



St Mary's Catholic Primary School

Behaviour and Rewards Policy

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

Reviewed by LAC: February 2026

Next Review: February 2027

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.

<p>Praise – Gesture or verbal Verbal praise for children who are meeting expectations.</p>	<p>Stickers/Stampers Can be given to the child or put on children's work.</p>	<p>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.</p>
<p>Values Leaf A child can be presented with a leaf to be displayed all year on the values Mural in the hall. The staff member awarding this writes how the child has "Lived the Value" for all to see.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>Certificates and Badges Swimming badges, music certificates, sports medals and trophies are presented in our Celebration Assembly.</p>	<p>Outside of school awards Children are encouraged to share with us their achievements outside of school. We celebrate these in our Friday Celebration Assemblies.</p>

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 the Assistant head, Deputy Headteacher or Headteacher.

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.

At times, serious incidents require escalation to step 4 – the red section of the behaviour chart. This is generally because of harm being caused to another person or property or bullying. Persistent behaviour of this kind requires the intervention of the Headteacher and at this stage parents will be invited into school for a meeting. At times, it may be necessary for further sanctions to be put in place such as time spent in isolation or, in very rare cases, a fixed term exclusion 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 child will only be given a fixed term exclusion if their behaviour threatens the safety of a member of our school community.

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 and challenged to become the person they have been created to be.

Discipline in schools – teachers’ powers

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children in certain circumstances when a child’s misbehaviour occurs outside of school.
- Teachers can confiscate children’ property.



Children' conduct outside the school gates – teachers' powers What the law allows:

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children.

Teachers may discipline children for:

- misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or in some other way identifiable as a child at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Incidents of Bullying

The procedures for dealing with both the bully and the victim, are detailed in the **Anti-bullying policy**. Bullying is taken seriously and parents are informed as deemed appropriate.

Incidents of a very grave nature

Although extremely rare, we recognise that at St Mary's there may be times when some of our children do not manage their behaviour and in so doing, may breach one or more of the school rules in a particularly serious way. The Sanction steps indicate how an incident may be dealt with. Such incidents are investigated thoroughly by the Class Teacher, Lunchtime Supervisor, Senior Leadership (as appropriate). Notes may be made. Eye witnesses are encouraged to share what they have seen so that a balanced view can be obtained.

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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.

Signed _____ Date _____



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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: _____

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I was not: Following the school rules.



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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