# Behaviour Policy

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|---|---|
| Reviewed by: | co-headteachers |
| Reviewed: | autumn 2025 |
| Reported to: | Local Governing Committee |
| Next review: | autumn 2026 |

## Introduction

At St Mary's Hampton Church of England Primary School, we believe that learning should be a rewarding and enjoyable experience and should take place in an environment where everyone feels safe and secure. Our behaviour policy supports us in working together to build a caring, inclusive community, in which we all grow and flourish under God's guidance. Our core values of Faith, Hope and Love are rooted in how we nurture good attitudes and behaviours for all.

### *Faith*

- We have understanding, appreciation and respect for all faiths and views.
- We have courage in the choices we make.

### *Hope*

- We are ready, respectful and responsible at all times.
- We find solutions to problems to stay hopeful and resilient in the face of challenges.

### *Love*

- We will treat others as we would wish to be treated and realise that our actions, thoughts and words matter.
- We show understanding, tolerance and compassion of others emotional, academic and social starting points.
- We are honest, loyal and forgiving.

## Aims

Our priority is to create a harmonious learning environment. We aim for St Mary's Hampton to be a place where:

- Children are able to self-regulate their own behaviour and learning. By using a positive system of rewards, incentives and clear boundaries, and by enforcing good behaviour, we help children to develop confidence, a healthy self-esteem and, a set of skills and strategies which will take them onto the next stage of their education and into adult life.
- Children enjoy learning.

Our learning culture and warm, caring, Christian community will support our children to take risks, be innovative and develop independent thinking skills. We aim to create learners with great passion, confidence and personal ambition, who take pride in every aspect of their conduct and work so that they excel academically and socially.

Every child will feel safe, happy, well supported and cared for. They will know how to keep themselves safe in real and cyber contexts. They will feel listened to and their opinions will help to enhance our school practices and culture. All adults will provide outstanding role models for behaviour, attitude and values, inspiring our children to become thoughtful, caring and responsible young adults.

We aim to do this by:

- Ensuring everyone feels safe and secure.
- Helping all children develop appropriate and relevant social skills for now and in the future.
- Ensuring relationships within school are based on mutual respect and trust involving parents and the community and communication between home and school is clear, open and honest.

- Creating a friendly and peaceful environment in which children want to participate and belong, in the classroom, playground and dining hall.
- Creating an interesting and stimulating environment where children want to learn.
- Rewarding and praising positive behaviour and choices.
- Developing pupil voice amongst the School Council, so children have a say in what happens at St Mary's Hampton.
- Encouraging children to care for others and to understand diversity.
- Modelling values and attitudes including direct teaching of Values and attitudes in collective worship and lessons.
- Providing children with the language and skills to solve their problems calmly, openly and with understanding.
- Encouraging pupils to take self-responsibility for the consequences of their actions and choices and to develop collective responsibility.
- Rejecting all forms of bullying and anti-social behaviour, thus allowing children to feel confident to seek support from any member of St Mary's Hampton staff team, should they feel unsafe.

## Legislation and statutory requirements

This policy should be read in conjunction with our safeguarding policies, Equality Policy (called Equality and community cohesion policy on the St Mary's website), Anti-bullying Policy, Physical Restraint policy, SEND Policy and Achieving for Children's Guidance on the use of Suspension and Exclusions from school.

Our Behaviour Policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools (DfE)
- Searching, Screening and Confiscation at School (DfE)
- The Equality Act 2010
- Use of Reasonable Force in Schools (DfE)
- Supporting pupils with medical conditions at school (DfE)

In addition, this policy is based on:

• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

• Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property.

• DfE guidance explaining that maintained schools should publish their behaviour policy online.

## Roles and responsibilities

### *Co -Headteachers*

The Co -Headteachers are responsible for:

- Ensuring the school environment encourages positive behaviour, staff deal effectively with poor behaviour and, will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Monitoring the policy's effectiveness in addressing any Social, Emotional, and Mental Health related drivers of unexpected behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Reporting to the governing board on the implementation of this policy.

- Leading by example and being committed to the health and wellbeing of all our children and staff, upholding our Christian ethos.

### *Assistant Headteacher and SEND Lead:*

The Assistant Headteacher for Inclusion and SENDCO is responsible for:
- Working alongside the Co Headteachers to keep all staff up-to-date about vulnerable children, especially children with SEND, and advising on suitable strategies to promote positive behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Arranging training for teachers and support staff e.g., Positive Touch training.
- Advising on strategies such as class management, visual prompts and social stories to promote positive behaviour
- Seeking advice from external providers to improve outcomes for positive behaviour.
- Supporting staff with the implementation of social, emotional and mental health outcomes from Education, Health and Care Plans.
- Supporting staff in meetings with parents/carers.
- Applying for Education, Health and Care Plans, where appropriate.

### *Staff*

Staff are responsible for:
- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Recording behaviour incidents on CPOMS.
- Providing a personalised approach to the specific behavioural needs of pupils.
- Communicating with parents about behaviour.

The senior leadership team will support staff in responding to behaviour incidents.

### *Parents*

Parents are expected to:
• Support their child in adhering to the school's code of conduct.
• Inform the school of any changes in circumstances that may affect their child's behaviour.
• Discuss any behavioural concerns with the class teacher as their first point of reference.

## Our school rules

Our school rules encourage all children to be ***Ready***, ***Respectful*** and ***Responsible*** learners. These are displayed in every classroom and are understood by all children.

St Mary's definitions of ***Ready***, ***Respectful*** and ***Responsible*** learners:

### *Ready*

- Being in a regulated state to learn
- Having access to self-regulation strategies to take on learning
- Having courage and resilience to take on challenges and learn something new

### *Respectful*

- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated

### *Responsible*

- Being honest, loyal and forgiving
- Realising that our actions, thoughts and words matter

## Tools for supporting behaviour

At St Mary's we use a variety of tools to support positive behaviour. These include:

### *Zones of Regulation*

Zones of Regulation teaches strategies for managing emotions and sensory needs. Rooted in cognitive behavioural therapy, The Zones framework uses four colours (Green, Blue, Red and Yellow) to help individuals identify how they are feeling in the moment given their energy, emotions, and level of alertness, creating a coloured system to guide them to metacognitive strategies and tools to support regulation. By understanding how to read their bodies, detect triggers, think about the social context, and consider their reactions, individuals learn how to increase their ability to regulate their emotions, manage their sensory needs, and become more self-aware and skilful problem solvers.

### *Well-Being Mentors*

Well-being mentors are children selected from Year 5 and Year 6. Their role is to help staff in delivering support to pupils struggling to follow the rules and demonstrate the values of children attending the St Mary's Hampton.

### *Tree of Friendship*

Weekly assemblies are held for children and adults to:

- share their learning
- celebrate achievement in all aspects of learning, including behaviour
- acknowledge the contribution of role models.

Positive behaviour is rewarded through the Tree of Friendship, which celebrates acts of readiness, respect and responsibility. Any member of the school family may nominate another member. Nominations are made by staff and then a leaf is added to the tree in a sharing assembly. During the year, the bare trunk of the tree flourishes with an ever-increasing number of green leaves.

# *Celebrating success as a school*

Good behaviour is celebrated generously in St Mary's School in a variety of ways, including:

- **Verbal praise**: often the simplest yet effective reward providing instant recognition to motivate and inspire each child to achieve well.
- **Stickers:** awarded by all staff, including the Co- Headteachers, Assistant Headteachers, as commendation to recognise individual effort or achievement. Lunchtime staff will ~~also~~ reward improved or especially helpful behaviour on the playground or in the dining hall in this way.
- ***Weekly subject certificates*** presented in celebration assembly

- Phone calls or written ***'positive memos'*** communicate to parents' achievements and improvements effectively. (see Appendix 1)
- **Special Pizza Party:** awarded to the team that has earned the most ***house points*** across the whole school each term. This will be revealed in our Celebration Worship, in the penultimate week of the term and in the final week of the term the children will receive their reward. Any member of staff can award house point tokens to individual children displaying exceptional behaviour or work; these are placed in the collective house point jar in the hall. (see Appendix 2)
- ***Golden Achiever***: Each week, one child in each class will be selected to be 'pupil of the week' for a specific reason (see Appendix 3) and this will be celebrated in celebration worship. The child will sit on a cushion for the whole week, as a way of acknowledging their tremendous efforts.
- ***Excellence Award***: awarded each half-term to children who excel in their behaviour at St Mary's Hampton. The child's parents will be invited to the assembly at which the award will be presented as a surprise.

### *Whole Class Rewards*

We reward children for working hard and behaving appropriately in class, at play and in and around the school environment. A whole class reward can be awarded by any member of staff.

Each class can earn blue stars, which can be exchanged for a whole class reward. Each class teacher will consult with their class about the type of class treat the children would like to work towards and the number of treat tokens the class needs to earn each ~~is~~ half term.

With at least 50 treat tokens collected over the half term, the class reward may take the form of additional activities, such as an afternoon of sport, children wearing their pyjamas to school, a special event, such as a picnic or film afternoon or another activity not normally offered in school. If the treat involves travel or provision of food, parents may be asked to contribute towards the cost. However, no child will be excluded from the class treat because their parents do not pay this contribution. All children will be included in class treats, as this is an important social time for the whole class. (see Appendix 4)

## Addressing challenging behaviours and consequences

At St Mary's Hampton, all stakeholders are aware of the school rules and values and are expected to follow them. We understand children are in the early stages of their development and therefore when addressing challenging behaviour, we compassionately use a clear, consistent and restorative approach across the school. We focus on the individual child's behaviour and do not use group consequences as this breeds resentment.

St Mary's Hampton takes full responsibility for our children between **8:35am – 3:15pm**. Outside of these hours we expect parents to be responsible for their children's behaviour.

### *3 Steps of Reflection*

The following behaviour steps must be followed in all areas of the school, including classrooms, Collective Worship spaces, the lunch hall, playground, and in and around the school grounds. When attending external school visits, the class teacher will make adaptations in advance; these will be clearly and explicitly shared with the children and all other supporting adults accompanying the trip.

Every child starts each day with a fresh start. Reminders and reflections for the same/similar behaviour can take place throughout the course of a day.

1. ***Verbal reminder***: If a child initially displays challenging behaviour, a staff member will verbally remind the child of expected behaviours by saying ***'This is your first verbal warning because you were talking when I was talking, and I expect you to listen/ wait until it is your turn.'***

2. ***Internal reflection:*** If a child continues a second time to display the same/similar challenging behaviour, the child will be expected to move to another place in the class to reflect on their behaviour. For example, swapping seats with another child, moving closer to the class teacher, moving into the reflection corner. The staff member will explicitly tell the child their challenging behaviour has continued after having received a verbal warning and that is the child is being moved.
3. ***External reflection:*** If a child continues a third time to display the same/similar challenging behaviour, the child will be expected to move to another classroom (either the year group directly above or below) to complete their learning task from that lesson for a maximum of 15 minutes. The staff member will explicitly explain to the child that their challenging behaviour has continued after having received both a verbal warning and internal reflection and that is the reason the child is being moved to another class.

**Further continuation of the same/similar challenging behaviour**

4. ***Zones of Regulation chat:*** If the child returns to class and the same/similar, challenging behaviour continues, the class teacher will have a 1-to-1 conversation with the child, referring to the Zones of Regulation. The class teacher will help the child identify their current zone and discuss strategies and agree steps moving forward to reach the Green Zone and continue learning with their peers following the school's expected behaviour and rules. The purpose of this is to give children autonomy of their own behaviours and take responsibility for their own actions to avoid further disruption to their learning.

***Follow-up by staff***

5. ***Phone call home made by the member of staff who addressed the challenging behaviour:*** Parents/carers will be notified on the day a child has progressed through all 3 Steps of Reflection and had a Zones of Regulation chat with the class teacher via a phone call or note home (dependent on individual case). The conversation will:

   i. State who is making the phone call
   ii. State the lesson(s) the 3 Steps of Reflection took place and the class in which the child completed his/her external reflection time
   iii. Explain the member of staff has personally had a restorative conversation with the child using the Zones of Regulation to help the child think about and agree steps moving forward to reach the Green Zone and continue learning with their peers
   iv. State honestly how successful the process was
   v. End the conversation with positivity and ask parents to reiterate the school rules (3Rs) and expected behaviours at home. If this has happened multiple times over a short period of time (3+ times in a week), the parent/carer will be compassionately informed this matter will be referred to the Senior Leadership Team, who will subsequently take the lead in this matter.

***The staff member who leads the Zones of Regulation Chat and phones the parent/carer, <u>must</u> subsequently report this conversation on CPOMs and note the agreed actions/ outcomes.***

***SEND learners and challenging behaviour***

At St Mary's Hampton, we understand that some children, particularly those with SEND, benefit from a more personalised approach to promote positive behaviour. In such instances, the Inclusion Leader and class teacher will work with the child and any other adult working with the him/her to create a 'team approach' to support and encourage optimal learning and socialising with peers.

# Serious challenging behaviour

At St Mary's Hampton, any child demonstrating serious challenging behaviour will result in a ***referral*** (see Appendix 5) to the Co-Headteachers. Following an incident of serious challenging behaviour, children will complete a ***reflective exercise*** (see Appendix 6) in which they will work with a senior leader to identify and reflect upon the behaviour that has occurred.

Serious challenging behaviour can be defined as:

- ***Physical behaviour*** with intent e.g. punching
- ***Verbal aggression*** e.g. swearing, threatening, being forced to do something against their own will, racists comments, shouting or blasphemy (disrespectfully using God's name)
- ***Theft*** or ***wilful damage*** to property/ taking possessions
- ***Ignoring*** or **being rude** to an adult or another child.
- A ***health and safety issue.***

*NB: These behaviours will result in parents being informed. In the absence of the Co-Headteachers, the child will be referred to one of the Assistant Headteachers.*

If serious challenging behaviour continues, children will be put on a report card, with specific targets to achieve short term. The report card will be signed daily by the Co-Headteachers and the child's parents. In all these things, we aim to incorporate our core values and in bringing self-correction to the pupil we will nurture faith, hope and love.

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Children also need to know there are consequences to inappropriate behaviour. Following updates to statutory guidance, it is important that a behaviour policy outlines these boundaries, particularly in relation to grounds for exclusion.

Appendix 7 list examples of unacceptable behaviour which might arise and a wide range of suggested consequences, which may be used as deemed necessary. These behaviours, under circumstances of extremity, recurrence, etc., might cause exclusion. The list is not intended to be exhaustive, as no list could; however, principles such as honesty, respecting others, and respecting property, inform the entire list.

## *Bullying*

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Usually, the behaviour is repeated over a long period of time and can have the impact of hurting a child physically and/or emotionally (NSPCC, 2024).

'Bullying' includes cyberbullying, prejudice-based bullying and discriminatory bullying. This behaviour is not tolerated at St Mary's Hampton. Such behaviour will be dealt with in line with the school's policy. Prejudice incidents will be recorded and reported to the Local Authority.

## *Radical Discrimination*

Racial discrimination will not be tolerated at St Mary's Hampton. We encourage children and staff to report any form of racial discrimination, in line with our Equality Policy.

## *Behaviour during external visits*

When attending external school visits, adaptations will be made by the class teacher in advance and clearly and explicitly shared with the children and all other supporting adults accompanying the trip.

The school may act where a child has misbehaved off-site when representing the school. This includes:

- Travelling to or from school
- Wearing school uniform

- Identifiable as a pupil of our school in any other way.

## *Malicious allegations*

If a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Senior Leadership Team will take the lead in working with the staff member, child and/or parent/carer to explain appropriate disciplinary action and discuss restorative steps moving forward. This is in line with Part 4 of KCSIE 2024

## *Child on child abuse*

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse.

It can include grooming children for sexual and criminal exploitation.

The Designated Safeguarding Lead (DSL) will be informed and take the lead in this matter. The DSL will take immediate action to ensure the abuse is prevented from taking place any further and ensure everyone involved is safe.

The DSL will consider a multi-agency response. If the abuse involves violence or sexual assault, a multi-agency response, including the police, children's social care, specialist services, and the family, may be appropriate.

The DSL will support the victim. Immediate support will be provided to the victim of abuse. The DSL will also try to understand the reason(s) the child is harming others, including the underlying reasons that could be driving their behaviour.

The DSL will create a safe environment within the school context where children and staff respect each other and where violence and harassment are not tolerated. Staff members will also support children in understanding consent and healthy relationships. This is in line with KCSIE 2024

## *Suspensions and Permanent Exclusion process*

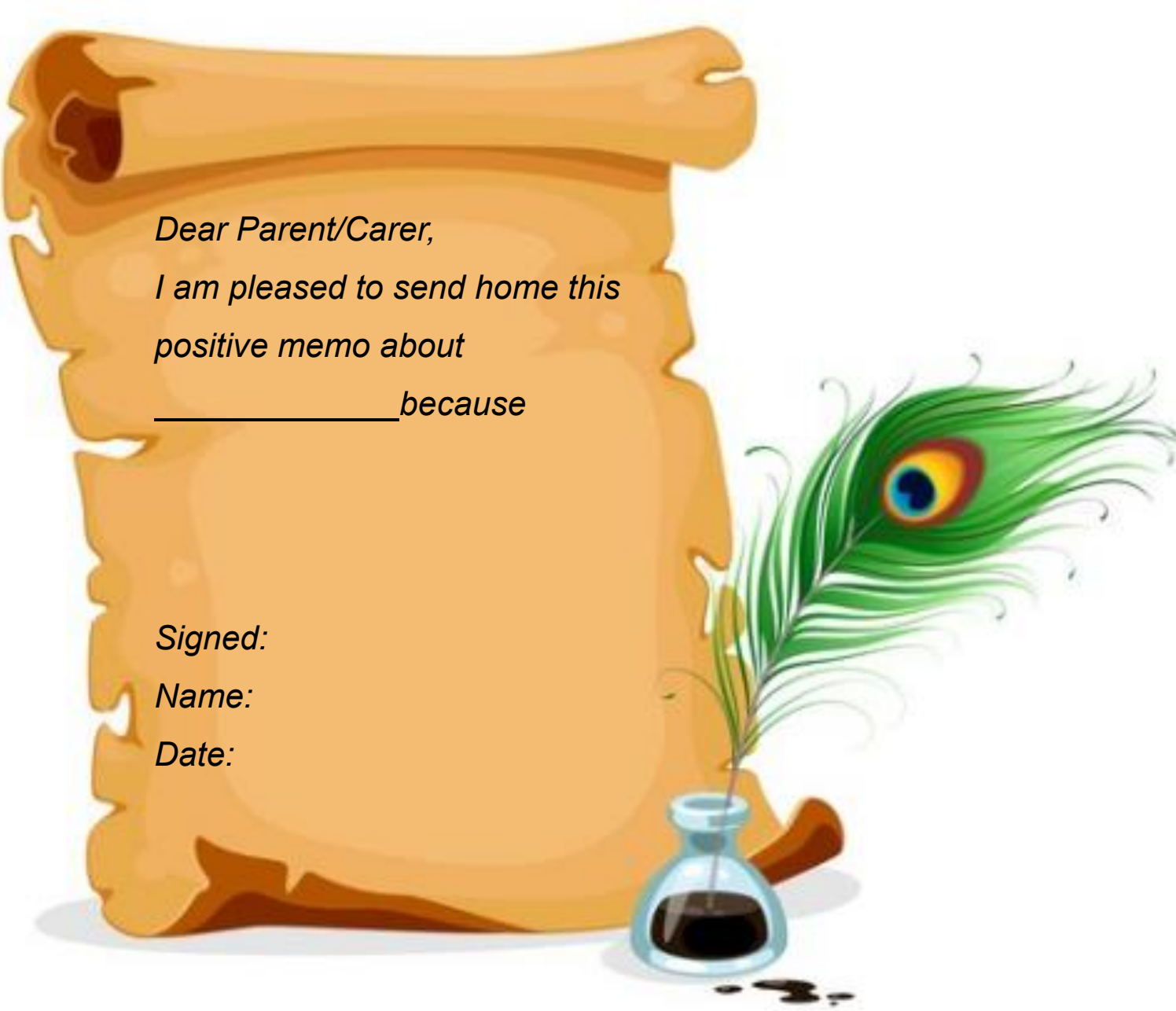
*Please refer to Achieving for Children's Guidance on the use of Suspension and Permanent Exclusion from school (1 September 2024), which is in line with Suspension and Permanent Exclusion (DfE)*

## *Positive Handling*

At St Mary's Hampton, positive handling is only used to de-escalate a situation, when a child is displaying behaviours which clearly puts themselves or others in danger. Staff members who are trained in positive handling will only restrain a child to remove the child(ren) from danger and will do so in accordance with *St Mary's Hampton's* Positive Handling *Policy. This policy provides further information and guidance and is in line with Use of Reasonable Force Guidance in Schools (DfE)*

Appendix 1

# Positive Memo



*Dear Parent/Carer,*

*I am pleased to send home this positive memo about*

*_____because*

*Signed:*

*Name:*

*Date:*

Appendix 2

# House Points

| Farah | Hoy | Pendleton | Simmonds |
|---|---|---|---|
| | | | |

Appendix 3

# Golden Achiever Award

*This week, the Golden Achiever Award is awarded to*

_____

*For:*

_____

_____

*Class:* _____

*Date:* _____

*Class Teacher's Name:* _____

St Mary's Hampton
Church of England Primary School

Appendix 4

# Whole Class Rewards

## Autumn 1

| London |
|---|
| |

**Our Class Rules:**

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |

Appendix 5

# Headteacher Referral Form

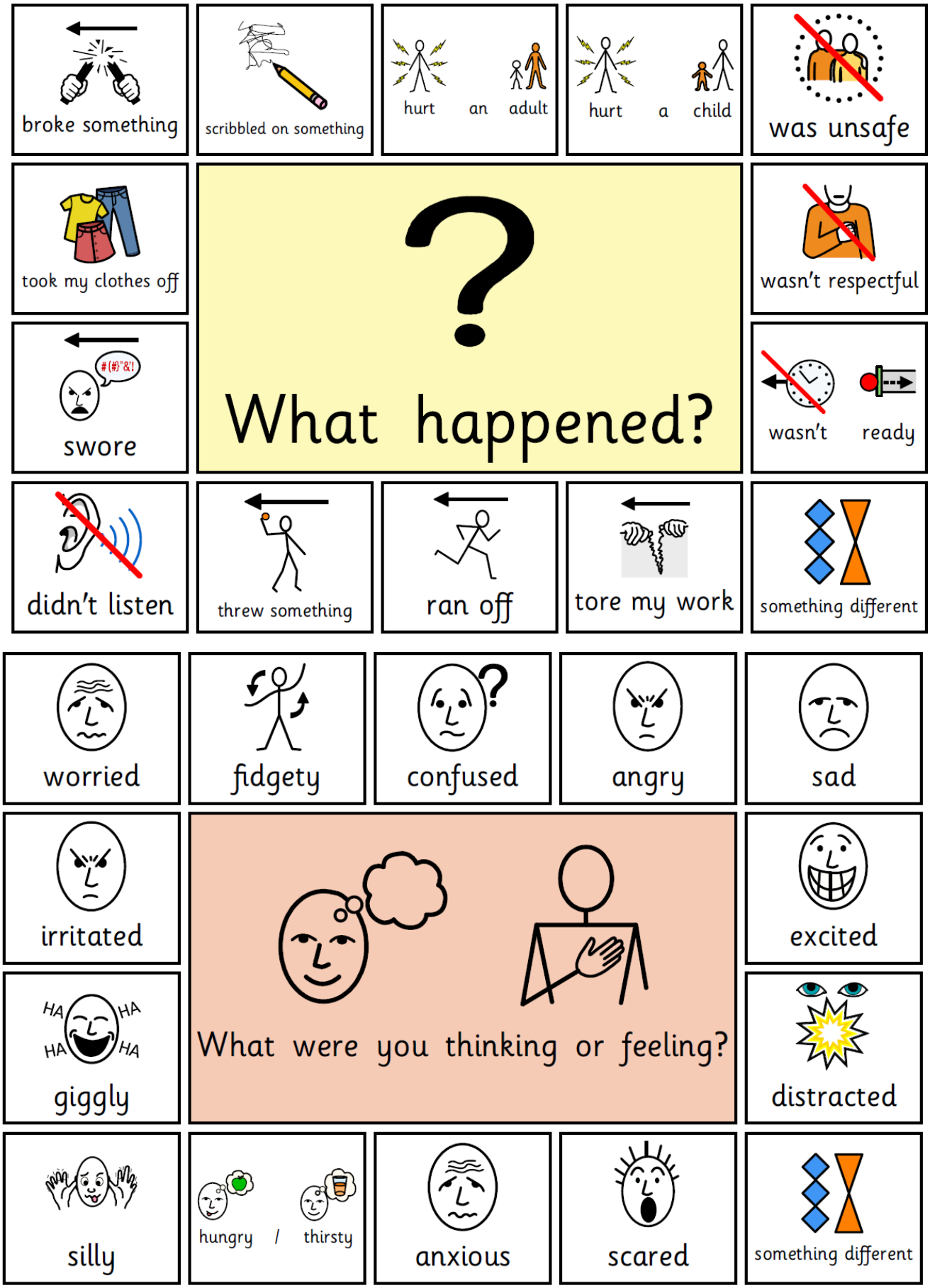
| | |
|---|---|
| **Child's name** | |
| **Class** | |
| **CPOMs category** | |
| **Brief reason for referral** | |
| **Time of incident** | |
| **Staff name** | |
| **Date** | |

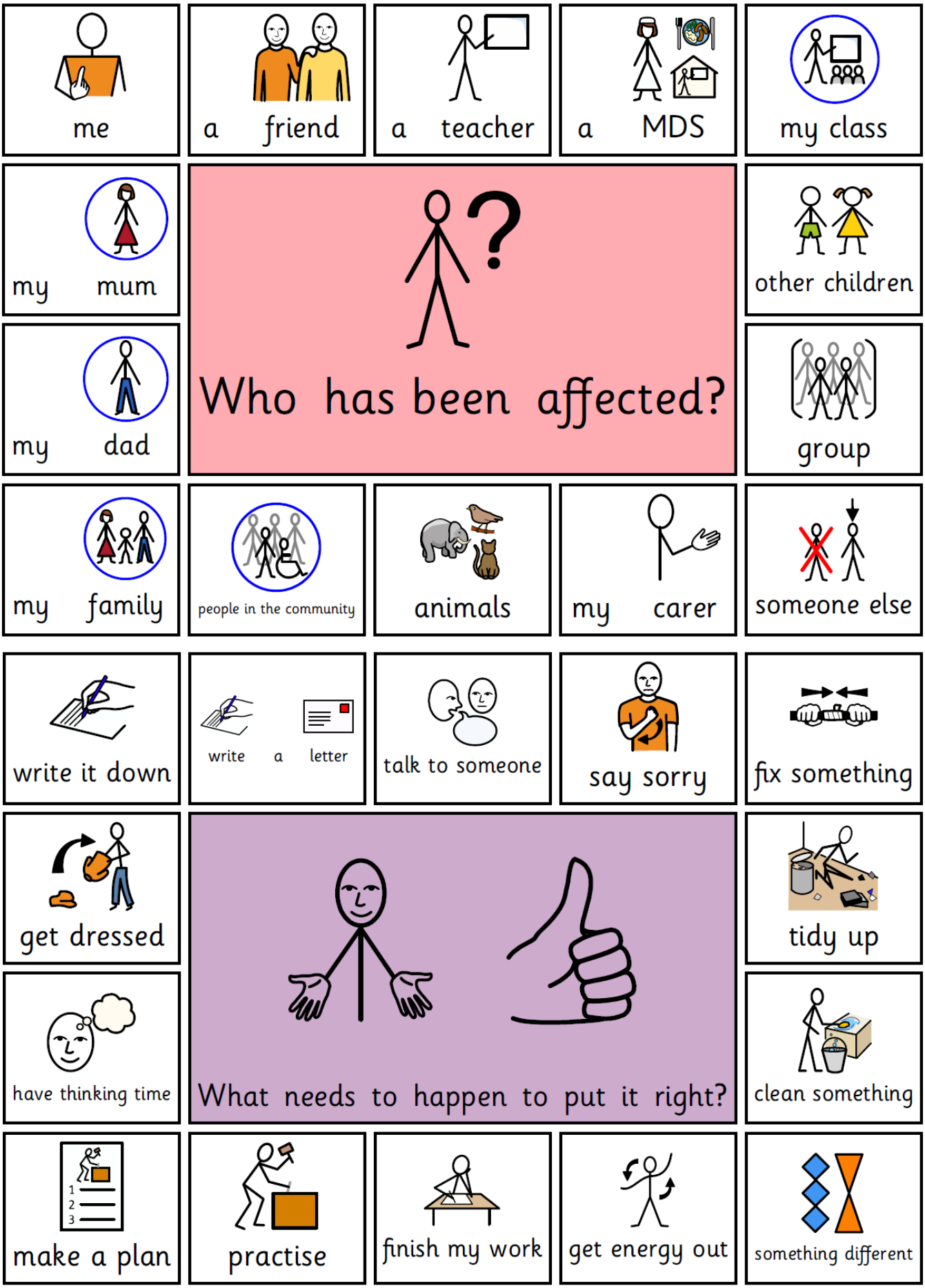
Appendix 6

# Reflection Sheet

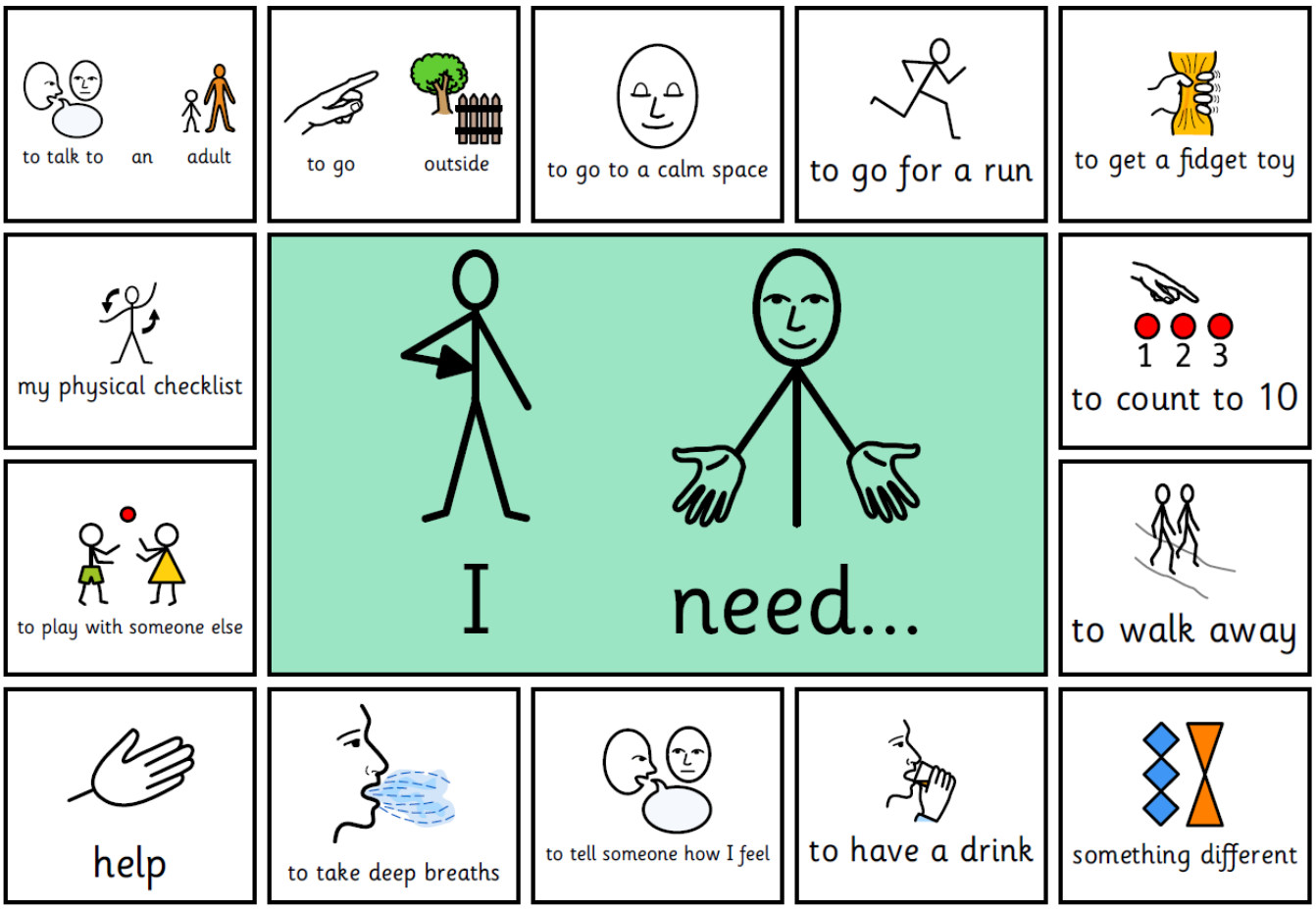
| | |
|---|---|
| **What are you feeling now?** | |
| **What zone are you in now?** | |
| **Would you like some support to return to the Green Zone?**<br><br>**What strategy was used?** | Yes/ No |
| **What happened?** | |
| **What did you want (intend to happen)?** | • Get attention<br>• To cause a problem<br>• Gain control<br>• To get out of doing work<br>• Challenge an adult<br>• To get even/ revenge<br>• I wanted support<br>• Something else |
| **Who did your actions affect?** | • Myself<br>• Other children<br>• Staff<br>• Someone else |
| **What could you have done instead?** | • Take deep breaths<br>• Move away<br>• Think calm thoughts<br>• Ignore<br>• Talk to an adult<br>• Do something else |
| **How could you handle the situation differently next time?** | |

**KS1 and EYFS Reflection Sheets**




me
a friend
a teacher
a MDS
my class
my mum
Who has been affected?
other children
my dad
group
my family
people in the community
animals
my carer
someone else
write it down
write a letter
talk to someone
say sorry
fix something
get dressed
tidy up
have thinking time
What needs to happen to put it right?
clean something
make a plan
practise
finish my work
get energy out
something different

sad
sorry
guilty
ashamed
scared
good
How do you feel now?
worried
happy
unsure
tired
calm
better
okay
something different
talk to an adult
ask to go outside
go to a calm space
go for a run
get a fidget toy
physical checklist
1 2 3
count to 10
play with someone else
Next time I could...
walk away
ask for help
take deep breaths
tell someone how I feel
have a drink
something different


to talk to an adult
to go outside
to go to a calm space
to go for a run
to get a fidget toy
my physical checklist
I need...
1 2 3
to count to 10
to play with someone else
to walk away
help
to take deep breaths
to tell someone how I feel
to have a drink
something different

# Appendix 7

## Behaviours

It is important to recognise that St Mary's senior leaders and SENDCo will always consider the specific needs of pupils with SEND when giving consequences for behaviour, ensuring that any actions taken are fair, supportive, and appropriate to each child's individual SEND support requirements.

| **Low level** | **Moderate level** | **Serious level** |
|---|---|---|
| Telling tales<br>Dropping litter<br>Being noisy<br>Failing to keep on task<br>Walking around the classroom when they should be working<br>Unkind remarks towards others or their families<br>Bad language (one-off)<br>Time-wasting<br>Telling lies<br>Spitting Being rude<br>Not having the correct uniform<br>No PE kit<br>Running in corridors Pushing in line Borrowing without permission<br>Leaving the work area untidy<br>Poor sportsmanship | Consistently shouting out<br>Poor effort<br>Distracting others<br>Poor attendance / punctuality<br>Walking out of class<br>Hurting others<br>Coming unprepared for work (continuously)<br>Fighting<br>Stealing<br>Interfering with property belonging to others<br>Disregarding adults<br>Threatening/aggressive behaviour<br>Refusal to co-operate<br>Vandalism—graffiti, etc.<br>Outside of school, bringing the school into disrepute | Serious assault<br>Throwing/kicking furniture or equipment<br>Vandalism, e.g. extreme damage to school property<br>Serious physical/verbal threats made to staff or children<br>Violent outbursts, verbal or physical, to pupils or adults<br>Carrying an offensive weapon<br>Carrying or using drugs<br>Leaving school without permission<br>Sexualised behaviour or language<br>Racist abuse/incidents School refusal Bullying (including cyber-bullying) |
| **Dealt with in class / by duty staff at playtimes / lunchtimes**<br>**Any persistence of low-level behaviours would move into moderate level.** | **Repeated incidents of any moderate behaviours the Headteacher is informed. Parents may be informed.** | **Parents informed by the headteacher.** |

## Sanctions and procedures

| **Low level** | **Moderate level** | **Serious level** |
|---|---|---|
| Thumbs down, frown<br>Verbal check<br>Withdrawing attention<br>Related sanction, e.g. clean up mess, Repeat activity,<br>Time out on designated chairs/spaces / buddy classroom<br>Miss out on an activity<br>Warning<br>Letter of apology | Time deducted from own time (playtime, lunch) to complete work<br>Time out in another class or designated chairs/spaces<br>Buddy system<br>Reflect and write / draw<br>Attendance letter<br>Loss of privileges (miss class trip/event, club attendance)<br>Referred to Deputy headteacher / SENCo<br>With continual behaviour at this level a behaviour support plan will be written NB the template is located on the R drive. This will be drawn up by the class teacher with the SENCo and shared with pupil and parents | Deputy or SENCo to inform Headteacher<br>Involve parents<br>Involve SENCo (who is also the inclusion manager)<br>Involve outside agency to access support<br>Weekly behaviour report home<br>EWO referral<br>Lunchtime exclusion<br>Internal exclusion<br>Modified timetable<br>Fixed-term exclusion<br>Permanent exclusion |