour and progress, providing guidance and support as needed.
10. Report to the Head Teacher and senior leadership team on behaviour trends, incidents, and the effectiveness of interventions.

Senior leaders will:

1. Welcome children at the front door at the beginning of the day to foster a positive start.
2. Be highly visible and routinely engage with children, parents, and staff to set and maintain a behaviour culture where everyone feels safe and supported.
3. Demonstrate respectful behaviour towards both staff and children.
4. Act as a point of escalation for behaviour-related issues when necessary.
5. Recognise and celebrate staff, leaders, and learners whose efforts exceed expectations.
6. Share good practices regularly.
7. Support staff in managing children with complex or entrenched negative behaviours.

All Staff will:

1. Welcome students at the classroom door every day to create a positive atmosphere.
2. Recognise and celebrate positive behaviour to encourage a supportive environment.
3. Award Class Dojo points following the school policy to reinforce good behaviour.
4. Refer to the principles of 'Ready, Respectful, Safe' when discussing behaviour with children.
5. Collaborate with colleagues to share responsibility for behaviour management throughout the school.
6. Communicate effectively with parents regarding their child's behaviour to foster a partnership in support.
7. Demonstrate positive behaviours and build strong relationships with children.
8. Plan lessons that support, engage, challenge, and meet the diverse needs of all children.
9. Use walkthroughs to establish consistent routines for children.
10. Instruct children on the behaviour curriculum and its underlying principles.
11. Follow up consistently on behaviour issues, retain ownership, and engage in reflective dialogue with children.
12. Never ignore or walk past children who are exhibiting poor behaviour; address it promptly.

The Pupils will:

1. Behave in an orderly and self-controlled manner, adhering to the school rules of being ready, respectful, and safe.
2. Show respect for one another, themselves, and adults.
3. Respond to situations appropriately, preventing retaliatory actions.
4. Attend school every day and arrive on time.
5. In class, contribute to an environment where other children can learn and the teacher can teach effectively.
6. Move quietly and calmly around the school, using "wonderful walking" and "legendary lines."
7. Always use "magnificent manners" and exhibit excellent table manners.
8. Treat school buildings and property with respect.
9. Always wear the correct school uniform and P.E kit.
10. Accept sanctions or consequences when given.
11. Refrain from behaviours that could bring the school into disrepute, including when outside of school.

Parents and carers

Children are more secure and successful when the adults supporting them work together with a common purpose. At St. Mary's, we prioritise collaboration with parents and carers to ensure that children receive consistent messages about behavioural expectations.

We are committed to building a supportive and constructive dialogue with families and will inform parents and carers as soon as possible if there are any concerns regarding a child's welfare or behaviour.

Parents and Carers will:

1. Ensure that children are in school every day and on time.
2. Know and understand the school’s behaviour policy and reinforce it at home.
3. Always model respectful behaviour to the children.
4. Support their child in adhering to the school’s behaviour policy
5. Inform the school of any changes in circumstances that may affect their child’s behaviour
6. Discuss any behavioural concerns with the class teacher promptly
7. Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
8. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
9. Take part in the life of the school and its culture
10. Reward and celebrate positive behaviour.

4. PROCEDURE AND PRACTICE

School Rules

At St Mary’s, we have a shared culture for positive behaviour.

- **Be Ready;** being ready for learning is individual and as a group.
- **Be Respectful;** we are respectful to others in the local and wider community.
- **Be Safe;** everyone in the school should be kept safe.

These three core rules are the overarching principles which guide the expectations of children and staff in the school. The rules will be displayed in each classroom and along the corridors. Staff will support children in learning and understanding the school rules and how to conduct themselves in line with the rules.

Ready	Respectful	Safe
<ul style="list-style-type: none">✓ Arrive at school on time✓ Wear the correct uniform✓ Ready to listen✓ Correct P.E kit✓ Ready in the line✓ Ready to learn	<ul style="list-style-type: none">✓ Listen to others✓ Use magical manners✓ Right voice, right time✓ Looking after the environment✓ Looking after each other✓ Be kind and thoughtful✓ Represent the school	<ul style="list-style-type: none">✓ Keep hands, feet and unkind words to yourself✓ Wonderful walking around school✓ Play/use equipment sensibly✓ Recognise when a game is getting too physical✓ Listen to instructions clearly and the first time

By being ready, respectful and safe, children will demonstrate the following behaviours.

What we are looking for



- ★ Follow adult instructions.
- ★ STAR—Sit up, Track the learning, Active listening and Respect.
- ★ Engage with learning at all times.
- ★ Treat all adults, children and property with respect and kindness.
- ★ Try to be your best self.
- ★ Be your unique self and find the now and wow moments



This will be displayed in every classroom and in the corridors to share the expectation (Appendix 1)

Promoting and Celebrating Success

Staff will promote and catch children demonstrating our values and other pro-social behaviours around the school. The SLT will hold a fortnightly school assembly where awards will be given for the class and child across each key stage with the most Dojo points. In addition, a wide range of strategies is used to celebrate positive behaviour across the school. These are summarised below; however, they are not exhaustive.

- Verbal praise
- Individual Dojos and rewards
- Collective Dojos and rewards
- Written praise via certificates
- Communicating praise to parents via phone call or written correspondence
- The top table in the dining, for the best lunchtime behaviour for the term
- Privilege passes for collective worship, grass areas, hall-sit at any table and lunchtime games, i.e. football/netball for top scorers on class Dojo.


Individual Rewards

The children will be encouraged to collect as many Dojo points individually as they can for following school rules. Staff will encourage, promote and make this a fun experience for the children. Rewards will be delivered as follows.

Individual Dojo Rewards

Behaviour Rewards for Class Dojo	
30	Sticker from class teacher
60	Change their character on Dojo
100	15 min on Dojo Island
300	VIP Pass in assembly / collective worship for the next half term
500	Positive call home to parents from Mrs Campbell-Swords and a certificate.
700	Afternoon juice and a cookie with Mrs Booker and a gold sticker

Please ensure consistency of the points given and taken away. This will only work if the children feel it is fair and just. Rewards must be given as shown below.



Appendix 2: Individual Reward Chart

Rewards

Children will also be encouraged to work collaboratively as a class to obtain the most Dojo points for the term. Each fortnight, class winners will be celebrated in a celebration assembly, and a small reward (see table below) will be given. Class winners will be published and celebrated in the newsletter fortnightly and on the Dojo wall of fame in the hall. There will be an overall winner for each term, and the celebration will be arranged by the SLT. Each term, the class Dojos will be reset.

Whole class rewards will be given out once a term as follows.

Whole Class Rewards

The class with the most amount of Dojo's for the fortnight will get to choose


- 15 min extra play

- 15 min on laptops

- 15 minutes of games

- Go first into lunch on Friday

Please ensure consistency of the points given and taken away. This will only work if the children feel it is fair and just. Rewards must be given as shown below.



RESPONDING TO MISBEHAVIOURS

All staff at St Mary's will strive to achieve a consistent, fair approach when issuing rewards and using the school's system for positive reinforcement. There will be occasions where children's behaviour choices require a consequence. We have defined this into two forms of consequence.

Deterrence – to deter pupils

Examples.

- Stepped interventions such as frequency charts
- Removal of Dojo points – only ever two at a time, and to be given the immediate opportunity to be restorative and earn them back
- Completing missed work during break and ONLY after 1 pm when lunch has been eaten
- Loss of privileges, playtime, football, and grass areas
- Regular reporting of behaviour to Mrs Campbell-Swords (Behaviour Lead)
- School-based community service, such as litter picking, tidying an area, etc
- In serious circumstances, suspension or permanent exclusion

Protective Consequences – to manage harm

Examples.

- Limited access to outside spaces
- Escorted to social situations/ no availability to certain areas
- Differentiated teaching space
- Removal of a pupil from a lesson
- Exclusion
- 1:1 support

Through our culture of behaviour, all sanctions will be delivered with a restorative approach, allowing children time to express their experiences and feelings and work collaboratively with staff towards a solution. All staff understand that behaviour can be a need to be understood, and we will focus on repairing harm and restoring relationships, rather than solely focusing on punishment.

The process for our restorative approach will be

- ✓ to actively involve all parties affected by the misbehaviour,
- ✓ have open and honest communication allowing children to express their feelings, perspectives and needs related to the conflict/misbehaviour.
- ✓ Work towards a goal of collaboratively finding solutions that address the harm, restore relationships and prevent future issues. This will promote a sense of accountability for actions and encourage children to take responsibility for their impact on others.
- ✓ Conflict will be resolved, behaviour improved and less likely to recur. Providing an environment where children are safe to make mistakes and wrong choices, knowing they will have the opportunity to restore good choices and behaviour and move forward.

Examples.

- Reflection session with Class Teacher/TA (recorded on CPOMS)
- Targeted pastoral Support with a learning mentor and follow-up sessions (recorded on CPOMS under mentor tab and reviewed)
- Reflection session with SLT (recorded on CPOMS)

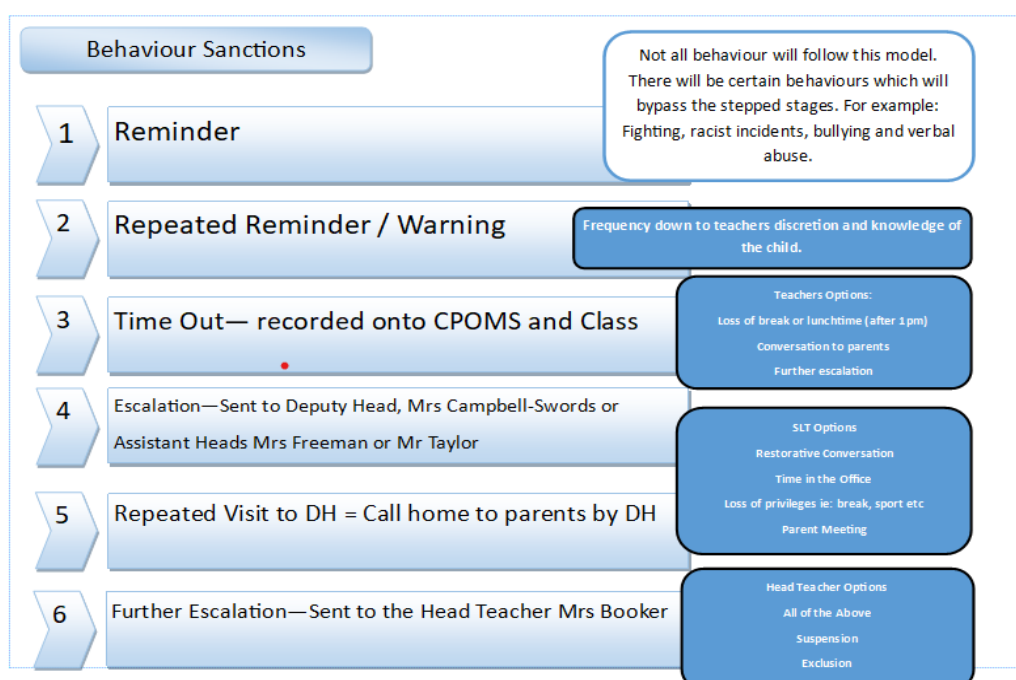
THE DE-ESCALATION PROCESS

At St Mary’s, we recognise that at times children find their emotions difficult to manage, leading them to react uncharacteristically. In these situations, we refer to the child as being ‘In Crisis’, refraining from using terms such as kicking off or playing up. Staff are trained to follow the process below to ensure that everyone’s well-being is respected, and the child can return to a state of calm as quickly as possible.

De- De-Escalation Principles		De-Escalation Script
Use the child’s name	➔	Childs name
Acknowledge their right to their feelings	➔	I can see something has happened ...
Tell them why you are here	➔	I am here to help...
Offer help	➔	Talk and I will listen ...
Offer a get-out (positive Phrasing)	➔	Come with me and

BEHAVIOUR SANCTIONS

At St Mary’s, sanctions will be delivered in a fair, consistent way, and children will be clear on what the sanctions will be for their misbehaviour.



BEHAVIOUR REPORTS / IBP'S

For those children who are constantly being recorded on CPOMS for consistent unwanted behaviours or reported to SLT, an individual behaviour management plan will be put in place by Mrs Campbell-Swords. The following strategies/questions will be used to set the plan.

1. A frequency chart will be used to track the behaviour for a week.
2. Meeting with parents and child to discuss the recorded behaviour, sanctions and the results of the frequency chart.
3. Discuss with the child what is going wrong/what barriers are there to them demonstrating good behaviour?
4. Set a definition of what good behaviour looks like will be set with the parents and child.
5. Targets will be set on a behaviour chart, by Mrs C-S, completed daily by the class teacher and sent home to parents (a copy retained in school)
6. The IBP will be in place for a period no longer than 6 weeks, and then a review will take place. If the behaviour has not improved, it will be escalated to the Head Teacher for a behaviour review.
7. In cases of serious behaviour involving physical, verbal violence or child-on-child abuse, a risk assessment will be put in place and shared with staff.

If it is felt that external support and advice are needed, then the school, at this stage, may involve the support of external agencies (Family Support, Behaviour School Support and Educational Psychologist). The plan will give parents an opportunity to have input and review with them on an agreed date.

LUNCHTIME BEHAVIOUR

To ensure that pupils realise that their behaviour throughout the day should be consistent, lunchtime supervisors will

1. Reinforce good behaviour at lunchtimes. Any behaviour exhibited in the playground (positive or negative) will have an impact on the pupils/class when they return to their learning.
2. Communicate with the class teacher at the end of lunchtime to ensure the behaviours are addressed (positive and negative) in line with the policy.
3. Report any serious behaviour incidents to a member of SLT.
4. Record behaviour incidents on a paper copy of a CPOMS report and hand to a member of SLT before they leave school.
5. Award Class Dojo points following the school policy to reinforce good behaviour.
6. Refer to the principles of 'Ready, Respectful, Safe' when discussing behaviour with children.
7. Follow up consistently on behaviour issues, retain ownership, and engage in reflective dialogue with children.
8. Never ignore or walk past children who are exhibiting poor behaviour; address it promptly.

Additional Support

- ✓ To support the behaviour expectations, all support staff will spend 30 minutes a day supporting children at lunchtime.
- ✓ Children who are having difficulty behaving well at lunchtime may be offered the support of the pastoral team. This support will take place in Acorns, where children will use the playground and Acorn's facility instead of the large playground. There is a timetable to ensure there is always pastoral support available for the children who require it.
- ✓ Following these interventions, persistent inappropriate behaviour will mean that parents will be warned that it may be necessary to internally/externally exclude children at dinner time.
- ✓ All staff MUST collect their children from the playground themselves, on time and before the final bell. Teaching staff will be responsible for lining up at the end of lunchtime to ensure a consistent approach and expectations of behaviour. This must be a shared responsibility involving all staff on the playground and insisting on legendary lines before coming into school.

5. SERIOUS BEHAVIOUR INCIDENTS

CHILD-ON-CHILD ABUSE

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or a group sexually harassing or harassing another child. It can happen here, and it can be between children of any age. The NSPCC summary of the Department for Education (DFE) report 'sexual violence and sexual harassment between Children in Schools or Colleges' makes the following points.

- ✓ Sexual violence includes:
 - Rape
 - Assault by penetration
 - Sexual assault -intentionally touching another person in a way that is sexual.
- ✓ Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It led to the following:
 - A violation of a child's dignity
 - Intimidation, degradation and humiliation
 - Creation of a hostile, offensive or sexualised environment.
- ✓ Whilst not intended to be an exhaustive list, sexual harassment can include:
 - Sexual comments
 - Sexual 'jokes or taunting'
 - Physical behaviour, such as deliberately brushing against someone, interfering with
- ✓ someone's clothes, displaying pictures, drawings or photos of a sexual nature.

- Online sexual harassment
 - ✓ Staff will challenge any inappropriate language and behaviour between pupils, including language perceived as banter.
 - ✓ Any incident will be reported to the Designated Safeguarding Lead and will be dealt with in line with the Safeguarding Policy, including making referrals to support services as appropriate.
 - ✓ Significant sanctions will be used for deliberate or malicious types of this behaviour.
 - ✓ Reports of Child-on-Child abuse will be taken seriously and investigated appropriately, and the victim will be supported and listened to carefully.
 - ✓ Our priority will be their safety, and a programme of support/recovery/learning will be put in place for the victim and perpetrator.

VIOLENCE IN THE CLASSROOM

In line with our vision, all children have the right to learn, and teachers have the right to teach. Violence in the classroom will not be accepted at St Mary's. Staff will use the policy to ensure de-escalation strategies are applied to stop the situation from escalating. Staff are trained to follow the de-escalation process to ensure that everyone's well-being is respected, and the child can return to a state of calm as quickly as possible. If violence in the classroom does occur, the red card will be sent to the office immediately, and a member of SLT will respond. The child/children will be removed from the classroom. At the Head Teacher's discretion, a fixed-term exclusion will be issued.

REMOVAL FROM THE CLASSROOM

On occasions where the child is in crisis and de-escalation strategies are not working, that child will be removed from the classroom to the calming cubes, where they will have the opportunity to calm down and use their coping strategies. Or in instances of violence in the classroom, the child/children will be immediately removed to ensure a safe environment for all.

6. SUSPENSIONS AND EXCLUSIONS

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe environment. The Head Teacher can use suspension and permanent exclusion in response to a serious incident or in response to consistent poor behaviour/breaking of school rules, which has not improved following in-school sanctions, support, and interventions.

Very serious incidents, including, but not limited to:

- Verbal abuse, physical violence -wilfully hurting another child/adult
- Vandalism, refusal to follow instructions
- Endangering the safety of others
- Inappropriate actions and behaviour (in school / online e-safety)

These are likely to result in a fixed-term exclusion. Parents will be notified and expected to attend a meeting with a member of the Senior Leadership Team (usually the Head or Deputy).

Incidents involving serious issues such as arson, assault, repeated bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases, parents are always notified, and their right to appeal is explained. In any of these cases, the school may also involve the police and the Local Education Authority. Both internal and external exclusions are a last resort, and every effort should be made to keep a child in class or school.

7. PHYSICAL INTERVENTIONS/ USE OF REASONABLE FORCE

- Staff will take steps to de-escalate in advance and avoid the need for physical intervention.
- Only the minimum handling necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident.

There will be occasions where physical intervention is needed. This list outlines some situations in which the use of restrictive physical intervention or reasonable force may be appropriate.

- Physical intervention/ reasonable force may be used when all other strategies have been considered, and therefore only as a last resort.
- Situations where a child is placing themselves or others in clear danger.
- To comfort a child who is in crisis/distress
- To gently direct a person
- To avert danger from children, staff or significant damage to school property
- To prevent a child from committing a criminal offence
- To prevent a child from injuring themselves or others.
- To stop a child from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Supervision procedures are in place for supporting and debriefing the child and adults involved after every incident or restrictive physical intervention/ use of reasonable force, as it is essential that the well-being of all involved is maintained at all times. All use of physical intervention **MUST** be recorded on CPOMS under the tag Physical Intervention and must detail why the decision was made to use physical intervention.

8. BULLYING

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.

Bullying is, therefore:

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

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

9 . TEACHING BEHAVIOUR / SCHOOL BEHAVIOUR CURRICULUM

INTENT

We understand that to give children the best opportunity to be successful that behaviour expectations should be clear, communicated well and taught. Therefore, not only are positive values modelled and taught daily through our value teaching, but we also have a behaviour curriculum. Our behaviour curriculum (see appendix 6) is discreetly taught throughout the year to support the children's understanding of expectations. Half-termly, all year groups follow a behaviour curriculum which explicitly teaches the routines, values and behaviours expected at St Mary's. Our learning environments and lessons are intentionally designed using an evidence-informed approach to reduce cognitive load and support focus. By ensuring clarity, consistency, and high-quality modelling, we create calm and purposeful classrooms where children can learn without unnecessary distractions. This approach not only supports academic progress but also reduces anxiety, promotes positive behaviour, and enables all children to engage confidently with their learning.

IMPLEMENTATION

The Behaviour curriculum will be taught in **15-minute timetabled sessions**.

Nursery will follow the EYFS behaviour Curriculum

Reception classes will follow the EYFS curriculum for the Autumn Term and introduce the whole school curriculum from the Spring Term in preparation to transition into year 1.

During the session, the behaviour focus will be **discussed, learned and practised**. The behaviour focus will continue throughout the week and be continuously practised.

ROUTINES

At St Mary's, routines are aspirational, embody our values, create a sense of mutual respect, and apply to all children. Through the behaviour curriculum, children will be taught the importance of mastering the St Mary's routines:

- ✓ STAR – Sit up, Track the learning, active listening and Respect
- ✓ Awesome Appearance – being in the correct uniform and no trainers, correct P.E kit on P.E days and suitable footwear, tucked in and looking smart always.
- ✓ Legendary Lines – walking, facing the way you are going without talking.
- ✓ Wonderful Walking – no running, walking quietly and sensibly, facing the direction you are going
- ✓ Magnificent Manners – opening doors for others, saying please and thank you, knocking before entering a room, apologising for interruptions.
- ✓ Terrific Table Manners – using cutlery correctly, no food on the floor, quiet indoor voices, scraping plates and cleaning up after themselves.

Where classes are not displaying the desired behaviour, staff will use a signal, pause insist strategy before using a raised voice; this will minimise the need for staff to use a raised voice and support all children in understanding the behaviour expectation.

- 1- Choose the signal – e.g. 1,2,4 eyes on you
- 2- Rehearse the signal – ensure children are clear on the signal
- 3- Give the signal -face the children, scan and make eye contact.
- 4- Pause – give children a moment to adjust, wait without speaking, hold eye contact when ready affirm the positive response with a ‘thank you’
- 5- Insist- before moving on, ensure everyone has given the agreed response, if not a 100% response, use low-level reminders.

The more we insist, the more embedded it becomes.

IMPACT

We believe that consistent routines positively impact behaviour, promote self-regulation, reduce behavioural issues, and foster resilience and academic competence in the children of St Mary’s.

EYFS - Nursery

Desirable Behaviour

Appropriate behaviours need to be taught in the Early Years setting. A specific behaviour will therefore be the focus of Personal and Social Development each week, as shown in the curriculum document. This will prepare the pupils for progression to following the whole school behaviour curriculum.

These will include the following:

- ✓ **Kind hands/touching**
- ✓ **Walking feet**
- ✓ **Good listening**
- ✓ **Good manners**
- ✓ **Good table manners**
- ✓ **Look after our things**
- ✓ **Share and take turns**

Throughout the week, all practitioners will be involved in constant prompting and reminding children what is expected of them. During the summer term, the children will begin to focus on the three core rules to prepare them for school.

- ✓ **Be Ready**
- ✓ **Be Respectful**
- ✓ **Be safe**

Rewards

Children will be instantly rewarded through verbal praise, stickers and class Dojos

Unwanted Behaviours

Sanctions for children who exhibit unwanted behaviours:

- ✓ Verbal reprimand – about the specific behaviour, this may include pictures/visuals to support understanding. The desired behaviour will be explained. The child can rectify the consequence of their behaviour and has a fresh start, e.g. says 'sorry' or picks up a toy.
- ✓ Remove the child from the situation and redirect to another activity.
- ✓ Parents will be consulted if the unacceptable behaviour persists over days or weeks, at the discretion of the teacher.
- ✓ SLT/SEND to be involved at the discretion of the teacher if unwanted behaviours continue.

Reception to Year 6

During the first half term, the reception classes will continue the EYFS behaviour curriculum, progressing to the whole school behaviour curriculum in spring 1.

The behaviour curriculum will focus on one behaviour principle per week, taught during a 15-minute behaviour lesson, where the behaviour will be taught, reinforced and practised. This will continue to be reinforced and practised throughout the week.

Non-negotiables

- ✓ Each class (Yr 1-6, and Rec from Spring Term) will do a 15-minute behaviour lesson each week, taught using the same principles as other curriculum subjects.
- ✓ Each class will use the Class Dojo chart with the listed rewards for good behaviour
- ✓ Each class will follow the school's list of sanctions for unwanted behaviours.
- ✓ Consistent low-level disruption/ unwanted behaviours must be recorded on CPOMS under the tag low-level disruption/ unwanted behaviours. This will allow SLT to monitor and provide support.
- ✓ Removal of Dojo points, in line with this policy, must be recorded on CPOMS (under sanctions)
- ✓ and actioned as returned if the child has redeemed themselves and earned them back. Physical and verbal aggression **MUST** be reported to SLT and recorded on CPOMS under the tag verbal/physical aggression.
- ✓ We will no longer use class behaviour books, but will record all sanctions given on CPOMS under Sanctions. This will produce the child's behaviour record to discuss with parents and carers if deemed necessary.

10. INCLUSION AND PUPIL SUPPORT

All adults in the school are required to consider pupils' individual needs and circumstances when applying the school's behaviour policy. This is part of our professional responsibilities. Such pupils are primarily those with SEND/SEHM needs, but other students may need to have their needs and circumstances considered. This may include students who are at risk of exclusion, looked after children, children with illnesses, young carers, and children with EAL. As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of these children are met. These will be made at the discretion of the school.

Examples of when adjustments might need to be made:

1. When a child who is on the autistic spectrum makes a personal comment about an adult's appearance when that child has no understanding that this was inappropriate.
2. When a child who hasn't followed instructions has speech and language problems and doesn't understand complex instructions.
3. When a child needs an additional short-term reward for achieving targets, set as they have emotional needs.

Pupils with additional behaviour needs will have Individual Behaviour Plans in place and will have their behaviour recorded using the Beacon Behaviour Support Process. This will enable triggers to be identified and the correct support applied. This will be shared with class teachers and with other key staff who may work in close contact with the child, as well as parents/carers. If a behaviour plan is needed to support a child's behaviour, targets will be set by Mrs Campbell-Swords, with the class teacher, parents and the child. This is to ensure all parties are clear on the targets and what steps are needed to achieve them.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. SLT will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

Pupil Transition:

To ensure a smooth transition to the next year, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. STAFF TRAINING AND INDUCTION

At St Mary's, staff are provided with ongoing training on managing behaviour. All new staff will receive an induction programme that includes behaviour policy training. All support/ supply staff will be provided with a one-page behaviour policy on arrival and a paper behaviour record that must be handed into SLT at the end of the day.

12. MONITORING AND REVIEWING

Internal data on behaviour will be monitored and analysed at least half-termly, including all behaviour incidents recorded on CPOMS, removal from classrooms, suspensions and exclusions, to interrogate and understand repeating patterns and the effectiveness of behavioural measures. Data-based decisions will be made about whether pupils may benefit from additional and alternative approaches, a pastoral review or support from the Special Educational Needs Co-ordinator (SENCo) and the SEND team, or whether specific teachers may require more support. This may include an assessment to identify unmet SEND/SEHM needs. Data will also be analysed to identify patterns relating to pupils sharing protected characteristics to ensure that the policy is not having a disproportionate effect on such pupils. Monitoring will involve behaviour walks carried out by the Behaviour Lead, pupil observations in their classrooms, on the playground and in the hall and staff/pupil voice.

Appendix 1: Expectations
What we are looking for



What we are looking for

- ★ Follow adult instructions.
- ★ STAR—Sit up, Track the learning, Active listening and Respect.
- ★ Engage with learning at all times.
- ★ Treat all adults, children and property with respect and kindness.
- ★ Try to be your best self.
- ★ Be your unique self and find the now and wow moments

CLASS
dojo

Appendix 2 Individual Dojo Rewards

Behaviour Rewards for Class Dojo	
30	Sticker from class teacher
60	Change their character on Dojo
100	15 min on Dojo Island
300	Certificate in Friday Celebration (alternate weeks to celebration) and recognition for their achievement on the newsletter/ Dojo wall.
500	Positive call home to parents from Mrs Campbell-Swords and a certificate.
700	Afternoon juice and a cookie with Mrs Booker and a gold sticker

Please ensure consistency of the points given and taken away. This will only work if the children feel it is fair and just. Rewards must be given as shown below.



Whole Class Rewards

The class with the most amount of Dojo's for the fortnight will get to choose

- 15 min extra play

- 15 min on laptops

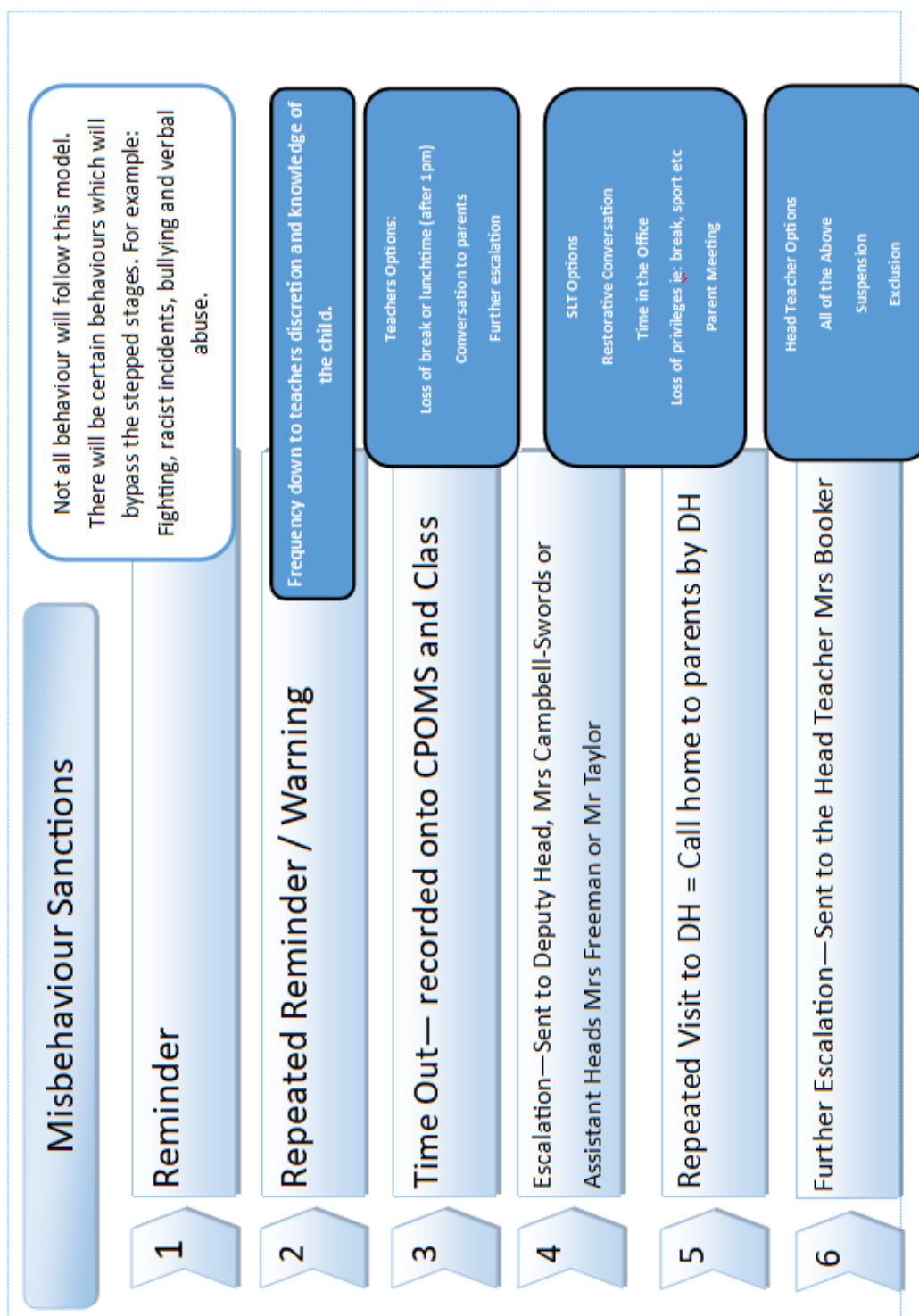
- 15 minutes of games

- Go first into lunch on Friday

Please ensure consistency of the points given and taken away. This will only work if the children feel it is fair and just. Rewards must be given as shown below.









Appendix 4 Sanctions for Misbehaviour



St Mary's De-escalation Process

At St Mary's we recognise that at times children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'In Crisis' refraining from using terms such as kicking off or playing up. Staff are trained to follow the process below to ensure that everyone's well-being is respected, and the child can return to a state of calm as quickly as possible.

De- Escalation Principles		De-Escalation Script
Use the child's name		Childs name
Acknowledge their right to their feelings		I can see something has happened ...
Tell them why you are here		I am here to help...
Offer help		Talk and I will listen ...
Offer a get out (positive Phrasing)		Come with me and



St Mary's Behaviour Curriculum 2024_25

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full behaviour curriculum Content 1-2 Weeks	Ongoing revision of content	Longer recap of the behaviour Curriculum Whole School Assembly	Ongoing revision of content	Longer recap of the behaviour curriculum Whole School Assembly	Ongoing revision of content

Introduction

At ST Mary's we develop children's character through our behaviour curriculum. To build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In this way our school has a positive culture which enhances teaching, learning personal/social development and the opportunities we can offer our children. For this Behaviour Curriculum to be effective, it must be applied consistently by all member of staff in all school contexts. Everyone is responsible for modelling and [managing behaviour](#) throughout the school at all times.

Teaching the curriculum

The school rules of being ready, respectful and safe are taught explicitly during the first weeks of the Autumn term alongside the National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. Each term,

Mrs Campbell-Swords
October 2024

the behaviour curriculum is revisited with weekly 15-minute behaviour lessons where pupils and will continue to be reinforced throughout the year.

As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshein including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, legendary lines should be taught in the classroom but must be reinforced in different locations and times throughout the school day, e.g. at lunchtime. It is expected that all pupils will know what a legendary line means and looks like and be able to put in into practice.

Adaptations

While this curriculum is for all pupils, it will be applied differently in different year groups, depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Mrs Campbell-Swords

01/01/2021 7:17Z

The Behaviour Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year in 15-minute behaviour lessons.

Behaviour

Know that there are three behaviour expectations visible throughout the whole school. These are to

- **be ready,**
- **be respectful,**
- **be safe,**

Know the following examples of these three principles –

Be Respectful	Be Ready	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow staff instructions	Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate.

St Mary's Consistent Routines

Our routines:

Listening Learners

Mrs Campbell-Swords

Curriculum 2021

St Mary's Consistent Routines

Our routines:

Listening Learners

Why? We all do listening learners to ensure everybody is able to learn without distractions. Know that pupils who do not follow school rules will face a consequence for this.

We use **Listening Learners** in class. This means that we use STAR -

- S** - Sitting or standing up straight
- T** - Tracking the teacher
- A** - Attention always
- R** - Respect towards others

Each classroom will have a display of the STAR for pupils to reference at all times.

Wonderful Walking

Why? We use **Wonderful Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

We walk around school using **Wonderful Walking**

Wonderful Walking means -

- Facing forward
- Walking in a straight line
- Arms by our sides
- Without talking
- Without leaning on walls whilst waiting.

Careful contributing

Why? We use careful contributing to be given every chance to explore or discuss our learning and that we can be listened to ensuring my opinion is valued.

We expect all children to contribute to class. Careful contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

Why? We want to ensure that we are prepared for the day, and we are in a calm and ready position for our learning.

- I arrive on time to school.
- I walk calmly to our classrooms.
- I greet staff with a smile and a 'good morning'.
- I put my belongings away in the right places.
- Once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Mrs Campbell-Swords

17/09/2017

Transitioning within a lesson and at the end of a lesson

Why? We don't want to waste our valuable time in our learning when changing between lessons or when we finish a lesson and move to another part of the building.

- When the teacher signals **(1)** I should stop what I am doing.
- When the teacher signals **(2)** I should tuck my chair in if seated/ stand up if sat down or pack my book away for the next lesson. *The teacher will specify this when they have stopped the children using 1.*
- When the teacher signals **(3)** I should move to my table/line or get my next book ready in front of me to start the new lesson.
- When I am lining up, I should be quiet and show a legendary line.

Using Magnificent Manners

Why? We want everyone to be kind and respectful to everyone at all times.

- I should always say '**please**' when I am asking for something.
- I should always say '**thank you**' when I receive something, or someone does something nice for me.
- I should say 'Good morning/afternoon' to adults if they have initiated the conversation.
- It is important to show **gratitude** to others by thanking people for what they have done for me.
- A calm and polite tone is respectful.

Mrs Campbell-Swords

10/01/2020 10:27:11

Playtime Behaviour

Why? We want everyone to feel happy and safe during playtime so that we can be friends and enjoy our own free time.

- I must walk from my classroom to the playground using Wonderful Walking.
- I must play safely without hurting anyone.
- I do not 'play fight' because I may hurt someone by accident.
- I must be **kind**, by including people in my games and sharing equipment.
- Someone who is **kind** behaves in a gentle, caring, and helpful way towards other people.
- When the bell rings, I must line up in my lining up order straight away without fussing.
- I must walk back to my classroom using Wonderful Walking

Lunchtime

Why? We want everyone to enjoy their lunch in a peaceful and calm setting and that everyone contributes to a clean dining hall.

- I use Wonderful Walking when walking to the hall.
- I line up in silence to be served.
- I collect my food and sit down straight away.
- I should use a restaurant voice when in the hall. I should not be raising my voice.
- I should use a knife and fork correctly.
- I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
- I should not leave my seat once I have sat down.
- Once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin and walk outside.
- I use wonderful walking when leaving the lunch hall.

End of the day routine

Why? We want to ensure that we are ready to go home with all our belongings and that everyone exits the class safely.

- When my teacher signals **(1)** I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.
- When the teacher signals **(2)** I should stand up and tuck my chair in or stand up if on the carpet.
- Know when the teacher signals **(3)** I should move to my line space quietly.
- I should wait quietly whilst my class is dismissed.
- I must not leave to go to my parent or carer without the teacher telling me to do so.
- When I have been dismissed to my parent or carer I must stay with them.
- I will not go through the gates to leave school without an adult.
- If I lose my adult I will go back to my teacher or the school office.

Non-Negotiable

These routines MUST be taught explicitly at the beginning of each term. They will then be practiced and reinforced in 15 min behaviour lessons weekly throughout the year.

Teachers will record which routine they have taught and practiced on the proforma appendix 1.

Appendix 1

St Mary's Behaviour Curriculum Coverage Record

Date	Term
Teacher	Class
Record of Routine Taught and why?	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Review and Retrieval