St Mary's C E Primary School

St Mary's C E Behaviour and Positive Relationships Policy

"Live, Love and Learn Together in the Light of the Life of Christ"

Rooted in Ephesians 5:8–11, 13–14

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Policy owner: Headteacher

When Adults Change Everything Changes by Paul Dix

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour. The message is: don't be distracted by temporary distractions; get behaviour right first. Innovative teaching and learning cannot be built on inconsistent behaviour practice."

Rationale

Every member of our school community has the right to feel safe, respected and able to learn and work in a calm, orderly and positive environment.

At St Mary's C E Primary, we believe that positive behaviour creates the conditions for everyone to thrive. Where behaviour is positive, pupils can build strong, trusting relationships with staff and peers, creating an inclusive environment where every child feels seen, understood and safe. Such a climate supports emotional wellbeing and belonging and strengthens engagement and attendance, particularly for pupils who may otherwise feel disconnected from school life.

Our approach is proactive, positive and supportive. We recognise that behaviour is learned and that pupils need to be explicitly taught what successful behaviour looks like. This includes:

- explicitly teaching and practising the behaviour and routines we expect;
- modelling, prompting and reinforcing positive conduct and learning habits;
- recognising and celebrating positive behaviour; and
- seeking to understand the reasons behind behaviour and addressing underlying needs.

We recognise that managing misbehaviour alone does not necessarily lead to successful learning. We therefore explicitly teach the learning behaviours pupils need to succeed, including focus, resilience, self-regulation and reflection. Through consistent teaching, modelling and reinforcement, pupils are supported to take increasing responsibility for their behaviour and learning.

While our expectations are consistent for all pupils, some children will require additional support and reasonable adjustments to meet them. A fair approach does not always mean an identical response.

Where a pupil has additional needs, staff will consider the individual child's communication, development, SEND, sensory and emotional regulation needs when deciding how best to support them. This may include individualised strategies developed in consultation with the SENCo, senior leaders, parents/carers and external professionals where appropriate.
Teachers and support staff will be trained and supported to use appropriate strategies for pupils with significant or complex behaviour needs, promoting consistency, empathy and understanding across the school.

The school will make reasonable adjustments for pupils with SEND and disabilities in accordance with the Equality Act 2010 and the SEND Code of Practice. Behaviour responses will take account of a pupil's individual needs, communication profile, sensory needs and developmental stage. Reasonable adjustments may affect how an expectation is supported or how the school responds to behaviour; they do not mean that pupils with SEND are excluded from the school's high expectations for behaviour.

Staff will use relational approaches which seek to understand the factors that may be influencing behaviour and support pupils to regulate successfully. Where appropriate, trauma-informed approaches will be used to support pupils whose individual circumstances indicate that these may be beneficial.

We support pupils to develop self-regulation, reflection and positive coping strategies so that they are increasingly able to participate successfully in learning and relationships. These skills contribute to lifelong learning and character development, aligning with our Christian vision to *"Live, Love and Learn Together in the Light of the Life of Christ."*

Aims

This policy aims to:

- create a safe, calm, orderly and inclusive environment in which all pupils can learn and thrive;
- establish clear and consistent expectations for behaviour through The St Mary's Way and our three Pocket Principles;
- explicitly teach, model and reinforce the behaviours and learning habits we expect;
- promote positive relationships, responsibility, self-regulation, respect for others and pride in our school community;
- recognise and celebrate positive behaviour, effort and contribution;
- ensure that responses to behaviour are consistent, fair, proportionate and appropriate to individual circumstances;
- ensure reasonable adjustments are made for pupils with SEND and disabilities where required;
- prevent and respond effectively to bullying, racism, discrimination, child-on-child abuse and anti-social behaviour;
- work in partnership with parents and carers to support pupils' behaviour and wellbeing; and
- prepare pupils to become responsible, respectful members of their communities.

Guidelines

- Our Behaviour and Positive Relationships Policy is designed to recognise, promote and celebrate positive behaviour and choices.
- We work in partnership with parents and carers to promote a shared understanding of the school's behaviour expectations and to support pupils' behaviour and wellbeing.
- Behaviour is learned; *The St Mary's Way* is explicitly taught as part of the curriculum so that pupils understand how to live, love and learn together in the light of the life of Christ, showing respect, responsibility and readiness to learn in all they do.
- Staff are involved in shaping the policy and are supported and trained to implement it consistently.
- Our approach is not punitive. Where a consequence or disciplinary sanction is necessary, it will be reasonable, proportionate and appropriate to the circumstances. Wherever possible, consequences should help pupils understand the impact of their behaviour, repair harm and make positive choices in future.
- Where physical intervention is necessary to prevent harm and ensure safety, staff will act in accordance with the school's procedures and current DfE guidance on restrictive interventions and the use of reasonable force. Any intervention must be necessary, reasonable and proportionate to the circumstances, with appropriate consideration given to the pupil's individual needs.
- Significant behaviour incidents, safeguarding-related behaviour, discriminatory incidents and persistent or repeated concerns will be recorded on CPOMS so that patterns can be identified, monitored and responded to appropriately.
- Every class displays the Pocket Principles and *The St Mary's Way*, which are explicitly taught, modelled and reinforced by staff.
- Staff work closely with the SENCo to identify emerging needs and provide early, targeted support where appropriate.

Three Pocket Principles

At St Mary's, we have three simple principles that underpin our approach to behaviour and positive relationships:

- Be Respectful
- Be Responsible
- Be Ready to Learn

These Pocket Principles are designed to be clear, memorable and accessible to all pupils, parents/carers and staff. They provide a shared language for behaviour across the school and are explicitly taught, modelled and reinforced throughout the school day.
All adults in the school community, including staff, governors, volunteers and visitors, are expected to model the behaviours and values outlined in *The St Mary's Way*.

Consistent Adult Practice

At St Mary's, positive behaviour is supported through calm, consistent and relational adult practice. Staff explicitly teach and model expectations, notice and reinforce positive behaviour and intervene early when pupils need support to meet those expectations.

Where behaviour begins to move away from The St Mary's Way, staff use the least intrusive response likely to be effective. This may include positive reinforcement, a non-verbal cue,

proximity, a reminder, redirection, clarification of the expected behaviour or an opportunity to regulate. Responses are calm, proportionate and seek to maintain the pupil's dignity and the flow of learning wherever possible.
Staff recognise that the same response will not be appropriate for every pupil or every situation. Professional judgement is used alongside knowledge of the child, and reasonable adjustments are made where required.

Where concerns persist or behaviour becomes more serious, staff follow the school's Behaviour Flowchart and graduated response, involving senior leaders, the SENCo, parents/carers and other professionals where appropriate.

Recognition

At St Mary's, recognition is used to strengthen relationships, reinforce the behaviours and values we want pupils to develop, and help children recognise their own positive choices, effort and progress.

The most meaningful recognition is specific, sincere and connected to what a pupil has done. Staff notice and name positive behaviour, effort, kindness, responsibility, resilience and contribution, helping pupils understand why these actions matter to themselves and to others. Recognition should reflect our Pocket Principles and The St Mary's Way and should never become routine or tokenistic.

Positive behaviour and achievement may also be recognised through ClassDojo points, stickers, certificates, Ambassadors of Excellence awards and other whole-school or class celebrations. These complement, rather than replace, the everyday relational recognition pupils receive from adults.
Recognition should be inclusive and equitable. Staff should consider individual pupils' needs and circumstances and ensure that all children have meaningful opportunities for their effort, progress and contribution to be noticed and celebrated.

In line with our vision to *"Live, Love and Learn Together in the Light of the Life of Christ"*, we actively challenge injustice and seek to ensure that every child is known, valued and develops a strong sense of belonging.

Child-on-Child Abuse (Including Discriminatory and Racist Abuse)

All staff recognise that safeguarding concerns can manifest through child-on-child abuse. This can occur inside or outside school and online or offline and may include, but is not limited to:

- bullying, including cyberbullying;
- physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sharing of nudes and semi-nudes;
- initiation or hazing-type violence and rituals; and
- discriminatory abuse, including racist, religious, cultural or identity-based harm.

Child-on-child abuse is unacceptable and will always be taken seriously. Such behaviour will never be dismissed as "banter", "part of growing up" or "just having a laugh".

We recognise that racist and discriminatory behaviour can cause significant and lasting harm to a child's wellbeing, safety and sense of belonging. When responding to concerns, staff will:

- take all incidents seriously and record them appropriately;
- listen to and take account of the experience and voice of the child who has been harmed;
- consider the impact of the behaviour as well as the intent behind it;
- recognise that abuse may involve an imbalance of power, coercion or exploitation; and
- monitor patterns of behaviour to identify repeated or wider concerns.

Any concern that may constitute child-on-child abuse must be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL and recorded accurately in accordance with the school's safeguarding procedures.

Responses will be child-centred and proportionate, with appropriate support provided to the child who has been harmed and to other pupils involved. Where necessary, the school will undertake risk assessments and work with parents/carers and relevant external agencies to safeguard pupils and prevent further harm.

Behaviour expectations apply online as well as offline. This section should therefore be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy and Acceptable Use Agreements.

Anti-Racism at St Mary's

At St Mary's, we are committed to being an actively anti-racist school. This means that we do not simply respond to racist incidents when they occur; we work proactively to build a culture in which racism is challenged and every child's identity, heritage and lived experience are respected and valued.

Racist language and behaviour are unacceptable. Staff will challenge and respond to racist incidents with clarity, consistency and compassion, taking account of both the impact of the behaviour and the pupil's age, understanding and individual needs. Responses will seek not only to address the incident and support the child who has been harmed, but also to help pupils understand why the behaviour was harmful and prevent it from happening again.

Racist incidents will be recorded and monitored so that patterns, repeated concerns or disproportionate experiences can be identified and addressed. We listen to pupil voice and work with parents/carers and, where appropriate, external partners to strengthen belonging, safety and inclusion.

Our commitment to anti-racism extends beyond responding to individual incidents. Through our behaviour expectations, curriculum, relationships and everyday interactions, we seek to promote dignity, equity and justice and ensure that every child feels safe, seen, valued and supported.
This reflects our Christian vision to *"Live, Love and Learn Together in the Light of the Life of Christ."*

Responding to Behaviour Concerns

Most behaviour concerns can be addressed through consistent classroom practice, positive relationships, clear expectations and early intervention. Where a pupil is finding it difficult to meet the expectations of *The St Mary's Way*, staff will respond calmly, consistently and proportionately, seeking to understand what may be contributing to the behaviour while maintaining clear boundaries and expectations.

Staff will follow the Behaviour Flowchart, beginning with the least intrusive appropriate response and escalating support where behaviour persists, becomes more serious or presents a risk to the pupil or others. The response will take account of the nature, frequency and impact of the behaviour, the pupil's age and development, any identified SEND or communication needs, and any reasonable adjustments that may be required.

Where concerns are persistent, escalating or significantly affecting the pupil's learning, wellbeing or relationships, staff will seek support from the SENCo and/or senior leaders. Parents/carers will be involved as appropriate so that school and home can work together to understand the concern and support positive change.

Serious incidents, including physical aggression, bullying, racist or other discriminatory behaviour, significant damage to property or possession of prohibited items, will be responded to promptly and in accordance with the relevant school procedures. Where behaviour raises a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy and report the concern to the DSL or a Deputy DSL.

Offsite-Direction

At St Mary's, an Off-Site Direction may be considered as part of the school's graduated response where a pupil requires additional support to improve behaviour, engagement, attendance or access to learning. An Off-Site Direction may involve attendance at an alternative provision, pupil referral unit, or another educational setting for a temporary period whilst the pupil remains on roll at St Mary's.

The purpose of an Off-Site Direction is to provide targeted intervention, support successful engagement in education and reduce the risk of further incidents. Off-Site Direction is a preventative and supportive measure and will be considered alongside other appropriate interventions where concerns are persistent, escalating or significantly impacting on the education, welfare or safety of the pupil or others.

When implementing an Off-Site Direction, the school will ensure that:

- the placement is formally agreed and recorded;
- the pupil remains on roll at St Mary's;
- parents/carers are informed in writing in advance using the appropriate documentation;
- the placement has clear objectives and a defined timescale;
- progress is regularly monitored and reviewed; and
- responsibility for the pupil's education, welfare and safeguarding remains with the school and governing board.

The use of Off-Site Direction will be carried out in accordance with the **Brent Exclusions Toolkit**, the **Brent Exclusions Protocol** and current statutory guidance. Off-Site Direction will not be used as a substitute for suspension or permanent exclusion, to delay a lawful exclusion decision, or as a means of informally securing a permanent placement elsewhere. Any Off-Site Direction will include planned review arrangements and a clear reintegration plan or agreed next steps.

Managed Moves

At St Mary's, a Managed Move may be considered as part of a planned intervention where a pupil is at risk of permanent exclusion and where a transfer to another mainstream school is considered to be in the pupil's best interests. A Managed Move is intended to provide a fresh start and improve educational, behavioural and social outcomes while maintaining the pupil's access to education. It is a supportive and preventative intervention rather than a sanction.

Before a Managed Move is considered, the school will be able to demonstrate that appropriate support, intervention and reasonable adjustments have been implemented and reviewed. This may include pastoral support planning, behaviour support, SEND assessment and provision, involvement of external agencies, multi-agency working, family support and other strategies identified through the school's graduated response to behaviour and inclusion. The school will seek to understand and address underlying needs and barriers to successful engagement before considering a move to another setting.

Any Managed Move will:

- be voluntary and made with the agreement of parents/carers, both schools and other relevant parties;
- be planned and supported through appropriate information sharing between settings;
- take account of safeguarding, SEND, equality and welfare considerations;
- include clear transition and integration arrangements; be subject to regular review and monitoring; and be undertaken in accordance with the Brent Exclusions Protocol, Brent Fair Access arrangements and current statutory guidance.

A Managed Move will not be used as an informal exclusion, a means of removing a pupil unlawfully from the school roll, or as a substitute for appropriate support and intervention. Where a Managed Move is not successful or is not considered appropriate, the Headteacher will consider the full range of available options in accordance with statutory guidance, having regard to the individual circumstances of the pupil.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious disciplinary measures and will be used only where appropriate and in accordance with current Department for Education statutory guidance. Only the Headteacher, or the Acting Headteacher in their absence, may suspend or permanently exclude a pupil. A suspension may be used where behaviour warrants a response beyond the school's usual graduated approaches. Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The school will have regard to its statutory duties, including those relating to safeguarding, SEND and equality, when considering suspension or permanent exclusion. The Headteacher will consider

the individual circumstances of each case and whether reasonable adjustments have been made where required.

Parents/carers will be informed without delay and the school will follow all statutory requirements relating to notification, education during suspension, governing board consideration and reintegration.

The school will not use informal or unofficial exclusions. Where a pupil is sent home for disciplinary reasons, this will be recorded formally as a suspension.

Mobile Phones and Personal Devices

Pupils are not permitted to use mobile phones or other personal communication devices during the school day. Pupils should not bring such devices onto the school premises unless this has been agreed with the school in advance.

Where permission has been granted for a pupil to bring a device to school, it must remain switched off and be stored securely in accordance with the school's procedures throughout the school day. Reasonable adjustments or individual arrangements may be made where required. Where a pupil brings or uses a device contrary to the school's expectations, the device may be confiscated and returned in accordance with the school's procedures.

Prohibited Items

Pupils must not bring prohibited or unsafe items onto the school premises. In accordance with current Department for Education guidance on searching, screening and confiscation, prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person, or damage property.

The school also prohibits pupils from bringing vapes, e-cigarettes and lighters onto the school premises.

Where a prohibited item is suspected or found, staff will follow the school's procedures for searching, screening and confiscation and current Department for Education guidance. Safeguarding concerns arising from an incident will be reported in accordance with the school's Safeguarding and Child Protection Policy.

Searching, Screening and Confiscation

Any searching, screening or confiscation undertaken by the school will be carried out in accordance with current Department for Education guidance, *Searching, Screening and Confiscation: Guidance for Schools*, and with safeguarding as the primary consideration.

Where there are reasonable grounds to suspect that a pupil may have a prohibited item, or an item identified in the school's rules as an item that may be searched for, the Headteacher or a member of staff specifically authorised by the Headteacher may search the pupil or their possessions in accordance with the school's statutory powers and DfE guidance.

Any search will be undertaken only where necessary and in a manner that is reasonable and proportionate to the circumstances. Staff will consider the pupil's age, individual needs, SEND, communication needs and any other relevant circumstances when deciding whether and how a search should take place. The dignity, welfare and safety of the pupil will be considered throughout. Where an item is confiscated following a search, it will be retained, returned, disposed of or passed to the police as appropriate and in accordance with DfE guidance.

Where a search or the circumstances leading to it raise a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and involve the DSL or a Deputy DSL as appropriate. Searches will be recorded and parents/carers informed in accordance with DfE guidance and the school's procedures.

Appendix 1 – Recognition and Responses to Behaviour Golden Time

At St Mary's, ClassDojo points may be used alongside verbal recognition, certificates and other forms of celebration to recognise pupils' effort, progress, positive behaviour and contribution to the school community. Recognition is linked to our Pocket Principles — ***Be Respectful, Be Responsible and Be Ready to Learn*** *— our school values of* ***Love, Faith and Hope****, and qualities such as resilience and positive role-modelling.*

Golden Time provides an opportunity to recognise and celebrate pupils' positive contribution, effort and progress. Pupils in Years 1–6 are offered a range of activities and opportunities to spend time with children and adults beyond their usual class. Where appropriate, pupils may also help to lead activities under adult supervision, developing responsibility, confidence and teamwork.

Staff will ensure that recognition is inclusive and takes account of pupils' individual starting points, needs and progress.

Responses and Consequences

When pupils do not meet the expectations of The St Mary's Way, staff will respond calmly, consistently and proportionately. The purpose of a response is to help pupils understand the impact of their behaviour, maintain safe and effective learning, repair relationships or harm where appropriate, and support pupils to make more successful choices in the future. Consequences and sanctions do not operate in isolation and should be accompanied by appropriate teaching, support and opportunities for reflection and repair. They must never be physically or psychologically harmful, humiliating or degrading.

Responses will be proportionate to the behaviour and circumstances and will take account of the pupil's age, development, individual needs and any reasonable adjustments required. A fair response does not necessarily mean that every pupil receives an identical consequence.

Where appropriate, pupils will be supported to reflect on what happened, who was affected, what needs to be put right and what they could do differently next time. Restorative actions should be meaningful and connected to the behaviour wherever possible.

More serious or persistent behaviour will be addressed through the school's Behaviour Flowchart and graduated response. Parents/carers will be informed and involved where appropriate.

Appendix 2 – Recording and Monitoring Behaviour

Significant behaviour incidents and persistent or repeated concerns must be recorded on CPOMS using the appropriate behaviour category. This includes incidents involving physical aggression or harm, bullying, racist or other discriminatory behaviour, serious verbal abuse, significant disruption, damage to property and other behaviour requiring senior leadership involvement.

Routine low-level behaviour that is addressed successfully through normal classroom practice does not need to be recorded individually. However, repeated low-level incidents should be recorded where they indicate an emerging pattern or concern.

Records should be factual, clear and proportionate and should include the behaviour observed, relevant context, actions taken, support provided and, where appropriate, the pupil's voice and any follow-up required. Safeguarding concerns must be recorded and managed in accordance with the school's Safeguarding and Child Protection procedures. Behaviour data will be reviewed regularly by the Senior Leadership Team to identify patterns, repeated concerns and any disproportionate impact on particular groups of pupils.

Relevant information and trends will be reported to governors as part of their oversight of behaviour, safeguarding, SEND and equality.

Appendix 3 – Behaviour Flowchart and Graduated Support

The St Mary's C E Behaviour Flowchart provides staff with a clear and graduated framework for responding when pupils need support to meet the expectations of The St Mary's Way and our Pocket Principles: Be Respectful, Be Responsible and Be Ready to Learn.

The flowchart supports staff to respond early, calmly and consistently, beginning with the least intrusive appropriate response and increasing support or intervention according to the nature, frequency and impact of the behaviour.

The flowchart does not replace professional judgement. Responses must take account of the individual pupil, including their age and developmental stage, communication needs, SEND, known triggers and any reasonable adjustments or individual plans in place.

Where behaviour presents an immediate safeguarding or safety concern, staff should seek appropriate support immediately rather than progressing sequentially through the stages of the flowchart.

The Behaviour Flowchart should be readily accessible to all staff and displayed in appropriate staff and teaching areas.

Additional Support for Behaviour and Emotional Wellbeing

At St Mary's, we recognise that behaviour may communicate an unmet need, difficulty or emotion. Where universal approaches and reasonable adjustments are not sufficient, pupils may require additional support to develop emotional regulation, relationships, resilience and successful participation in school life.

As part of our graduated approach, the school may work with external services and partner organisations to provide targeted support where this is appropriate to the pupil's identified needs. Support is planned in consultation with parents/carers and, where appropriate, the pupil.

The nature of external provision available may change over time. Referrals are made according to individual need, eligibility criteria and the procedures of the relevant service.

The SENCo and/or appropriate members of the Senior Leadership Team will coordinate additional support and liaise with families and external professionals where appropriate.