



**St Mary's Catholic
Primary School**

**Behaviour and Rewards
Policy**

"With Christ as our guide, we let our light shine."

Reviewed by LAC: February 2024

Introduction

“Whatever you do to the least of these brothers of mine, you do to me.”

At St Mary’s Catholic Primary School everyone is called to be one of God’s holy people, to pray, reflect, learn and grow to mirror the love of Jesus. This is reflected in our Mission Statement:

“With Christ as our guide, we let our light shine.”

This policy describes the aims, principles and strategies for promoting good behaviour based on Gospel values to enable us to make St Mary’s Catholic Primary School a place where every child matters. It is the role of all in the community to create an environment in which learning and teaching can take place. All staff are called through their vocation to model Christian values and show children through example what is expected of them to promote and maintain community cohesion.

The children are expected to follow two rules:

**At St. Mary’s, we
show respect
and shine our light.**

At St Mary’s our aims are:

- To praise and reward positive attitudes to behaviour and work to maintain fairness and consistency, whilst encouraging self-discipline.
- To create an atmosphere where children develop a moral awareness and are sensitive to the needs of others as well as showing respect and consideration for other people and property.
- To promote an environment in which children feel safe, know what is acceptable and what isn’t and the sanctions that will be applied in such situations.

The school recognises and promotes good behaviour to encourage independence and to create effective learning environments. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is



acceptable and unacceptable behaviour. Several rewards are used across the school to promote and reward positive behaviours.

Rewards

What do we reward at St Mary's?

- Excellent contribution to Spiritual life.
- Excellent effort made in independent work
- Consistently producing excellent quality classwork
- Being an excellent role model
- Showing compassion to others
- Excellent progress towards individual and school goals
- Going Above and Beyond expectations

House Points

From Foundation Stage onwards, each pupil becomes a member of a House.

- Bethlehem
- Walsingham
- Lourdes
- Knock

Children have an individual house point card which they keep a record of house points they have been awarded. The adult who gave the house point must stamp the child's card. House points are awarded on a pupil House Point Chart.

Staff also record their house points collectively for their house in each class. The house points are totalled before our whole school celebration assembly each week and the winning house is announced and congratulated. The weekly scores are kept to determine an overall termly and yearly winner. The coloured ribbons of the winning house are tied around the trophy.

Celebration Assembly

Each week, children are chosen by their class teachers for being Star of the Week. They are presented with the award in whole school celebration assembly. Certificates are also given for Headteacher awards.

Achievement and Celebration Recognition

The following table gives an overview of the rewards given across the school throughout the year. The focus is always, to give positive praise always. More than one reward may be given for recognition.



Praise – Gesture or verbal Verbal praise for children who are meeting expectations.	Stickers/Stampers Can be given to the child or put on children’s work.	Written comments Words of positive praise on written work to show successes and comments in Home School planners to share with parents the good news.
	Star of the Week A child in each class is nominated by their class teacher every week to receive a certificate for being a star learner and pupil.	Headteacher Award Sticker Children demonstrating exceptional effort or achievement in their learning are sent to the Head teacher for a Gold Sticker and a certificate is awarded in the Celebration Assembly each week.
House Points Children can gain house points daily. These are added up collectively and individually where children can be awarded: Bronze Silver and Gold Certificates for their personal contributions.	Certificates and Badges Swimming badges, music certificates, sports medals and trophies are presented in our Celebration Assembly.	Outside of school awards Children are encouraged to share with us their achievements outside of school. We celebrate these in our Friday Celebration Assemblies.

In the classrooms, our aim is to provide and sustain a positive and purposeful learning environment where children can learn and succeed. This is best achieved through a calming environment without distraction and a clear, structured approach that the children can rely on.

The following guidelines are an effective way of maintaining this atmosphere:

- Being in the classroom to welcome the children
- Having Reflection Slides or relevant activity on the whiteboard and calming music to focus the children on an activity.
- Begin lessons promptly
- Ensuring lessons are well prepared, clear and purposeful.
- Ensuring that work is set to an appropriate level for all children.
- Make the expectations clear for their work and behaviour.
- Motivate children; encouraging good organisation and independence.
- Keep your classroom an attractive, clean and tidy environment for the children to work in.
- Maintaining stimulating, interesting displays, which include examples of good practice and children’s own work.
- Praise and reward examples of good behaviour
- Provide opportunities for children to work independently using manipulatives and a range of resources



Children with Special Needs

Please note that some children fall outside this Positive Behaviour Policy. Such children may be given a Pastoral Support Plan for behaviour and support may be obtained from outside agencies. A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

Consequences

Behaviour System Consequence Staircase:

Aspects of behaviour which do not meet our school rules have clear and consistent consequence. The school's **Consequence Staircase** (sitting alongside a visual representation of the many rewards on offer for good behaviour) reinforces to children that "Your behaviour is your choice" and so too are the related rewards or consequences.



The Consequence Staircase begins again each session, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of sessions and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian, but will not distract away from the ultimate purpose of this policy: to ensure that all children can enjoy, achieve and learn in a stimulating and safe Christian environment. **The five steps on the Staircase are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where**



they choose to show other unwanted behaviours which do not follow the School's Rules.

Step 1 –Rule Reminder – A positive encouragement to follow the specific rules.

- Script (as used by adults): Name, I am giving you a rule reminder. When you (describe behaviour here) you are not following our School Rule of (name rule here).

Step 2 – Take Time to Think – An opportunity for the child to reflect on their behaviour choices, before they go on to the 'amber' part of the staircase.

- Script (as used by adults): Name, I am giving you time to think now. When you (describe behaviour here) you are not following our School Rule of (name rule here). You are choosing to be on Step 2. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

Step 3 – Note in Home-School Planner – A note is put into the Home School Link for parents to read and acknowledge. The note will inform parents of the Golden Rule or Rules which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime.

- Script (as used by adults): Name, you are now choosing to be on Step 3 because you are not following our School Rule of (name rule here). We will discuss this shortly. Thank you for listening.
- Script continued (as used by adults): at playtime, lunchtime or at a point in which independent learning has commenced. Name, you have chosen to be on Step 3 and I have written a note in your Home-School Link. You are (describe loss of privilege e.g. currently missing out on your play). Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

Step 4 –Time to reflect– This is a time when children will sit away from the remainder of their class and will complete a reflection about their behaviour choice. This reflection will be appropriate to their age and understanding and generally is led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.

- Script (as used by adults): Name, you are now choosing to be on Step 4 because you are not following our School Rule of (name rule here). We will complete a reflection sheet when you are calm and ready to make things better. The reflection sheet will be signed by the parent, filed by the class teacher.

Step 5 – Exit from Class – In the circumstance that the Rule or Rules continue to not be followed within a given lesson, the child will be removed from the classroom to ensure that effective learning is able to continue. At this point, the child will not be reminded why they have to leave the classroom. Depending on the circumstance, the child will be collected from the class by a Senior Leader.

The Senior Leader involved will complete a Reflection Time sheet, and will decide on a necessary consequence.

- Script (as used by adults): Name, you are now choosing to be on Step 5 because you are not following our School Rule of (name rule here). I will now ask an adult to take you to another room so that we can enjoy, achieve and learn.



Severe behaviour requires immediate escalation to Tier 2 (beyond the Consequence Staircase) and requires the intervention of the Leadership Team. Repeated poor behaviour will also be escalated to Tier 2.


St Mary's Catholic Primary School defines severe behaviour as:

- Any wilful violence.
- Use of aggressive or discriminatory language or threats towards or about others.
- Stealing or theft of any property.
- Wilful damage of school or others' property.
- Possession of inappropriate and/or illegal items.
- Any action which could be deemed criminal.
- Any other behaviour the school deems to be severe.

If a pupil reaches Tier 2, the following flowchart will be applied:



Behaviour Escalation Flowchart

Tier 1	 <p style="text-align: center;"><i>Your behaviour- your choice.</i></p> <p style="text-align: right;">At St. Mary's, we show respect and shine our light.</p>	
Tier 2	Severe Behaviour (Leadership Team)	Poor Behaviour (Pastoral Team)
	<p>Severe Behaviour – First Referral</p> <ol style="list-style-type: none"> 1. De-escalation 2. Step 5 Reflection Sheet 3. Parent meeting 4. Decision about fixed term exclusion 5. Completion of Tier 2 Referral Process 6. Letter sent home 7. Restorative follow up as part of re-integration process. 	<p>Poor Behaviour – First Referral</p> <ol style="list-style-type: none"> 1. De-escalation 2. Step 5 Reflection Sheet 3. Letter home 4. Completion of Tier 2 Referral Process 5. Restorative follow up as part of re-integration process.
		<p>Poor Behaviour – Second Referral</p> <ol style="list-style-type: none"> 1. De-escalation 2. Step 5 Reflection Sheet 3. Parent meeting 4. Letter home 5. Completion of Tier 2 Referral Process 6. Restorative follow up as part of re-integration process.
Tier 3	<p>Severe Behaviour – Second Referral</p> <ol style="list-style-type: none"> 1. Parent Meeting with Executive Headteacher 2. Formal consequence 3. Letter home 4. Potentially notify Local Authority if at risk of permanent exclusion 	<p>Poor Behaviour – Third Referral</p> <ol style="list-style-type: none"> 1. Parent Meeting with Executive Headteacher 2. Formal consequence 3. Letter home 4. Potentially notify Local Authority if at risk of permanent exclusion

At times, it may be necessary for further sanctions to be put in place such as time and in rare cases, a fixed term suspension from school. If this is the case, parents will be involved in resolving the issues that led to this sanction and it is likely that support from outside agencies will be sought.

A suspension from school may be given for the following:

- Serious fighting;
- Verbal or physical assault of another pupil or adult;
- Threatening or intimidating behaviour towards other pupils and/or adults;
- Bullying behaviour, including racism;
- Use of derogatory language towards another pupil or adult;
- Defiance towards any authorised adult in the school community;
- Damaging school or others' personal property;
- Persistent and repetitive disruption of learning;
- Extreme misbehaviour, which is deemed outside the remit of the usual range of sanctions.

Only the headteacher can exclude a child from school and this must be on disciplinary grounds – this can be for incidents that occur on or off the school site. Decisions regarding exclusion and whether it will be temporary or permanent will be made according to the details of the incident following the '*DFE Guidance on the suspension and permanent exclusion of pupils (Sep22)*'

(Refer to the Suspension & Permanent Exclusion Policy for further details)

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)



Our proactive strategies include:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- The issue of bullying will be raised regularly in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying week, and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly. Peer support systems for students will be promoted and training provided for both staff and students.
- Parents are actively encouraged to discuss any worries or concerns with their child's class teacher who will pass the relevant information onto the senior leaders if necessary. Any complaints will be dealt with immediately by the school and noted.
- Our lunchtime supervisors are proactive in preventing bullying and are aware of the ways in which they should deal with any situations should they arise.
- The Governing Body and SLT will monitor bullying via staff meetings, auditing complaints from pupils and parents.
- Staff will use the information recorded about bullying to inform their teaching. Issues surrounding bullying will be addressed within the PSHE and RE curriculums. It may also be addressed throughout other curriculum areas such as dance, drama, story etc.
- Our responses to different types of bullying may vary from time to time, depending on the type of bullying, where it occurs (i.e. at home via cyberbullying) and the level of severity.
- Where parents report incidents of bullying that have occurred outside of school hours but involve other students in the school, the staff will support the parents as and when they can to come to a positive outcome for all involved.

Confiscation of inappropriate items

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure everyone's welfare is protected and helps schools establish an environment where everyone is safe. The DfE guidance on Searching, Screening and Confiscation outlines the power of staff to conduct a search if they have reasonable grounds to suspect that a child is in possession of prohibited items, or items which contravene school regulations, and/or could potentially cause harm to the child themselves, others or school property.

The list of prohibited items includes:

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

School Policy also states that a request to search and/or confiscation can be made for items that are detrimental to maintaining high standards of behaviour and/or a safe environment. This includes, but is not limited to:

- any item that does not comply with the school's uniform policy e.g. jewellery
- mobile phones where this has not been handed in as per policy.



- any item that can cause distraction to learning in class
- any item that may cause social disagreement and fall outs
- any items that are deemed unsafe or could affect in-school safety procedures e.g. aerosols, lighters

St Mary's does not endorse and will not undertake a physical search of any child's person unless there are reasonable grounds to suspect that a child is in possession of prohibited items.

If required, searches will be conducted by two authorised member of staff who should always seek the cooperation of the pupil before conducting a search and explain the reasons why. Where necessary, a child will be asked to remove their coat and/or jumper, empty all pockets, open or empty their bags. Possessions and items of apparel that have been removed may then be searched by the staff present. If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

Only the Headteacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

At all times we seek to deal with behaviour issues in a restorative way. We recognise that all behaviour is communication and we seek to ensure that every child is supported to become the person they have been created to be.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Exclusions Policy
- Health and Safety Policy
- Anti-Bullying Policy





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Reflection Sheet -Step 4 of the Behaviour Policy

If a child receives a Step 4 sanction, then a letter will be sent home to their parents/carers and they will be asked to sign and return the slip at the bottom. The child will also need to complete a reflection on their actions during their **Time IN** over break-time or lunch-time.

Date _____

Dear Parent of _____,

I am writing to inform you that today your child was given the sanction of:

for failing to follow our **school rules**.

Reason: _____

This letter has been issued in accordance with our Positive Behaviour Policy. Your child's class teacher will discuss this letter with you in more detail.

We would appreciate your support in reminding and encouraging your child to behave appropriately whilst at school and to make the most of every learning opportunity.

We will keep you informed of your child's progress in this area.

Yours Sincerely,

Class Teacher Signature



.....
Return Slip – please ensure you return this part of the letter the following day. A record of this letter will be kept.

Child's Name: _____ Class: _____

I have read the letter regarding my child's behaviour and will speak with them about it as detailed in The Positive Behaviour Policy.



"With Christ as our guide, we let our light shine."



Signed _____

"With Christ as our guide, we let our light shine."

Pupil Reflection

To be completed by name:



I have been given a Step 4 Reflection today for the following reasons:

I will improve my behaviour in future by:

Signed by the child: _____



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Step 5- Time Out Record

Name: _____ Class: _____ Date: _____

I was not: Following the school rules.

**At St. Mary's, we
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and shine our light.**



Describe what happened.



What should I have done?

From now on I will ...

Child's Signature _____ Senior Leader _____



Dear Parent,

In accordance with our Behaviour and Rewards Policy, we ask that you discuss with your child's their inappropriate behaviour and sign that you have seen this document.

I have seen this document and have discussed this with my child

Parent's Signature.....



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