



ST.MARY'S RC
PRIMARY SCHOOL

WE PRAY, PLAY & RESPECT ALL

Behaviour Policy

Policy Purpose and Vision

At St Mary's, we believe that positive behaviour is central to learning, relationships and our school community. Rooted in our Catholic ethos, we believe that every person is made in the image and likeness of God and should be treated with dignity, kindness, compassion and respect.

Our approach is guided by our school rules and mission:

“As the family of St Mary's, learning and growing in God's love, joyfully, we learn together, play and respect all, changing our world forever.”

As a Rights Respecting School, our behaviour approach is also underpinned by the United Nations Convention on the Rights of the Child (UNCRC). We teach pupils that rights belong to every child and that everyone has a responsibility to respect the rights of others. In particular, this policy supports Article 2 (non-discrimination), Article 3 (the best interests of the child), Article 12 (the right to be heard), Article 19 (protection from violence and harm), Article 28 (the right to education), Article 29 (the aims of education) and Article 31 (the right to rest, play and take part in cultural and creative life).

We want every child to feel safe, valued, happy and ready to learn. We promote high expectations through clear rules, positive relationships, consistent routines and strong adult role modelling.

We recognise that **behaviour is communication**. While expectations and boundaries remain clear, we consider the needs and circumstances that may be influencing behaviour. Our approach is therefore firm, fair, proportionate and supportive.

We are developing **restorative approaches** to help pupils understand the impact of their choices, take responsibility, repair relationships and learn from their experiences.

Inclusion

Every pupil has the right to feel safe, respected and included. We recognise that individual needs, experiences and circumstances may influence behaviour.

Staff will maintain high expectations while providing appropriate support, reasonable adjustments and interventions where needed. Our approach promotes equality, dignity and respect for all.

This reflects Article 2, which states that every child has rights without discrimination, and Article 3, which requires the best interests of the child to be a primary consideration.

Inclusive Entitlement and Curriculum Adaptation

All pupils are entitled to clear expectations, consistent boundaries and support to develop positive behaviour.

Pupils will be explicitly taught to:

- follow school rules;
- use good manners;
- show kindness and respect;
- manage emotions and behaviour;
- listen and respond appropriately;
- resolve disagreements;
- take responsibility; and
- reflect on the impact of their actions.

Where necessary, staff will adapt their approach to meet individual needs and remove barriers to positive behaviour.

Use of Funding and Resources to Reduce Barriers

Resources will be used to support pupils and reduce barriers to positive behaviour. This may include pastoral support, emotional regulation resources, targeted interventions, additional adult support and specialist advice.

The impact of support will be monitored and reviewed.

Inclusive Classroom Practice

A consistent whole-school approach will be used across all areas of school life. Staff will:

- model positive behaviour and relationships;
- reinforce school rules consistently;
- establish clear routines and expectations;
- recognise positive behaviour;
- use calm, respectful language;
- apply appropriate boundaries and consequences;
- provide opportunities for reflection and restoration.

Expectations apply in lessons and during **lunchtimes, playtimes, transitions, assemblies, corridors, dining areas, trips and all other school activities.**

Less Structured Times

Staff will actively supervise and reinforce expectations during less structured times, with a focus on safe and inclusive play, kindness, sharing, appropriate use of equipment, respectful communication and moving safely around school.

This supports pupils' right to safe and inclusive play under Article 31, while Article 19 reinforces every child's right to be protected from violence, bullying and harm.

Pupil Playmakers

Pupil Playmakers will support positive play and relationships at lunchtime and playtime. They will encourage inclusive games, kindness and participation and model positive behaviour.

They will not manage behaviour or replace adult supervision; concerns will be referred to staff.

Other pupil leadership opportunities will help children develop responsibility, confidence and service to others.

Pupil leadership also gives children meaningful opportunities to express their views and contribute to school life, in line with Article 12.

Curriculum and Teaching

Positive behaviour will be explicitly taught, modelled and reinforced across the curriculum and throughout school life.

Pupils will develop the social, emotional and interpersonal skills needed to become responsible members of the school and wider community.

This supports Article 29, which states that education should develop each child's personality, talents and abilities and prepare children to live responsibly and respectfully alongside others.

Core Programmes

Our school rules and Catholic values provide the foundation of our behaviour approach. Pupils will develop:

- kindness;
- respect;
- responsibility;
- honesty;
- empathy;
- self-control;
- care for others.

Prayer, worship and reflection will provide opportunities for pupils to consider how their actions affect others and how they can live out the values of our school community.

Through this reflection, pupils are helped to recognise that rights are universal and that respecting the dignity, safety, learning and participation of others is part of belonging to a Rights Respecting community.

Pedagogical Expectations

Behaviour will be taught and modelled explicitly. Staff will use a consistent approach:

1. **Review and remind** – reinforce expectations.
2. **Teach and model** – demonstrate expected behaviour.
3. **Practise** – give pupils opportunities to apply expectations.
4. **Apply independently** – support pupils to manage their behaviour across different situations.
5. **Reflect and restore** – consider impact, take responsibility and repair relationships where appropriate.

Assessment and Responsive Teaching

Behaviour will be monitored through observation, pupil and parent communication (Class Dojo), pastoral information and school records (Cpoms).

Responses will be calm, consistent, fair, proportionate and responsive to individual circumstances.

Pupils will be given appropriate opportunities to explain what has happened and have their views considered before and during restorative responses, reflecting Article 12. Decisions will also take account of the child's best interests in line with Article 3.

Where patterns emerge, staff will consider what behaviour may be communicating and whether additional support is required. Consequences will be used appropriately alongside positive reinforcement and restorative approaches.

Achievement and Expected Outcomes

Success is reflected in pupils' increasing ability to regulate themselves, make positive choices, build relationships and take responsibility.

We expect pupils to:

- understand and follow school rules;
- treat others with kindness and respect;
- manage their behaviour and emotions;
- resolve difficulties appropriately;
- reflect and learn from mistakes;
- repair relationships where appropriate;
- play safely and inclusively;

- move calmly and respectfully around school; and
- contribute positively to the St Mary's community.

These expectations help protect every child's right to learn (Articles 28 and 29), to feel safe (Article 19), to be treated fairly (Article 2), to have a voice (Article 12) and to enjoy safe and inclusive play (Article 31).

Evaluating Progression and Contextual Performance

Leaders will monitor behaviour across the whole school day, considering patterns, strengths and areas for development.

Evaluation will include behaviour incidents, behaviour during unstructured times, pupil voice, staff and parent feedback, individual circumstances and the effectiveness of support and restorative approaches.

Pupil voice will be used meaningfully through meetings and questionnaires when reviewing behaviour practice and the impact of this policy, supporting Article 12.

Behaviour will be considered in context rather than through numerical data alone.

Evidence of Policy Impact

The impact of the policy will be evaluated through:

- positive behaviour and engagement;
- positive relationships;
- behaviour during lessons and unstructured times;
- pupil understanding of expectations;
- pupil, staff and parent voice;
- reduced patterns of repeated behaviour;
- effective restorative practice; and
- increasing pupil independence and responsibility.

Roles and Responsibilities

- **Governors**
- The Governing Body will provide oversight of the school's behaviour approach.
- **Senior Leaders**
- Senior leaders will establish a consistent whole-school approach, support staff and monitor its implementation and impact.
- **All Staff**
- All staff share responsibility for modelling positive behaviour, reinforcing expectations and responding calmly and consistently.
- Staff supervising unstructured times will apply the same expectations as those used in classrooms.
- **Pupil Leaders**

- Pupil leaders, including **Pupil Playmakers** and **Peer Mediators** will model positive behaviour, encourage inclusive play and contribute to a welcoming school community under staff guidance.
- **Pupils**
- Pupils are expected to follow school rules, respect others, take responsibility for their choices and contribute positively to school life.
- **Parents and Carers**
- Parents and carers are expected to support the school's values and expectations and work collaboratively with staff when concerns arise.

Parental Engagement

Positive behaviour is strengthened through a partnership between home and school. Parents and carers are encouraged to reinforce kindness, respect and responsibility, discuss behaviour with their children and work constructively with school staff.

The Home-School Agreement will reinforce these shared expectations.

Monitoring and Review

The policy will be monitored through:

- behaviour records and patterns;
- observations across the school day;
- pupil, staff and parent voice;
- review of rewards and consequences;
- monitoring of individual support;
- evaluation of Pupil Playmakers; and
- review of restorative approaches.

The policy will be reviewed regularly to ensure it remains effective, inclusive and aligned with statutory guidance and the values and mission of St Mary's. As part of review, leaders will consider how effectively the policy promotes and protects children's rights, including equality (Article 2), best interests (Article 3), pupil voice (Article 12), safety (Article 19), education (Articles 28 and 29) and play (Article 31).

At St Mary's, we strive to create a community where every person is valued as a unique child of God and treated with dignity, kindness and respect.

We will recognise that behaviour is communication, while maintaining clear boundaries and high expectations. We will use restorative approaches to help pupils understand the impact of their choices, take responsibility, repair relationships and learn from their experiences.

We will promote positive behaviour across the whole school day and provide opportunities for pupils, including Pupil Playmakers and Peer Mediators, to contribute to a kind, inclusive and respectful community.

We will work together with families to create a safe, happy and respectful environment where everyone can learn and flourish.

“As the family of St Mary’s, learning and growing in God’s love, joyfully, we learn together, play and respect all, changing our world forever.”

Revised and adopted by the Governing Body

Date September 2026

Review Date September 2029