



ST. MARY'S CE FIRST ACADEMY

POLICY STATEMENT POSITIVE BEHAVIOUR AND SANCTIONS

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

Policy approved by the LAC (Local Academy Committee) on:

Signed  Chair of LAC

Date: 18 MAY 2026

Signed  Trust Headteacher

Date: 18 MAY 2026

Policy will be reviewed by the LAC by: September 2028

This policy has been written in consultation with all those expected to implement it. Where it makes reference to the EYFS it is written in conjunction with the EYFS Statutory Framework. The purpose of this policy is to give clear guidance to all those who use St Mary's CE First Academy.

ETHOS

At St Mary's CE First Academy we promote responsible behaviour and self-discipline rooted in our key values of belief, respect and friendship. This enables us to provide an environment in which children can develop caring relationships with, and mutual respect for, all members of the school community and make good academic progress. We encourage everybody to implement the rules fairly and consistently and to foster good behaviour in a positive way.

GENERAL AIMS OF THE ACADEMY

The purpose of the behaviour policy is to enhance learning and relationships within our school and to ensure that the conduct of all members of the school community is consistent with the values of the school.

We believe that everyone in our school community, children and adults, have certain rights:

- A right to be safe
- A right to be treated with respect and fairness
- A right to enjoy learning
- A right to work together
- A right to be the best we can be

We also believe that we should respect other people's property and our school environment. These rights are the basis of our core school values: Belief, Respect & Friendship.

WHO IS RESPONSIBLE FOR THE POSITIVE BEHAVIOUR AND SANCTIONS OF PUPILS?

St. Mary's promotes a supportive climate at all levels and each member of the school community is responsible for promoting positive behaviour, this includes pupils, staff, parents and LAC members.

ENCOURAGING GOOD BEHAVIOUR

We value the importance of positive reinforcement which emphasises and recognises good behaviour rather than identifying only that which is unacceptable. We aim, therefore, to comment on and praise and reward examples of good behaviour (Catch children shining). This is more helpful than merely looking for and dealing with incidents of unacceptable behaviour as and when they occur.

Examples of behaviour, including good behaviour can be found in *Appendix A*. Each class can add to these to support and praise expected behaviour.

POSITIVE PRAISE AND REWARD

A positive, structured framework which gives praise for making the right choices about behaviour and use of rewards are part of the core of this policy.

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. This good behaviour will be acknowledged, for example by:

- Verbal and written positive praise
- Positive touch/ body language (smiles, thumbs up, pat on the back)
- Reward stickers and certificates
- Class Dojo points
- Dojo prizes, positive notes home, certificates and celebrations (Star of the Week)

GOOD ORDERLY ENVIRONMENT PRINCIPLES

St. Mary's believes a calm and orderly environment promotes positive behaviour. Examples of key factors to ensuring good order can include:

- Providing a safe and predictable environment
- Ensuring high standards and expectations
- Following whole school routines
- Being well prepared for lessons or activities
- Maintaining tidy and well organised learning spaces {teachers and pupils}
- Effective communication systems

- Giving and expecting to receive respect to and from everyone as we are all unique individuals made in God's image and likeness.
- Greeting others with a smile and positive words
- Adults setting the example by speaking in a respectful tone and modelling good relationships in front of the children
- Reacting positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain
- Ensuring consistency in our approach to all pupils
- Respecting the environment which we share and keeping the school and its grounds clean and tidy
- Using effective and stimulating teaching methods to create memorable learning (teachers)
- Expecting children to move around the school in a quiet and orderly manner (High Expectations).

RELIGIOUS EDUCATION (RE) AND PSHE

St. Mary's embeds certain elements of the RE and PSHE in order to maintain and develop a supportive environment where positive relationships are created. The use of these will promote positive behaviour through for example:

- Teaching children to recognise their own and others emotions.
- Giving children opportunities to talk about their concerns and feelings.
- Teaching pupils to respect and treat others as they would like to be treated.
- Dealing with conflict and negotiating.
- Being aware of our conscience and asking ourselves 'What would be the right thing to do?'
- Setting good examples.
- Involving the children in making school and classroom rules.
- Drawing on reconciliation and restorative justice to heal self and relationships with others.

INDEPENDENCE

In order for pupils to become independent and responsible members of their own community, pupils need to begin to make their own decisions and choices. In order to do this and with support, school rules are used, which allow for the values of the Gospel to be acted out on a daily basis.



At St Mary's
our school rules are...



BE KIND



BE RESPECTFUL



BE YOUR BEST



BE POLITE



BE HONEST

"Shine as a light in the world"

Philippians 2:15

Zones of Regulation

To help children recognise and manage their own feelings, we use The Zones of Regulation, because if children know when they are becoming less regulated, they are able to do something about it and get themselves to a healthy place. The Zones of Regulation organise feelings, states of alertness, and energy levels into four coloured Zones - Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for children and staff. We believe all zones are okay and everyone routinely experiences several of the Zones across a day.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

EYFS

We recognise that strategies for supporting children under 5 will need to be developmentally appropriate and differ from those of older children. Young children are unable to regulate their own emotions, such as; fear, anger, distress and therefore require the knowledge of trained practitioners to assist them with this.

In accordance with the EYFS Framework each child is assigned a key person to allow for attachment and building strong relationships with parents / carers and children.

The EYFS Team will use the following positive approaches to encourage good behaviour.

- ❖ Circle time to remind children of Nursery/ Reception rules, our school rules.
- ❖ PSHE resources for social and emotional aspects of learning.
- ❖ Resources to scaffold and model eg. The following book: "Feet are not for Kicking, Teeth are not for Biting, Hands are not for Hitting" by Martine Agassi.
- ❖ Use of our School Rules

The children in the nursery and reception class do not follow the main school's full behaviour graded system but still use the language of emotions as colours to support their understanding of self and behaviour. We also consult with parents as to approaches that work well with them as parents or in previous nursery settings.

UNACCEPTABLE BEHAVIOUR

When dealing with misdemeanours we are conscious to maintain a child's self-esteem remembering that it is the behaviour that is unacceptable, never the child. We endeavour to make the

distinctions between minor offences and more serious incidents of misbehaviour apparent to the children, and to help them learn to expect fair and consistently applied sanctions.

Sanctions

As part of growing up pupil's need to discover where the bounds of acceptable behaviour lie and there will be times when children break school rules. A behaviour policy must state these boundaries firmly and clearly. Adults within the school community have a huge responsibility to model positive behaviour in their dealings with children and towards each other.

All staff have the responsibility to deal with pupil's behaviour and will use our consistent and graded approach

Graduated Sanctions

- | | |
|---------------|--|
| Step 1 | A positive reminder of behaviour expectations |
| Step 2 | A verbal warning of the behaviour |
| Step 3 | A Negative Dojo awarded |
| Step 4 | Time Out to reflect upon their choice |
| Step 5 | Pupil sent to Miss Watts / Miss Bown to discuss their behaviour |
| Step 6 | Formal communication between the parents and the teacher |

ALL negative behaviour, no matter how big or small, needs to be followed with an opportunity to ask, give and accept forgiveness. At St. Mary's we know that everybody needs to say 'sorry' at some point. When we say 'sorry' we mean that we regret what we have done, will try not to do it again and hope the person (or people) we have upset will forgive us.

If unacceptable behaviour continues the Trust Headteacher will request a meeting with the child's parents to discuss a way forward or identify further support that may be required.

Adults in school will also complete a report on CPOMs and where required a behaviour log (See appendix D) to record persistent behaviour over the day or immediate behaviour that warrants a more severe sanction.

Children displaying unacceptable behaviours over a period of time will be placed on a monitoring log for additional support. Serious and consistent misbehaviour will warrant behaviour sanctions which are agreed between pupil, parent and school. In such cases communication between school and home is vital. At times we may call on outside agencies to support the school and parents in strategies to support individual pupils.

Physical punishment is never used. Physical management strategies may need to be used to ensure the safety of the pupil, other pupils, the staff and school property. This is where we would refer to the Positive Handling policy.

Serious misdemeanours do not warrant this staggered approach and the final sanction is imposed. Children consistently choosing unacceptable behaviour can face suspension. Although we hope to avoid a formal suspension, if a serious situation should arise, the statutory regulations governing suspensions & exclusions guidance will be followed. (Please refer to the Suspensions & Permanent Exclusions Guidance - August 2024 from the DfE).

Serious and unacceptable behaviours may include:

- Bullying.
- Physical abuse (fighting, kicking, punching, pinching, biting etc.).
- Destructive behaviour (causing wilful damage).
- Stealing.
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community).
- Deliberately telling lies.
- Deliberately disrespectful behaviour towards members of the school community.

When an issue has been dealt with it is important that the matter is closed so that all parties are able to move on and a fresh start made. Children have regular opportunities through class, key stage and whole school gatherings to reflect on their behaviour and their treatment of each other. Saying sorry and asking forgiveness are part of the culture and ethos of the school.

INCLUSION

Our systems always maintain to be fair and consistent however there will be times where the system operates throughout the school with some adaptations for our youngest children, children with Special Educational Needs, children with behavioural needs and children receiving support from outside agencies.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to a consequence.

RECORD KEEPING

Serious behaviour will be recorded and tracked on CPOMs. Suspensions are also tracked. Significant behaviour is tracked to address how procedures in school can develop and actions can be taken to improve behaviour for groups or individuals.

REPORTING BEHAVIOUR

The Local Academy Committee are informed of suspensions and exclusions and the Inclusion Team at the LA are also formally notified.

PARENTS

The school recognises and welcomes the positive contribution and support of parents.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers other school staff and children
- By modelling positive behaviour within the home
- By signing the Home -School Agreement

- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with academy
- By knowing that learning and teaching cannot take place without positive rewards and appropriate sanctions
- By remembering that staff deal with behaviour problems patiently and positively
- By working alongside staff in the classroom as volunteers

Appendix A – Examples of Behaviour

(Please note: This is not a 'tick list' nor is it fully conclusive. All behaviour is a form of communication and context must be considered by trained adults when using the behaviour policy.)

Behaviour to be expected	Rewards could be
• Using effective and stimulating teaching methods to create memorable learning {teachers} • Show our key values of belief, respect and friendship • Follow our school rules • Be truthful • Think of other people's feelings • Listen carefully • Follow instructions • Help each other • Move quietly and calmly around class and school • Be ready to help adults by opening doors or offering to carry books • Stand back to let other pass you in the corridor • Say please and thank you • Don't give up if facing a challenge • Select your own resources for learning • Use working walls or resources provided	• Smile • Verbal praise • Stickers • Dojo points • Star of the Week • WOW! Cards • Class "Dip in the Box" • Praise and recognition in weekly celebration worship • Children sent to subject leader to show their work • Children sent to the Head of School • Special jobs or tasks that have additional responsibility e.g. helping in another class, specific tasks given by staff • Headteacher's stickers & prize box • Inform parents

Behaviour support required	Possible Consequences
▪ Pushing in the line ▪ Talking over someone ▪ Not following instructions ▪ Dropping equipment or litter ▪ Not thinking about other people's feelings ▪ Being noisy	- PIP (Praise in Public) and RIP (Reprimand in Private) - Six Steps - graduated sanctions - Sticker Charts (age dependent) - Monitoring Cards (age dependent) - Pastoral support

▪ Running in the classroom or around school ▪ Not sharing ▪ Not taking turns ▪ Disruptive Behaviour ▪ Being disrespectful ▪ Off task behaviour ▪ Homework issues ▪ Uniform issues	- Playtime and lunchtime detentions (appropriate to the child's age).
--	---

Behaviour to be sanctioned	Possible consequences
• Persistent rough play • Deliberately lying • Purposefully damaging equipment (own, school's or someone else's belongings) • Persistently disrupting lessons on purpose • Rudeness to staff and other children • Bullying • Stealing • Fighting • Negative comments related to age, gender, race or beliefs of other people • Purposefully using words related to age, gender, race or beliefs of other people incorrectly / Inappropriately • Behaviour that compromises the safety of others • Intentional e-safety violations • Physical assault against an adult • Physical assault against a pupil • Verbal abuse / threatening behaviour against a pupil • Verbal abuse / threatening behaviour towards an adult	• Behaviour plan - agreed with parents • Pastoral Support Plan • Internal Isolation (age dependent) • Suspension • Alternative provision placement • Managed move • Permanent exclusion

Please note: It is at the discretion of the Trust Headteacher to assess a number of factors to form their decision ie. Prior behaviour, parental support, pupil reaction etc.

Appendix B - My Behaviour Log

We will always think "What would be the right thing to do?" to help us.

My name:	Date:
The reason I have been asked to write this is because I	
The thing that started off my actions was	
Other children who were also involved or saw what happened were ...	
I think the next thing that should happen is	
This is what I would do different next time...	
Signed:	

Appendix C - Adult Incident Log

Adult Incident Log

Pupils name:	Date:
Where incident took place:	Time:
A description of the incident	
Were there any visible triggers that started the incident off?	
Is there anything that could be done differently next time?	
The post discussion and consequence involved ...	
Name:	Signed:

