



St. Mary's R.C. Primary School Whole School Behaviour Policy Sep 2026

reviewed and amended annually and whenever needed

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

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Overview

In order to create a happy and safe environment for our children, and allow us to reach our vision, we need to adopt a clear and consistent approach to behaviour which we aim to do by establishing a whole school behaviour policy. The policy is designed to promote and reward good behaviour rather than just deter poor behaviour.

Objectives

- To develop social skills within the children so they can function within the school community and so they are able to show the appropriate behaviour out of school
- To ensure the safety and well-being of all those within the school environment
- To ensure equal opportunities for all
- To create an atmosphere whereby all the pupils are given the opportunity to achieve their maximum potential
- To foster respect and consideration for each other
- To show by example our love for God and each other and to celebrate the knowledge that we are all special
- To develop self-esteem within a structured secure environment

Broad Guidelines

- Children are made aware that appropriate behaviour is expected for their own welfare and that of others
- Focus on do's rather than don'ts, giving constructive feedback
- Reinforce good behaviour as it occurs
- Operate an agreed list of rewards and sanctions
- Involve parents of children with behavioural issues
- Be fair and consistent in our dealings with parents and children
- Be aware that external factors may cause changes in behaviour
- Appropriate action to be taken when other children's safety and learning may be compromised
- Behaviour plans will be agreed between the school, the home and the child

- Persistent or extreme behaviour may result in exclusion

Behaviour Expectations

Throughout the school to ensure consistency and continuity, the whole school devised 3 simple rules which form our behaviour code. These are:

At St. Mary's we:

- Treat others as we would like to be treated
- Follow adult instructions
- Always try to do our very best

Each class will also create and devise their own class rules/behaviour codes.

Strategies

Throughout the school we always aim to concentrate on the positive behaviour displayed by children and celebrate the excellent behaviour that permeates throughout our school. By focusing mainly on the positive it is hoped that others will see the rewards given to those who demonstrate good behaviour and imitate their behaviour.

In a Catholic school, we share a belief in the unique and intrinsic goodness of every child. Also, as a Catholic school, we always follow and actively promote the examples given by Jesus: 'to love others as we love ourselves' and 'to treat others as we want to be treated'.

The whole school follows the '**Great to be Green**' system. This system recognises this goodness in every child (every child starts every day equally on Green) and is a positive way of helping children with self-discipline and making 'good' choices.

It is a quick reward process giving every child the chance to change their behaviours and improve where needed. It is also fair as it is very short term giving every child rewards where they are deserved.

The Great to be Green System at St. Mary's

Here is a summary:

- Each class has a 'Great to be Green' display with every child's name/picture on
- All children start every day on Green. If they make good choices, they will stay on Green all day.
- If they stay on Green all day, then every day they can earn five minutes of extra play for Friday afternoon. They can potentially earn 25 minutes of 'Great to be Green time' on Friday!
- If they do not follow the class rules and have two warnings, they will then move to Amber.
- If their behaviour improves and they make good choices they can quickly move back to Green (ideally within that session)
- If they move at any time to Amber, they will not earn the five minutes of 'Great to be Green Time' for that day.

- If they repeatedly make poor choices, they can move from Amber to Red. If they move to Red, they do not earn the extra five minutes of 'Great to be Green Time' but will also miss the usual playtime that day (or the next day if moved to Red in the afternoon). Key Stage Leaders should be informed if a child has moved to Red.

- Extreme poor behaviour may result in a child moving straight to 'Time Out' and this will be reported to the Headteacher or Deputy Headteacher.

- If a child's behaviour really stands out that day in a positive way, they can be moved to 'Superstar' status on the chart and will be given a special sticker. Staff should praise children if they see them wearing one of these stickers! Each week in assembly, those children who achieved Superstar status will be acknowledged and praised. When choosing children for important jobs within the school, teachers will look for Superstar status children!

- Ideally every child will spend the majority of time on Green and every child will always start each day back on Green. Moves to Amber or Red should be short and the aim is for the child to quickly put right what they have done wrong and move back up to Amber then Green.

Every half term a child will be chosen from each class for a Headteacher Award which will be presented in whole school assembly and parents are invited. This award will be presented to a child who repeatedly displays excellent behaviour but also works hard and is kind, caring and an example to others.

Severe/extreme incidents of inappropriate behaviour

Severe/extreme behaviour will not be tolerated. Children who display extremely aggressive, disrespectful, violent behaviour or behaviour which is deemed as a danger to others will automatically go to the 'Time out' stage and will be removed from the class at the Teacher's discretion. The Headteacher, Deputy or Assistant Head will be informed. The 'Time out' stage is separate to the rest of the stages. If a child goes to the 'Time out' stage they will spend lunch and breaks in 'Time out' away from other children to think about their actions. The length of time spent here will depend on the severity and remorse shown. When a child is in the 'Time out' stage, the Headteacher will use her discretion to decide whether further rewards/treats including After School clubs may be withdrawn.

Consistent and/or inappropriate behaviour may lead to a fixed term or permanent exclusion from school. Re-integration of the child will depend upon parents and the child co-operating in the implementation of an agreed behaviour plan. If appropriate we will access support from outside agencies including the Fair Access Team, the Educational Psychologist or a referral to CAMHS.

At St. Mary's we use the **language of choice**. If a child is behaving inappropriately, they are made aware of the inappropriate choice, offered appropriate choices, and the consequences of their incorrect choice is made clear. We use a very clear, consistent and positive approach to behaviour with every child being given the chance to make good choices and very clear consequences for making the wrong choices.

In the rare case where a child may pose a risk to themselves or others, physical intervention may be deemed appropriate. In these cases, we will review each incident under the following criteria:

- Balance of risk
- Professional judgement
- Reasonable, proportionate and necessary intervention required

Based on the **Department for Education's new statutory guidance, *Restrictive interventions, including the use of reasonable force, in schools* (effective from 1 April 2026)**, schools are encouraged to use the broader term "**restrictive interventions**", emphasise prevention and de-escalation, and have clear recording, reporting and review procedures. The guidance also introduces a statutory requirement to record and report significant incidents involving the use of force to parents.

We have added the section below for further clarity and to be fully in line with the new guidance for school from April 2026:

Restrictive Physical Interventions

Our school is committed to creating a safe, supportive and inclusive environment where positive behaviour is promoted through preventative and de-escalation strategies. Restrictive physical intervention will only be used as a last resort when it is necessary, reasonable and proportionate to prevent a child from causing injury to themselves or others, committing a criminal offence, or causing serious damage to property where there is a risk of harm.

Where restrictive physical intervention is required, staff will use the minimum force necessary for the shortest possible time and will continually assess whether the intervention remains necessary. The dignity, welfare and rights of the child will be respected throughout.

Following any restrictive physical intervention, the incident will be recorded promptly, parents or carers will be informed as soon as reasonably practicable, and a debrief will take place with the child and staff involved where appropriate. Incidents will be reviewed to identify any lessons learned, update risk assessments or behaviour support plans if required, and reduce the likelihood of future interventions through proactive support strategies.

Only staff who have received appropriate training, or who are acting in an emergency to prevent harm, should use restrictive physical interventions in accordance with the school's procedures.

Determining When a Restrictive Intervention is Appropriate

Restrictive interventions must only be considered where there is an immediate and significant risk of harm that cannot be managed safely through other strategies. Staff should always seek to prevent situations from escalating by using positive relationships, effective communication, reasonable adjustments, de-escalation techniques and other proactive behaviour support strategies.

Before using a restrictive intervention, staff should consider:

- the nature and immediacy of the risk;
- whether the intervention is necessary to prevent harm;
- whether the response is reasonable and proportionate to the circumstances;
- the age, developmental stage, understanding and individual needs of the pupil;
- any known medical conditions, disabilities or communication needs;
- whether a less restrictive alternative is available and likely to be effective.

Staff should continually assess the situation and end the restrictive intervention as soon as it is no longer necessary.

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may communicate distress or unmet needs through their behaviour. Behaviour that challenges is often an indication that a pupil requires additional support rather than punishment. Staff will make reasonable adjustments in accordance with the Equality Act 2010 and will take account of each pupil's individual needs, including communication differences, sensory processing needs, anxiety, trauma, neurodivergence and any relevant health conditions.

For pupils whose behaviour presents a foreseeable risk of harm, individual risk assessments and behaviour support plans will identify known triggers, early warning signs, preventative strategies, preferred methods of communication, de-escalation techniques and, where appropriate, agreed restrictive interventions that

may be used as a last resort. These plans will be developed in partnership with parents or carers and, where appropriate, the pupil and relevant professionals, and will be reviewed regularly.

Restrictive interventions must never be used as a form of punishment, to secure compliance, because of inadequate staffing, or in response to behaviour that presents no immediate risk of harm. Decisions will always be guided by the principles of necessity, proportionality, least restriction and the best interests of the pupil, while maintaining the safety of everyone involved.

Positive Behaviour Management Strategies

As well as the whole school 'Great to be Green' system, there are a range of other rewards for good work and behaviour.

Good work and behaviour at St. Mary's is celebrated and encouraged in our drive to raise the children's high standards even higher. This is done in a number of ways:

In the Friday whole school assembly there are a range of rewards given to praise and encourage good behaviour and high standards of learning such as:

Class of the week – the winning class choose their reward with their Teacher

- Class Champion award
- Class of the Week
- Children also bring in awards and achievements from out of school to share and celebrate in Fridays Assembly
- Photographs of the week's Award Winners go on Facebook

Class and Individual Rewards for good work and behaviour:

Every child, Teacher and class are different and so Teachers have the freedom to give their own additional rewards within class.

Teachers will also use age and ability specific strategies and practices to promote positive behaviour within the classroom. Here is a selection of those practices:

- use of voice
- Stickers/ stamps/ class prize box/raffle tickets
- Smiley Faces
- Star of the day
- Class rules
- Show work to other teachers / Head
- Show work to parents
- Displaying good work on walls
- Non-verbal signals e.g. look/shake of the head
- Planned ignoring/distraction techniques
- Discuss quietly with the child their behaviour so as to not reward poor behaviour with attention
- Repaying of lost learning time in child's own/free time

Children with Special Educational Needs/Inclusion:

If a child has special needs, or for some of our younger children, the Teacher will use their professional judgement to decide if the child fully understands their actions and the consequences

being given. The Teacher may adapt accordingly or use an alternative behaviour strategy after discussion with the Special Needs Co-ordinator, Leadership team and parents.

Encouraging and promoting independent learning and life skills

We also aim to teach our children life skills such as being independent and doing things for themselves, which they will need as they become young adults. We expect the children, especially the older children, to be responsible for their own resources for example, having PE Kits in school, taking home letters, doing homework activities and returning what is expected, such as reading books and spelling sheets etc. We also believe that having the right attitude to learning includes having the appropriate/full and correct uniform. We ask parents to support us here in promoting and maintaining high standards in attitude and therefore behaviour.

At times, we will need to discipline children following incidents beyond the school gates eg reported bullying incidents or online inappropriate behaviour.

Outcome

We aim to have a happy, safe and successful learning environment where everybody feels valued and respected. Our school Behaviour Policy rewards good behaviour and aims to improve behaviour through appropriate consequences and a positive and forgiving school environment.

This policy was rewritten in July 2019 following consultation with staff and feedback from children. It will continue to be reviewed regularly and will be formally reviewed annually.

Date: July 2019

Reviewed and amended: Sep 2020

(Covid addendum)

Reviewed at least annually

**Amended with additional section on
'Restrictive Interventions' June 2026**

Signed: Chair of Governors