

Positive Behaviour Policy

Policy:	Behaviour policy
Approved by:	Governing Body
Date:	January 2026
Review cycle:	Annually

VERSION CONTROL

VERSION	DATE	AUTHOR	CHANGES
V1	Spring 22	M Parkin	No changes
V2	Spring 23	M Parkin	Addition of information regarding off-site and online behaviour; roles and responsibilities; positive handling; searching, screening and confiscation.
V3	Spring 24	M Parkin	Addition of more robust definition of types of bullying; reference to online concerns and child on child abuse.
V4	Spring 25	J Bailey	Policy re-written
V5	Spring 26	J Bailey	Updated vision, updated policy to reflect 'Let all we do be done with love' as overarching value. Updated aims, additional information about restorative approach, updated 'unwanted behaviour' table of actions, updates to persistent disruptive behaviour, reflection time sheet updated.

RATIONALE

Together we love, learn and flourish.

At St Mary's we nurture each other to develop our sense of wonder about the world around us and discover our place in it. We draw inspiration from the parable of the mustard seed, a tiny seed that grows into a mighty tree, symbolising the potential within us all to flourish. We encourage our children and wider school community to know that by showing love, acting justly and giving thanks we can become curious, courageous and compassionate individuals who can make a positive impact on the world that God created.

*'Let all that you do be done in love'
1 Corinthians 16:14*

At St Mary's we want to develop a culture of intrinsic motivation, whereby children make positive behaviour choices because it is important to them rather than because of the rewards they receive, however we recognise that rewarding desired behaviour. We recognise that children are learning to regulate their emotions and require nurturing adults to support them in doing so, we aim to use a relational approach in order for children to grow up understanding their own feelings, managing their feelings and understanding the impact of their behaviour on others.

At St Mary's we have an expectation that children are caring and compassionate individuals who are respectful, tolerant and kind towards others this is underpinned through our core values of 'Show love, act justly and give thanks'. Above all we encourage everyone to '**Let all you do be done with love**'. The aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community as well as explaining the processes and procedures which will be followed when any behaviour does not meet our expectations. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

We recognise that learning to behave appropriately in a school environment and in the wider community is an important part of early education and that this takes time and modelling by regulated adults. We aim to work with parents/carers and the school community: ensuring children grow up able to manage their own feelings and behaviour so that they can show love, act justly and give thanks.

We aim to help the children realise how they act affects others within the school and community and that they must take responsibility for the consequences of their actions.

Adults in school are therefore expected to model positive interactions with each other in order to build positive relationships, supporting and guiding children to self-regulate and act justly. Through the application of this policy, we ensure the consistency of all adults across the school in managing behaviour. This is consistent with our Christian Ethos and with legal requirements of the Equality Act. Built into all stages of our approach is the requirement to listen to all children involved and apply the behaviour policy with fairness. To support this, we use a system called 'Relational based practice' in relation to any incidents between pupils. This allows all pupils to talk about their feelings, behaviour and the consequences of their actions with other children and adults.

AIMS

- To use a relational based practice approach. This is based on the principles of creating a safe and supportive environment for all children valuing reflection, forgiveness and regulation.
- To understand that behaviour is a communication driven by emotions and that these need to be explored in order to support children's ability to learn acceptable responses to their feelings.
- To create a calm, welcoming and nurturing environment
- To have high expectations for all pupils
- To have clear expectations for all pupils and staff
- To provide an approach that has flexible consistency recognising that there are times when some pupils may require a modified approach
- To support children to build positive self-esteem, well-being and self-discipline.
- To provide the tools for children to recognise and manage their own emotions, learning how to deal with conflict with others in an appropriate way
- To encourage the involvement of both home and school in the implementation of this policy.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

TEACHING POSITIVE BEHAVIOUR

At St Mary's C of E Primary School all interactions between both staff and pupils are underpinned by our Core Values. As a school we embed our core bible quote 'Let all you do be done with love' which is known to the children as 'The St Mary's Way'. This is broken down into a set of expectations which make explicit how we expect children and staff to behave. These all relate to our Christian values of '**Show Love, Act Justly, Give Thanks**' – these are then broken down into 6 core values of Love, Forgiveness, Justice, Respect, Thankfulness and Service.

Through daily collective worship children are taught about our 6 core values which are rooted in the Bible. Children become familiar with quotes taken from the Bible and from influential figures of the past and present to embed the children's understanding of these values. Our curriculum offer ensures that the personal development is woven through many aspects of school life which offer children the opportunity to understand and articulate the fundamental British values as well as having an awareness and understanding of equality and diversity. Through direct teaching and the wider opportunities offered to pupils, children are provided with opportunities to develop spiritually, morally, socially and culturally.

The St Mary's Way is expected to be followed with every aspect of the school day and in every interaction between children, staff, parents and the community. It has been agreed by the whole school community and is visibly displayed around the school (see Appendix 1).

**The St Mary's Way –
'Let all you do be done with love'**

We use kind words
We use kind actions
We listen to each other
We try our best
We tell the truth
We use good manners

All conversations with children about conduct will refer back to these expectations, reinforcing the way we behave at St Mary's and reflecting on 'have you done that with love?'

We believe that staff, parents and visitors can contribute to actively helping children develop these personal attributes.

They can be promoted in various ways by:-

- Modelling the personal attributes directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;
- Linking our core values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours.
- Remaining calm and modelling self-regulation

ZONES OF REGULATION

Alongside the teaching of positive behaviour through the St Mary's Way, children are taught to recognise how they are feeling through the zones of regulation. These are displayed in each classroom and taught at an age-appropriate way throughout school. The zones of regulation support children in beginning to recognise their own feelings and emotions, understanding that all emotions are OK and to know that it is what we do when we feel these emotions that are important. All staff support children in recognising which 'zone' they may be in through the use of colours (See Appendix 2) and support children in being able to regulate themselves which will ensure that they are regulated, supporting them to be able to follow the St Mary's Way. Where it is appropriate, individual children may have their own zones of regulation charts tailored to them which support them in being able to regulate themselves.

We believe that:

All behaviour is communication, so every effort must be made to understand it; children are given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves. In addition, emphasis is placed on using de-escalation techniques and consistent use of positive language in order to ensure children are supported to manage and improve their own behaviour.

All consequences are discussed with the child to ensure they understand the reasons for this and how they could improve next time.

All responses to unwanted behaviour should be immediate and consistent – allowing other children to see that negative behaviours are noted promptly and dealt with fairly across the school.

BULLYING - STOP

Bullying is defined as the repetitive, intentional harming of 1 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

We teach children the acronym STOP to support children in recognising when behaviour may be of a bullying nature. Children are taught to stand up and say and sign STOP in any situation they are uncomfortable with.

**Several
Times
On
Purpose**

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

ROLES AND RESPONSIBILITIES

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- Ensuring the culture of the school reflects the warm and welcoming environment where all relationships are nurtured.

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and all Staff

All staff are responsible for:

- Building and maintaining positive relationships with all children, staff and parents
- Maintaining a calm and respectful approach towards all
- Creating a calm, safe and welcoming environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour in line with the St Mary's way
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils where appropriate
- Considering their own behaviour on the school culture and how they can uphold the St Mary's Way
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations

Parents and Carers

We expect parents and carers to:

- Work alongside school to promote the St Mary's Way and to model these with their children
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following ~~during their induction into the behaviour culture:~~

- The expected standard of behaviour they should be displaying at school through the St Mary's Way and the core school values
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the expectations of the St Mary's Way.
- Areas in school they can access if they require some time and space to self-regulate

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The role of visitors to the school

It is the responsibility of visitors to support the implementation of this behaviour policy fully. Visitor guides are provided on arrival, regular visitors take part in an induction to understand our policies and procedures.

RESPONDING TO GOOD BEHAVIOUR

When a pupil's behaviour meets the St Mary's Way, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Staff will take every opportunity to thank children for 'showing love' and explicitly share what they have seen them doing.

We praise and reward children for positive behaviour in a variety of ways which may include the following:

- Ensuring all children start the day and every new lesson in the 'Showing Love' heart displayed in the classroom.
Verbal praise relating to the St Mary's Way and school values
- Dojo points/stickers relating to the St Mary's Way and school values
- Weekly 'Flourishing award' awarded in our weekly FAB Assembly.
- Headteacher awards for exceptional attitudes to learning
- Weekly Value award chosen by the pupils for a member of their class for showing our Love.
- Positions of responsibilities, such as School Council, Worship Leaders, librarians
- Children are allocated houses across school, Dojo points are collated weekly for house points. Rewards for the most points in a half term are provided for the winning house.
- Writing names of children on the central 'Showing Love' heart during playtimes/lunchtimes/collective worship. These are converted to dojo points each day.

RESPONDING TO UNWANTED BEHAVIOUR

A restorative approach

Our policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to others opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for your own actions
- **REPAIR** – developing skills without our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION** – working through a structured, supportive process that aims to solve the problem and allow all to work together.


(See Appendix 3 for restorative conversation details)

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Staff will remind children that we 'do everything with love' at St Mary's.

For children not following the St Mary's Way, we follow the following graduated response. This is recorded discreetly by the teacher in the following manner. Children are given verbal reminders and staff quickly praise when behaviour has been corrected.

Staff ensure that wherever possible children are Praised in public and reprimanded in private.

All children begin the school day and every lesson with their name in the showing love pocket.

Stage	Explanation	Might sound like...	Action
SHOWING LOVE 	Staff notice and praise children for all the ways they show love across school and actively thank children for this	<i>Thank you for showing love and holding the door open/talking kindly etc</i>	Dojo / sticker / verbal praise Child remains inside the 'Showing Love' pocket
NOTICE and REMIND	First verbal reminder This makes explicit the expectation.	<i>'I am expecting you to show love by... You were not showing love when you... This behaviour is not showing love and is stopping learning...</i>	Name removed from Showing love pocket. 'When your behaviour changes, I can put your name back to 'showing love' Staff look out for opportunities for children correcting behaviour
Not showing love	This stage makes explicit the expectation followed by the consequence.	<i>I am expecting you to show love by... You will now need to...</i>	Consequence given – recorded on CPOMS

Automatic consequence for: -Deliberately hurting others -Swearing -Deliberately damaging property		<ul style="list-style-type: none"> - Miss 5mins of break - Tidy mess made - Finish work (If at breaktime – child stands with teacher on duty for 2 minutes)	Name returned to showing love when consequence is complete. Fresh start each lesson.
Continued behaviour of not showing love	If behaviour repeats again during the day.	<i>'I can see you are finding it hard to.../not to... I am not going to give up on you, how can I help?</i>	Individualised support may be required such as: <ul style="list-style-type: none"> - behaviour plan - zones of regulation chart - regulation box - referral for Nurture provision - external referral for support

We use an Emotion Coaching style of discussion with children that looks at reasons why certain behaviours may be displayed and offer solutions to these. Where appropriate a conversation with the SENCO may be required to ascertain any underlying difficulties that may require specialist support and referrals.

It is very rare that children progress through all of these stages above. Where appropriate, the behaviour is discussed and children are supported to make positive changes by considering the impact on themselves and other learners.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan. Parents will be informed about low level behavioural incidents that are becoming more frequent or about one-off incidents that require follow up discussions at home.

In the case of re-occurring poor behaviour:

- If a child has several consequences repeatedly – the teacher will make an informal call to parents at the end of the week to share concerns and ascertain whether there are any issues at home, have they seen similar behaviour? Is child tired etc.?
- If behaviour continues – The teacher will discuss with the parent the behaviour support plan which may involve introducing a behaviour chart and rewards - this can be in school or at home. The reward for a positive week will be discussed with parents. This could be a reward at home if parents are engaged – aiming for this would be beneficial.
- Behaviour chart continues until improvements are seen in behaviour – weekly communication with parents to update.
- Where persistent disruptive behaviour occurs which affects the learning of others – an internal suspension may be put in place for a period of time. Children will be supervised during this time by a member of staff completing work and will not go out to playtime with their peers. They will be provided with movement breaks at other times.

POSITIVE BEHAVIOUR AROUND THE SCHOOL

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should take pride in our school through keeping it tidy and purposeful. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Classes will have monitors with various responsibilities to ensure the classroom remains tidy and well-organised. These may include the following

- Taking care of the cloakroom, ensuring coats and bags are on pegs and not on the floor
- Taking care of the table resources
- Taking care of the book corner (where appropriate)
- Ensuring the floor is clear from clutter

The school building

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship

Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly and wish to issue instructions to children in assembly should do so quietly and using non-verbal prompts where possible. Worship leaders (pupil and adults) may identify children who show love and write their name on the heart in the hall. Dojo points are given for anyone with their name here at the end of the day.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field. During lunch time, midday staff will write names of children seen 'showing love' and for following the St Mary's Way. Where behaviour is a concern during lunch, staff follow the same graduated response, staff record any warnings/consequences in lunchtime books to enable them to report back to class teachers.

The playground

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or are having any difficulties with other children. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the relational based practice framework. Any staff on playground duty must ensure that any problems are dealt with using Appendix 3. Where children have been seen to not 'show love' they will stand alongside the staff member for 2mins of their playtime.

SUSPENSIONS

We do not wish to suspend/permanently exclude any child from St Mary's Primary School. However, where we feel that this is necessary, we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.) In the case of suspensions, the Head teacher may suspend a student for up to 45 days in any one academic year.-Suspensions and permanent exclusions are operational decisions made by the Head teacher who then informs the Local Authority and Governing Body / Academy Trust about any permanent exclusion made. The Head teacher must also inform the Governing Body / Academy Trust about any suspension beyond five days in any one term. The Governing body will form a discipline committee which is made up of three members, as appropriate. This committee will consider any appeals against permanent exclusion/suspension of more than 5 days on behalf of the Body. Any student who is suspended for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Suspensions and permanent exclusions are used for severe breaches of St Mary's School's Positive Behaviour policy. It is possible for the Head Teacher to convert a suspension into a permanent exclusion if the circumstances warrant this. The Head teacher may decide to permanently exclude for one of the following reasons:

In response to serious or persistent breaches of the school's behaviour policy consistently demonstrating negative behaviours as described in Appendix 6; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

These may include, but is not limited, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include online bullying/ comments made on social media); Homophobic,
- sexist or racist incidents/language (which may include online/ social media incidents);
- Assault/ fighting or the encouragement of others to do so;
- Persistently disruptive behaviour;
- Persistent failure to follow the school positive behaviour policy;
- Pupil is beyond the care and control of staff at St Mary's Primary School.

Before reaching a decision to suspend or exclude permanently, the Head teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's expectations of Core Values/Behaviours and Equal opportunities policies;
- Allow the pupil to give his/her version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Local Governing Committee who may sit at the exclusion meeting. Ultimately, however, the decision to exclude is an operational decision made by the Headteacher.

Alternatives to suspensions/exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of suspension/exclusion.

They include:

- Pastoral Support Plans
- Individual mentoring, coaching and behaviour support
- Working with parents/ carers
- A managed move or negotiated transfer
- Assessment of SEND, including SEMH needs
- Allocation of a key adult when possible
- Access to Nurture provision
- Counselling
- Relational based practice methods
- Peer mentoring
- Referral to CAMHS or to the Educational Psychologist.
- Internal suspension – working away from peers for a period of time.

A 'Reintegration' meeting must always be held following any suspension in order to reflect on the initial incident, gain the views of both parents/ carers and child and to establish a risk assessment of the child. This meeting will also provide a useful forum to identify resources and support needed to provide the necessary support for the child moving forward. These actions will then feed into class provision/ additional action plans.

POSITIVE SAFE HANDLING

A number of staff within St Mary's C of E Primary School have undertaken positive safe handling training which will be regularly renewed as and when necessary.

As a school, although Emotion Coaching and de-escalation is our first approach, we have to acknowledge that, on occasion, we may find ourselves in unforeseen or emergency circumstances when trained staff have to use positive safe handling techniques for the safety of the child or the safety of others including teachers/adults.

These techniques will be used as a last resort after all other de-escalation strategies have been considered. Parents/carers will be fully informed if these techniques have to be implemented and safe handling techniques will be written into a structured risk assessment. If a safe handling situation occurs, all staff involved will discuss the incident with the Headteacher. The incident will be formally recorded on a safe handling report using CPOMS which parents may request to see.

Parents will be informed if such an incident has taken place.

- Please refer to Physical intervention policy for more information

DEBRIEFING CHILDREN AFTER WITNESSING SAFE HANDLING

We will positively reassure children as soon as possible after any safe handling incident using the most appropriate person/s within the school at this point in time.

We will remove other children away from the incident prior to safe handling.

MANAGING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment is never acceptable and will not be tolerated at St Mary's C of E Primary School. If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. The designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered appropriate response.

The victim(s) will be reassured that they are being taken seriously and school will keep them safe. They will also be given as much control as is reasonably possible regarding how any

investigation will be progressed. St Mary's C of E Primary School may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy. This would include the consideration of permanent exclusion.

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

INVOLVING PARENTS, AGENCIES AND OTHER STAFF

In handover meetings, class teachers are asked to communicate the behavioural needs of children in their class in order to ensure effective transition can take place.

In addition, SEND staff meetings are held, where class teachers review and evaluate the support that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children. In addition to these meetings, the Headteacher and/or SENCO will meet with teaching staff as required in order to talk through individual behaviour concerns and to offer practical strategies.

Action plans may be created for children where behaviour is a concern. These must be shared with the child and reviewed during an agreed timescale and will be managed by the class teacher. If Behaviours continue to escalate, despite support in place, the class teacher in liaison with the SENCO will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents of concerns.

If the child is at risk of suspension/exclusion, an individual plan will be put in place. "At risk" means that a pupil is not responding to the school's normal range of strategies and support (repeated suspensions might be an indicator) and that the intervention of external agencies may be required. The aim of the plan is to involve the pupil in the shared challenge of improving his/her behaviour and social skills.

Meetings to implement and review the plan will look at positive points and main issues. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed every 2/4 weeks. The plan should not be used to replace Support Plans or Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspension
- Anonymous surveys for staff and pupils.
- The data will be analysed annually by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

The Positive Behaviour Policy links to:

- Child Protection Policy
- SEND Policy
- Anti-bullying Policy



The St Mary's Way

"Let all that you do be done in love"

(1 Corinthians 16:14).



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Appendix 2 – Zones of regulation

The BLUE zone	  	How might you feel? sad tired bored moving slowly	What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes
The GREEN zone	  	How might you feel? happy okay focussed ready to learn	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?
The YELLOW zone	  	How might you feel? nervous confused silly not ready to learn	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break
The RED zone	  	How might you feel? angry frustrated scared out of control	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Restorative Practise in school

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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Images from My cute graphics

Reflection Time

What happened?



How were you feeling at the time?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who was affected by your actions? _____

How were they affected? _____

How needs to happen to make it right? _____

Next time I feel this way I could _____