Behaviour Policy

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We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Legislation, statutory requirements and statutory guidance

This policy has been developed with regard to current legislation, statutory guidance and Department for Education (DfE) advice, including:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Keeping Children Safe in Education 2026
- The Equality Act 2010
- SEND Code of Practice: 0 to 25 Years
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- Searching, Screening and Confiscation: Advice for Schools
- Restrictive Interventions, including the Use of Reasonable Force, in Schools
- Supporting Pupils at School with Medical Conditions
- Working Together to Improve School Attendance
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People
- current DfE guidance relating to mobile phones in schools
- the Ofsted State-funded Schools Inspection Toolkit, for use from September 2026.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Attendance Policy, Online Safety Policy, Equality Policy and relevant health and safety policies.

Aim

At the heart of St Mary's is a culture of nurture, high expectations, compassion, forgiveness, restoration and reconciliation.

Our Christian vision reminds us that:

"Everyone is precious and loved by God. Let God's light shine through us."

Our approach to behaviour is underpinned by our NACE values:

NURTURE – ASPIRE – COMPASSION – EMPOWER

We want every member of our community to flourish within an environment that is safe, calm, inclusive and respectful and in which pupils are able to learn.

Supporting this is our commitment to the rights of all children as set out in the United Nations Convention on the Rights of the Child. As duty bearers, adults at St Mary's have a responsibility to create and maintain an environment in which children are safe, respected, listened to and able to learn.

Good behaviour is not simply the absence of poor behaviour. At St Mary's, we teach pupils the behaviours, routines, attitudes and strategies they need to participate successfully in school life, develop positive relationships and become increasingly able to regulate their own behaviour.

Our pupils tell us that good behaviour includes:

- Respecting others.
- Being tolerant, compassionate and kind.
- Trying our best and aspiring to achieve.
- Contributing positively to lessons and school life.
- Listening and paying attention.
- Taking responsibility for our actions.
- Looking after ourselves, others and our school.
- Repairing relationships when things go wrong.

As a result, St Mary's is committed to:

- Creating a calm, safe, supportive and inclusive environment in which all pupils can learn.
- Establishing high expectations for behaviour and attitudes for all pupils.
- Ensuring that expectations, routines and boundaries are clear, explicitly taught, understood and consistently reinforced.
- Promoting behaviour that is free from violence, discrimination, bullying, harassment, intimidation and abuse.
- Developing pupils' self-discipline, emotional regulation, resilience and ability to resolve conflict appropriately.
- Developing positive relationships between pupils and adults so that difficulties can be identified and addressed early.
- Recognising and celebrating positive behaviour, effort, kindness and contribution.
- Responding to inappropriate behaviour consistently, proportionately and fairly.
- Understanding that behaviour may communicate an unmet need while maintaining appropriate boundaries and expectations.
- Identifying patterns of behaviour and addressing underlying barriers.
- Working in partnership with parents and carers.
- Making reasonable adjustments for pupils with SEND and disabilities where required.
- Ensuring that behaviour practice supports safeguarding and never compromises the dignity of a child.
- Promoting a culture in which every pupil is known, valued and supported to **let their light shine**.

Effective classroom management

St Mary's understands that high-quality teaching, strong relationships, predictable routines and well-managed classrooms are central to positive behaviour.

Well-managed classrooms:

- Begin with clear expectations and routines that are explicitly taught, modelled, practised and revisited.
- Establish class charters which connect children's rights with their responsibilities towards others.
- Follow consistent whole-school expectations and St Mary's vision.
- Welcome pupils positively into the classroom.
- Establish predictable routines for transitions, listening, independent work, group work, movement and use of resources.
- Give clear, concise and age-appropriate instructions.
- Check pupils' understanding rather than assuming that instructions have been understood.
- Recognise positive behaviour, effort and attitudes through praise, House Points, Star of the Week and other appropriate recognition.
- Encourage respect and positive relationships.
- Make effective use of classroom organisation and physical space.
- Provide ambitious, well-planned and appropriately adapted learning.
- Anticipate barriers to engagement and make reasonable adjustments where appropriate.
- Provide appropriate visual, communication, sensory or regulation support where required.
- Respond to low-level disruption promptly and calmly.
- Ensure consequences are predictable, proportionate and understood.
- Help pupils reflect, repair and return successfully to learning following difficulties.

Subject to reasonable adjustments, pupils are expected to follow the school's expectations and their class charter.

Staff recognise that consistency does not always mean treating every pupil identically. High expectations apply to all pupils, while the support required to enable individual pupils to meet those expectations may differ.

Positive relationships and approach

Positive relationships are fundamental to effective behaviour practice.

St Mary's places great importance on adults knowing their pupils well and developing relationships characterised by trust, consistency, warmth and appropriate boundaries.

This reflects our Christian vision and our belief that everyone is precious and loved by God.

Staff establish positive relationships by:

- Welcoming and acknowledging pupils.
- Knowing pupils as individuals.
- Ensuring pupils understand what is expected of them.
- Creating environments in which pupils feel safe, respected and included.
- Protecting pupils' dignity, including when correcting behaviour.
- Showing appropriate interest in pupils' strengths, talents, interests and aspirations.
- Building constructive relationships with families.
- Engaging positively with pupils during lessons, playtimes and lunchtimes.
- Using calm, respectful and positive language.
- Modelling the behaviour expected from pupils.
- Recognising effort, improvement and positive choices.
- Listening to pupil voice.
- Identifying changes in behaviour which may indicate an emerging pastoral, SEND, attendance or safeguarding concern.
- Providing opportunities to repair relationships following conflict.

Within the classroom, teachers establish clear expectations for manners, conduct and mutual respect. This includes:

- Acknowledging and praising positive behaviour.
- Modelling respectful communication.
- Teaching pupils how disagreement can be managed appropriately.
- Explicitly teaching social and emotional skills where necessary.
- Teaching and reinforcing St Mary's vision.
- Using restorative conversations appropriately following incidents.
- Helping pupils understand the impact of their behaviour on themselves and others.
- Supporting pupils to take responsibility and make amends where appropriate.

St Mary's PSHE curriculum reinforces these messages by enabling children to learn about:

- Mental health and emotional wellbeing.
- Relationships.
- Keeping safe and managing risk.
- Physical health and wellbeing.
- Identity, society and equality.
- Respectful relationships.
- Online safety.

- Economic wellbeing.
- Age-appropriate relationships and health education.

Positive mental wellbeing is promoted through:

- PSHE and health education.
- Positive classroom management.
- Strong relationships with trusted adults.
- Partnership with parents and carers.
- Peer support.
- Reflection and prayer.
- Emotional literacy and regulation teaching.
- Targeted pastoral interventions where appropriate.
- Access to appropriate external support where necessary.

The classroom environment

St Mary's recognises that the physical and emotional environment can significantly influence pupils' behaviour, regulation and readiness to learn.

Classrooms are organised to be calm, welcoming, purposeful and accessible.

Staff:

- Maintain organised and uncluttered learning environments.
- Ensure resources are accessible and routines for using them are understood.
- Use visual information where this supports pupils' independence.
- Consider sensory needs and make reasonable adjustments where appropriate.
- Ensure learning is appropriately ambitious and adapted so that pupils can participate successfully.
- Gain pupils' attention before giving important instructions.
- Use clear and accessible language.
- Break instructions into manageable steps where necessary.
- establish consistent signals for gaining pupils' attention.
- Prepare pupils appropriately for transitions or changes to routine.
- Provide regulation or movement opportunities for pupils where these form part of agreed provision.

Behaviour expectations apply consistently across classrooms, corridors, worship, lunch, playtimes, educational visits and other school activities.

Record keeping

Behaviour incidents are recorded using the school's management information system, Arbor, in accordance with school procedures.

Recording enables leaders to maintain appropriate oversight, identify patterns and evaluate the impact of interventions.

Records should be factual, proportionate and sufficiently detailed to identify:

- Date and time.
- Location.
- Nature/category of behaviour.
- Pupils involved.
- Relevant contextual information.
- A factual account of what occurred.
- Actions taken.
- Consequences or support provided.
- Communication with parents/carers where appropriate.
- Any follow-up required.
- Outcomes where known.

Safeguarding concerns must be recorded and reported through the school's safeguarding procedures and brought to the attention of the DSL or deputy DSL without delay. A behaviour record must never replace a safeguarding referral or record.

Leaders regularly analyse behaviour information to identify:

- Individual patterns.
- Recurring incidents.
- Times and locations where incidents occur.
- Bullying.
- Prejudice-based and discriminatory incidents.
- Child-on-child abuse.
- Groups disproportionately represented in behaviour records.
- Patterns involving pupils with SEND or other barriers.
- Effectiveness of interventions and reasonable adjustments.
- Suspensions and exclusions.
- Restrictive interventions.

Analysis is used to identify, anticipate, prevent and improve poor behaviour, rather than simply recording incidents after they occur.

Leaders use this information to review provision, identify staff development needs, inform pupil support and evaluate the effectiveness of the behaviour policy.

The governing body receives appropriate information about behaviour, safeguarding and suspensions/exclusions so that governors can fulfil their strategic oversight responsibilities.

De-escalation strategies

St Mary's seeks to prevent escalation wherever reasonably possible.

Staff should know pupils well and recognise individual signs of anxiety, distress or dysregulation.

Where behaviour begins to escalate, appropriate strategies may include:

- Remaining calm and using a low, regulated tone of voice.
- Reducing the amount of spoken language.
- Giving clear, simple instructions.
- Allowing appropriate processing time.
- Avoiding confrontational language or unnecessary argument.
- Avoiding responding personally to insults or provocative language.
- Providing appropriate personal space.
- Using open and non-threatening body language.
- Reducing the audience where appropriate.
- Acknowledging the pupil's feelings without endorsing inappropriate behaviour.
- Reminding the pupil of known regulation strategies.
- Offering limited, appropriate choices.
- Providing access to an agreed calm space or regulation break where appropriate.
- Using visual support where helpful.
- Seeking support from another member of staff when necessary.
- Identifying an achievable next step.
- Returning to discussion and restorative reflection when the pupil is sufficiently regulated.

For pupils who regularly experience significant dysregulation, individual strategies should be identified, recorded, shared with relevant staff and reviewed for effectiveness.

De-escalation does not mean ignoring behaviour which is unsafe or harmful. Staff maintain appropriate boundaries while seeking to prevent situations escalating unnecessarily.

Smoking and controlled substances

St Mary's is a smoke-free and vape-free environment.

Smoking and vaping are prohibited throughout the school site.

Any concern involving a pupil and a suspected harmful, illegal or controlled substance will be managed in accordance with safeguarding procedures, relevant legislation and current DfE guidance.

The Designated Safeguarding Lead and senior leaders will be informed as appropriate.

Items banned from St Mary's premises

Pupils must not bring prohibited or unsafe items onto the school premises.

St Mary's follows current statutory powers and Department for Education guidance concerning searching, screening and confiscation.

Any search will be conducted lawfully, proportionately, respectfully and with appropriate consideration of safeguarding, SEND, disability, age and the individual circumstances of the pupil.

Where an item or incident raises a safeguarding concern, the school's safeguarding procedures will be followed immediately.

The school will refer to the current DfE definition of prohibited items rather than maintaining a separate list which may become outdated.

Intervention

St Mary's is committed to minimising the need for restrictive intervention through strong relationships, preventative approaches, appropriate reasonable adjustments and effective de-escalation.

Staff may use reasonable force only where it is lawful, necessary, reasonable and proportionate in the circumstances.

Restrictive intervention must never be used as a punishment.

Staff should use the least restrictive response that is reasonably practicable and should discontinue an intervention as soon as it is no longer necessary.

When considering intervention, staff will take account of:

- The immediate risk presented.
- The pupil's age and developmental stage.
- SEND and disability.
- Communication needs.
- Medical needs.
- Known trauma or vulnerabilities.

- Relevant behaviour or risk-reduction plans.
- The likely impact of the intervention on the pupil.
- Whether a less restrictive response could safely achieve the same outcome.

Where possible, de-escalation and preventative strategies will be used before restrictive intervention. However, staff are not expected to delay necessary action where there is an immediate risk of harm.

Where reasonable force is used, staff must act in accordance with current DfE guidance and the school's agreed procedures.

Every significant incident involving the use of force must be recorded and reported in accordance with the statutory requirements effective from 1 April 2026.

Parents/carers will be informed of significant incidents in accordance with statutory requirements unless an exception within the statutory framework applies.

Any use of seclusion will be managed, recorded and reported in accordance with the legal requirements and DfE guidance in force from April 2026.

Leaders will review incidents of restrictive intervention to:

- Consider the wellbeing of the pupil and staff involved.
- Identify whether additional support is required.
- Consider whether reasonable adjustments or risk-reduction strategies require amendment.
- Identify patterns.
- Reduce the likelihood that restrictive intervention will be required again.

Particular care will be taken where restrictive intervention involves a pupil with SEND, disability, medical needs or other known vulnerabilities.

Managing behaviour

St Mary's adopts a graduated and proportionate approach to behaviour.

Adults seek to understand:

- What happened?
- What was the impact?
- What does the pupil need to learn?
- What needs to happen next?
- Is there an underlying barrier or safeguarding concern?

The response may therefore include both an appropriate consequence and additional support.

Where behaviour is persistent or significantly concerning, leaders will consider whether further assessment or support is required, including:

- Discussion with parents/carers.
- SENCO involvement.
- Assess–Plan–Do–Review.
- Individual behaviour/regulation support.
- Pupil voice.
- Pastoral intervention.
- Attendance support.
- Early help.
- Safeguarding action.
- Advice or intervention from external professionals.

Behaviour should never automatically be attributed to SEND, but neither should a pupil be sanctioned repeatedly for behaviour arising from an unmet need without appropriate assessment, reasonable adjustment and support being considered.

Sanctions

Children need clear, predictable and appropriate boundaries.

Consequences help pupils understand that actions have an impact and that choices have consequences.

Sanctions at St Mary's will be:

- Lawful.
- Reasonable.
- Proportionate.
- Age and developmentally appropriate.
- Applied consistently while allowing appropriate professional judgement.
- Considerate of SEND, disability and reasonable adjustments.
- Explained clearly to the pupil.
- Focused wherever possible on learning, restoration and successful reintegration.

Minor breaches are normally managed by the member of staff present.

Responses may include:

- Reminder or redirection.
- Re-teaching the expectation.
- Appropriate warning.
- Reflection.
- Restorative conversation.

- Completing or repairing disrupted learning.
- Making appropriate amends.
- Loss of an appropriate privilege.
- Parent/carer communication.
- Senior leader involvement.
- Targeted behaviour support.

A pupil should have the opportunity to return successfully to learning following a consequence.

Persistent behaviour should prompt adults to consider why the behaviour is continuing and whether additional support, assessment or reasonable adjustment is required.

Parents/carers will be involved at an early stage where behaviour is persistent, escalating or causing significant concern.

Where appropriate, the class teacher, senior leader/SENCO, parent/carer and pupil will work together to agree strategies and review their impact.

Suspension and permanent exclusion are serious decisions and will only be considered in accordance with current statutory guidance.

E-Safety Infringements

Behaviour expectations apply online as well as offline where the school's lawful authority applies or where behaviour has implications for the safety and wellbeing of members of the school community.

Online incidents may include:

- Cyberbullying.
- Threatening or abusive communication.
- Discriminatory or prejudiced behaviour.
- Online harassment.
- Sharing inappropriate material.
- Misuse of school technology.

Online behaviour which raises a safeguarding concern will be dealt with through the school's safeguarding procedures.

The school will respond in accordance with the Behaviour Policy, Online Safety Policy, Safeguarding and Child Protection Policy and Acceptable Use Agreements.

The school maintains clear expectations regarding pupils' access to and use of mobile phones and other personal devices during the school day in accordance with current DfE expectations.

Flow chart for behaviour management

(The Arbor codes are regularly reviewed and updated by staff.)

St Mary's uses a graduated response to behaviour.

The purpose of the system is to provide consistency, clarity and appropriate escalation, while retaining professional judgement and allowing reasonable adjustments to be made where required.

Stage 1 – Reminder, redirection and re-teaching

For low-level or first-time behaviour:

Reminder → Re-teach expectation → Redirect → Praise successful return to expected behaviour

Where appropriate, the incident is managed by the member of staff present.

Stage 2 – Reflection and consequence

Where behaviour continues or is more significant:

Clear consequence → Reflection/restorative discussion → Appropriate repair → Behaviour recorded where required → Parent informed where appropriate

Stage 3 – Additional support

For repeated, escalating or significant behaviour:

Arbor analysis → Parent meeting → Pupil voice → Identify triggers/barriers → Reasonable adjustments/support → SENCO/SLT involvement → Review

Stage 4 – Serious incident

For serious behaviour, bullying, discriminatory behaviour, child-on-child abuse, significant violence or behaviour presenting serious risk:

Make safe → Inform senior leader/DSL as appropriate → Record → Investigate → Inform parents/carers as appropriate → Safeguarding response where necessary → Proportionate consequence → Support and reintegration → Review

Unwanted behaviours

Unwanted behaviour includes conduct which:

- Disrupts learning.
- Prevents others from learning.
- Is disrespectful or persistently uncooperative.
- Places the pupil or others at risk.

- Damages property.
- Involves physical aggression.
- Involves bullying or intimidation.
- Involves discriminatory, prejudiced or derogatory language or behaviour.
- Involves sexual harassment or other child-on-child abuse.
- Involves inappropriate online behaviour.
- Persistently breaches agreed school expectations.

Staff will use professional judgement when determining the seriousness of an incident.

The context, frequency, intent, impact, pupil's developmental stage, SEND/disability and any known vulnerabilities will be considered.

Serious behaviour is recorded appropriately on Arbor and/or through safeguarding systems.

The school's behaviour categories and Arbor codes are reviewed regularly to ensure that leaders can accurately analyse patterns and evaluate the effectiveness of interventions.

Anti-bullying Definition

At St Mary's, bullying is understood as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms, including:

- Physical.
- Verbal.
- Relational/social.
- Cyberbullying.
- Prejudice-based bullying.
- Discriminatory bullying.

Bullying may relate to actual or perceived differences, including protected characteristics and SEND.

Not every disagreement, friendship difficulty or isolated incident constitutes bullying. However, all harmful behaviour is taken seriously, whether or not it meets the definition of bullying.

St Mary's does not dismiss harmful behaviour as "banter", "part of growing up" or an inevitable part of school life.

Bullying can be brought to the attention of staff by a pupil, friend, parent/carer, member of staff or any other concerned person.

Strategies for dealing with bullying

Bullying will be addressed promptly, consistently and sensitively.

Staff will:

- Listen carefully to the pupil reporting the concern.
- Take the concern seriously.
- Ensure the pupil feels safe.
- Record the concern appropriately.
- Establish the facts without placing responsibility on the pupil who has reported being harmed.
- Speak separately with pupils involved where appropriate.
- Consider whether the incident constitutes a safeguarding concern.
- Inform the DSL where required.
- Communicate with parents/carers as appropriate.
- Apply proportionate consequences.
- Provide support to the pupil who has experienced bullying.
- Provide appropriate intervention to the pupil responsible for bullying behaviour.
- Monitor the situation following intervention.
- Review whether the behaviour has stopped.
- Consider wider patterns within the class, peer group or school.
- Take action to prevent recurrence.

Restorative work may be used where appropriate, but a pupil who has experienced bullying will not be required to participate in a restorative meeting where this would be inappropriate, unwanted or unsafe.

The school will monitor bullying and prejudice-related incidents to identify patterns relating to particular pupils, groups, locations or times.

Preventative work includes:

- A strong PSHE curriculum.
- Explicit teaching about respectful relationships.
- Children’s rights education.
- Online safety education.
- Pupil leadership.
- Trusted adults.
- Worry boxes and other mechanisms for reporting concerns.
- Staff vigilance at unstructured times.
- Regular pupil voice.
- Prompt response to discriminatory and derogatory language.
- Appropriate supervision at break and lunchtime.

Parents

Parents and carers are essential partners in promoting positive behaviour.

Parents/carers can support the school by:

- Familiarising themselves with the school's behaviour expectations.
- Discussing these expectations with their child.
- Supporting their child to understand the impact of their behaviour.
- Communicating relevant information which may affect their child's behaviour or wellbeing.
- Working constructively with teachers and school leaders.
- Attending meetings where concerns require joint planning.
- Reinforcing appropriate boundaries at home.
- Encouraging regular attendance and punctuality.
- Raising concerns directly with school staff rather than approaching another child or family.
- Recognising that the school must investigate incidents fairly and may need to gather information from several sources before reaching conclusions.

The school will:

- Treat parents/carers respectfully.
- Listen to concerns.
- Communicate significant or persistent behaviour concerns.
- Seek parents' knowledge of their child.
- Work collaboratively to identify strategies.
- Involve parents in individual plans where appropriate.
- Ensure parents of pupils with SEND are meaningfully involved in decisions about reasonable adjustments and support.

Child on child abuse

St Mary's recognises that children can abuse other children and that this can happen inside or outside school and online.

All staff understand that child-on-child abuse can occur even when there are no reported incidents. The absence of reports does not mean that abuse is not happening.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Physical abuse.
- Abuse within intimate personal relationships between children.

- Sexual violence.
- Sexual harassment.
- Harmful sexual behaviour.
- Consensual and non-consensual sharing of intimate images, including digitally manipulated or AI-generated material.
- Upskirting.
- Initiation/hazing-type behaviour.
- Online abuse.
- Threatening or encouraging harm through digital communication.

St Mary's has zero tolerance of child-on-child abuse. This means that harmful behaviour is never normalised, minimised or dismissed as "banter", "just having a laugh", "boys being boys" or "part of growing up".

All staff must:

- Take reports seriously.
- Reassure pupils that they have done the right thing by speaking to an adult.
- Act immediately on concerns.
- Report concerns to the DSL or deputy DSL without delay.
- Follow the Safeguarding and Child Protection Policy.
- Record information accurately.
- Avoid promising confidentiality.
- Maintain a child-centred approach.

The school's response will consider the needs and safety of all children involved, including the child who has experienced harm and the child alleged or known to have caused harm.

Appropriate safeguarding, pastoral and behaviour responses will be determined according to the circumstances of the incident.

Consequences under this policy do not replace safeguarding action.

Our PSHE, Relationships and Health Education, online safety, UNICEF Rights Respecting Schools work and wider curriculum teach pupils:

- What respectful relationships look like.
- Appropriate boundaries.
- That harmful behaviour is unacceptable.
- How to recognise unsafe situations.
- How to seek help.
- How to report concerns.
- That adults will listen and act.

Staff receive regular safeguarding training and understand their responsibilities under Keeping Children Safe in Education 2026.

In summary

At St Mary's, excellent behaviour is built through relationships, explicit teaching, high expectations, consistency, inclusion and appropriate support.

Our approach combines clear boundaries and proportionate consequences with nurture, restorative practice and early identification of need.

We recognise positive behaviour, teach pupils how to regulate themselves and support children to learn from mistakes.

Where behaviour presents a concern, we seek to understand:

- What is happening?
- Why might it be happening?
- What does the pupil need to learn?
- What support or adjustment may be needed?
- How will we know that our response is making a difference?

Leaders monitor behaviour closely and use evidence to evaluate whether strategies are working, paying particular attention to pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care and pupils experiencing other barriers to learning or wellbeing.

Through our Christian vision, NACE values, children's rights work and consistently high expectations, we seek to develop pupils who are respectful, compassionate, responsible, resilient and increasingly able to manage their own behaviour.

Our aim is that every child feels safe, belongs, is able to learn and is empowered to:

"Let their light shine."