St Mary's CE Primary School

Behaviour Policy

'Whatever you do, work at it with all your heart.'

(Colossians 3:23)

Approved by Governing Body on:	17th June 2024
Revised & approved by Governing Body on	20th October 2025
Date of next review:	June 2027

St Mary's Vision & Values

*'At St Mary's, we inspire every child to **strive for excellence** in all that they do, embracing challenges as opportunities to learn and grow.'*

This policy is underpinned by the spirit of Colossians 3:23: '*Whatever you do, work at it with all your heart.*'

At the heart of our Christian vision is the belief that each child is created in the image of God, and thus holds immense worth and potential. Our vision, for children to *strive for excellence*, encourages them to stretch their own limits to achieve their personal best. We will develop ambitious learners who have the courage to embrace challenges and setbacks as part of their learning process. The Bible teaches us that whatever we do, we must do our very best, approaching every task with diligence, enthusiasm and excellence. We want our children to have the belief that whatever is asked of them, they should work at with all their heart.

Our aspiration is for children to uphold the Christian values we instil in them throughout their lives. We strive to nurture the whole child, fostering not only academic excellence but also compassion for others and a deep understanding of their place in society. By valuing their own worth and the worth of others, our aim is that they learn to contribute positively within their own community and as global citizens.

St Mary's CE Primary School is a welcoming school set in the historic Shropshire village of Albrighton. We have strong links with both our church, St. Mary Magdalene, and the Lichfield Diocesan Board of Education and work collaboratively with Albrighton Parish Council and RAF Cosford. Our children are fortunate to be part of a loving school community, who fully embrace the school's vision and values.

Parents and carers play a vital role in their children's education, actively engaging with the school and eagerly seizing opportunities to collaborate. Their involvement, whether by participating in events or supporting school initiatives, fosters a positive impact on students and enriches the entire school community.

Values

Love – it is more important than anything else; love binds all things together in perfect unity (Colossians 3:14)

Courage – a willingness to overcome self-doubt and bravery to face challenges without fear

Forgiveness – our school Saint (Mary Magdalene) experienced forgiveness and compassion from the Lord; we want our children to be willing to forgive and experience forgiveness from others

Colossians 3:12 – 3:15

12 You are the people of God; he loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness, and patience. 13 Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else. You must forgive one another just as the Lord has forgiven you. 14 And to all these qualities add love, which binds all things together in perfect unity.

The biblical scripture that underpins our vision is taken from the Epistle to the Colossians, the twelfth book of the New Testament. The apostle Paul wrote a letter to the Colossians, in which he gave specific instructions on the Christian way of life. These included living a virtuous existence with compassion, kindness, humility, gentleness, patience, forgiveness and love.

As a school community, we have decided our core Christian values are Love, Courage and Forgiveness. We believe our three core values will have the greatest impact upon our children's moral and spiritual journey as they move through school and beyond.

St Mary's CE Primary School Behaviour Policy

This document states the aims, philosophy and strategy that St Mary's CE Primary School and its staff have for behaviour and relationships within school.
This document was revised in October 2025.

1. Purpose of the policy

To provide simple and practical procedures for staff and children to follow:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention (including online behaviours- see E safety policy)
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children always adhere to these expectations
- Uphold our high expectations of basic manners (where appropriate)
- Foster the belief that there are no 'naughty' children, just 'wrong/negative choices'
- Encourage children to recognise that they can and should make 'good/positive' choices
- Recognise individual behavioural patterns and respond appropriately
- Promote self-esteem and self-regulation

At St Mary's, we aim to establish a code of conduct to be applied consistently throughout the school which will allow each pupil to:

- demonstrate our Christian vision and values
- maximise their academic potential by taking responsibility for their behaviour for learning
- develop self-discipline, self-regulation and self-respect
- learn consideration, respect and empathy for other people and their particular needs

2. Principles

- every child has a right to learn and no child has the right to disrupt the learning of others
- the role of the environment is a key factor in fostering and promoting positive behaviour and play
- the school welcomes and encourages the process of co-operative involvement of the LA, governors, parents and others in the community
- school understands that not all children are able to conform to the blueprint and using professional judgement, staff can adapt the policy accordingly

The mental health of all stakeholders has been considered when writing this policy and underpins all strands of the implementation process.

3. St Mary's expectations

At St Mary's we have three expectations that we expect all stakeholders to adhere to: *Ready, Respectful and Responsible.*

a) **Ready**

St Mary's defines being ready as being prepared to learn, listen and take part in everything we do at school.
Examples include, but are not limited to:

- Pupils arriving at school on time with everything they need (eg book bag and PE kit)
- Pupils sitting smartly and listening carefully when the teacher is talking
- Pupils having a positive attitude and trying their best in every lesson.

- Staff planning exciting lessons and supporting all children in the way that they need.
- Parents ensuring that their child has enough sleep and arrives at school on time.

b) **Respectful**

St Mary's defines being respectful as treating others the way that you would like to be treated, with kindness, patience and good manners.

Examples include, but are not limited to:

- Pupils using kind words and listening when others are speaking.
- Pupils taking care of school property and tidying up after themselves.
- Pupils including others in games and being fair when playing.
- Staff listening to children and being fair to everyone.
- Parents speaking positively about school around their children and encouraging good behaviour at home and school.

c) **Responsible**

St Mary's defines being responsible as making good choices, looking after yourselves, others and property, and doing the right thing – even when no one is watching.

Examples include, but are not limited to:

- Pupils handing in homework on time and looking after their own belongings.
- Pupils telling the truth if they make a mistake and trying to put it right.
- Pupils saying sorry if they need to and showing it.
- Staff keeping children safe and helping them to grow in confidence and independence.
- Parents ensuring all children's personal items are named, staying involved in their child's learning and supporting school rules.

4. Responsibilities

a) **Children's Responsibilities**

- Adhere to the school expectations of being *Ready, Respectful and Responsible*
- Work to the best of their abilities and allow others to do the same
- Treat others with respect, empathy and kindness
- Follow the instructions of all school staff – they are working in their best interests
- Take care of the property and the environment in and out of the school
- Co-operate with other adults and children

b) **Staff Responsibilities**

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment both physically and emotionally
- Apply school expectations and consequences clearly and consistently
- Act as a good role model
- Form good relationships with parents so that all children can see that key adults in their lives share a common goal
- Work to meet the individual behavioural needs of children (provide Positive Behaviour Support plan if necessary)
- Offer a framework for social education

Ensuring Consistency within school

All adults must take responsibility for implementation of the behaviour policy. As adults walk around our school during lunch and play times, they need to do the following:

- Positively reinforcing good behaviour should be a high priority
- Always deal with inappropriate behaviour – never walk past

- Discuss inappropriate behaviour with children – remind them of the school expectations for behaviour
- If children are talking to others in a disrespectful way, always intervene
- If children run – always send them back to try again
- Check on reasons for children being inside at play times
- Inform class teacher of any inappropriate behaviour you have had to deal with

c) **Governor Responsibilities**

- Link governor to take a pro-active role in behaviour through involvement, where possible, with both staff and pupils during school hours.
- Link governor to have regular meetings with the behaviour lead in school
- Governors to be in involved in promotion of positive behaviour, policy review and monitoring

d) **Parent Responsibilities**

- Make children aware of appropriate behaviour in all situations and model good behaviour, including online
- Encourage age-appropriate independence and self-discipline with their child
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Support the school in the implementation of this policy
- Adhere to the school's home/school agreement (Appendix 3)

5. Behaviour Education

At St Mary's, behaviour is taught as part of the school's RE and PSHE curriculum. It is further embedded through the school's programme of planned Collective Worship and the teaching of Christian values. The explicit teaching of behavioural expectations supports the development of a positive behaviour culture within the school. A positive, respectful learning environment, in which everyone is valued and restorative practice is promoted, allows pupils and staff to feel safe and thrive in fairness and dignity.

a) **What we do to encourage positive behaviour?**

- Clear consistent message from all staff working in school
- First attention for best conduct
- Effective use of the following: Star of the week, positive notes home, positive calls home, positive conversations with parents, house points
- Consistent approach when dealing with challenging behaviour – Behaviour blueprint

Positive Reinforcement

Positive Phone call home

In: "Do you have one minute for a bit of positive feedback? / I'm just about to teach but do you have a moment for some good news?

Message: The message should link to our school values and expectations

Out: That's it, I just wanted to pass that on before the end of the day thank you. / I better get back to my class, just wanted to pass that on. Have a good day.

Public praise

Staff will publicly praise children who are making good choices.

Just a note to say...

Staff will utilise positive notes home for children who have made good choices in their day.

House Points

St Mary's CE Primary has four houses named after aeroplanes, due to our proximity and links to RAF Cosford: Harrier, Lancaster, Wellington, Vulcan

House points are earned by pupils and then collected by Year 6 House Captains, ready for Worship on a Friday afternoon. There is a half-termly award for the winning house. Sports Day also allows houses to score points for their team.

Celebration Worship

This is held every Friday and led by SLT. The following structure is true for this Worship:

- Star of the Week (given to a pupil who has displayed excellent behaviour for learning for the week)
- Writer/Reader/Mathematician (one per class)
- Values award (given by a pupil in the class)
- Attendance (any class who has 96.5% or above can move up the attendance display) highest class of the week to receive a certificate to display in class
- House Points (winning house displayed in the corridor)

Termly Celebration worship

Celebration Worship occurs every term, where one pupil from each class will be chosen to receive the Reading, Writing, Maths, Values awards for their class (Friendship (PSED), Maths, Phonics, Values for EYFS). These pupils will demonstrate excellent effort in the subjects in question across the whole term.

b) **What we do when a pupil demonstrates difficulties in their behaviour**

Principles

- Expectations for behaviour and consequences of actions are always made clear by all staff.
- All pupils must take responsibility for their actions.
- All pupils have the right to receive a behaviour education and support / advice regarding their actions.
- All pupils should be given the opportunity to reflect upon actions, rebuild relationships and consider next steps.

Most of the following are situational and dependent upon the incident. At St Mary's, all teachers are responsible for the behaviour in their class and they will be first to engage with or investigate negative behaviour. If needed, senior support will be offered.

Teaching, supervision and rigour are all important elements to ensure most behaviour issues are avoided. Each year group in school should be relentless with their routines – every staff member working in the year group should be briefed in this, including cover staff if possible. The routine should be consistent and age appropriate. Consistency is needed, not uniformity.

SCHOOL EXPECTATIONS

- Ready
- Respectful
- Responsible

Building relationships is built upon trust and a real connection.

Steps to success in behaviour management

This relationship matrix (sometimes called the social discipline window), shows how working 'with' others restoratively is about providing a balance of HIGH SUPPORT and HIGH CHALLENGE.

6. St Mary's Behaviour Blueprint

In-class strategies

It is the expectation that low level behaviour and minor disruption be dealt with by the class teacher. Every effort should be made to use restorative steps 1 and 2. Reminders can be used on multiple occasions – this is at the teacher's discretion. This should be seen as a cycle not a linear process that escalates quickly (Step 1).

Ensure pupils are given take up time to respond. Resist the urge to chase secondary behaviours.

A Restorative (repair) meeting is for when trust/respect has been broken and needs to be repaired. This follows a consequence and should be delivered when the pupil is calm. The Repair conversation is held by the member of staff who initially dealt with the incident alongside a colleague if necessary. This marks the end of a cycle – the blueprint is not to be seen as a linear process.

The problem is not sent up the hierarchy to be "fixed" by a more senior member of staff as this is counter-productive for both the pupil and member of staff. Once the restorative meeting has taken place, the cycle is complete and it should be seen as a fresh start for everyone. Support from SLT is available but the member of staff dealing with the initial incident should lead the conversation. Depending on the age/individual needs of the pupil, less questions may be more appropriate – two questions highlighted may be omitted for younger pupils or pupils with additional needs.

Be a fair problem-solver – think about what the child needs, not what they "deserve."

The following Blueprints apply to different aspects of the school day: Behaviour Blueprint = lessons, Ark Blueprint = wraparound care, Lunchtime Blueprint = lunch and play times

Every consequence, recorded on CPOMS as behaviour log.

Emotion Coaching

At St Mary's, we recognise that all behaviour is a form of communication and that supporting children to understand and manage their emotions is key to developing positive behaviour. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children and young people but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

What Emotion Coaching means in practice

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

Through emotion coaching, staff help pupils identify, label, and regulate their feelings in a safe and supportive way, guiding them to make thoughtful choices rather than reacting impulsively. This approach aligns with our school values of love, courage and forgiveness, nurturing each child as they learn to manage strong emotions with empathy and self-awareness. At St Mary's we utilise The *Zones of Regulation* framework to support this process by helping children recognise which 'zone' they are in, understand that all emotions are normal and develop strategies to return to a calm, regulated state ready for learning.

Monitoring

On a half termly basis, the school's behaviour lead will monitor CPOMS behaviour records. The purpose of this is to identify pupils with behaviour logs deemed to be persistent. Steps 2 to 4 of the consequence ladder would then be implemented for such pupils. This behaviour log data will be presented at termly full governing body meetings for discussion.

St Mary's Behaviour Blueprint

Stage 1

SCHOOL EXPECTATIONS

- Ready
- Respectful
- Responsible

RESTORATIVE STEPS		
1	Redirection	Gentle encouragement, a non-verbal gesture, positive praise of pupils nearby.
	Reminder	Remind of the school expectations. Take the initiative to keep things at this stage – resist the urge to rush pupils through the steps or skip steps.
2	Caution	Clear verbal caution, making the student aware of their behaviour. Deliver privately near where they are sitting.
3	Last Chance	Speak to pupil privately away from others where possible. Refer to the school expectations they are not meeting. Refer to previous example of good behaviour and make the pupil aware of the consequence that they are choosing if they continue to behave in this manner. ***Use microscript***
4	Consequence	Teachers have control over consequences – they must be appropriate / proportionate and follow up from the last chance. ○ Stay in at break (to finish work, tidy up, self-regulate) ○ Move seats/sit with an adult (refocus, move away from distractions, near the front) ○ **Parking** – Time out of class: short time in another room (next door/somewhere close by) with supervision.
5	Repair (*Fix it*)	Restorative meeting held after the consequence has happened; this is led by the member of staff involved (alongside colleague if needed) when child is calm. Refer back to school expectations and identify which was not met and link back to positive behaviour. End restoratively, not punitively. Same day where possible. Signifies fresh start.

Adult Pillars of Practice

- Consistent and calm approach
- First attention for best conduct
- Relentless routines

Use Microscript

(30 seconds)

I've noticed you are... (choosing to ignore my instruction, not playing safely, arguing with other children, damaging the equipment).

You need to... (move away, take some time out to calm down).

If you choose to do this again then you will be choosing to (have time out near me, missing tomorrow's lunchtime play).

Let's try to make good choices from now on today.

Restorative questions

1. What happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. Who has been affected?
5. What do you need to do to make things right?

For serious breaches in behaviour, refer immediately to SLT (see policy for details).

St Mary's ARK Behaviour Blueprint

Stage 1

RESTORATIVE STEPS		
1	Redirection	Gentle encouragement, a non-verbal gesture, positive praise of pupils nearby.
	Reminder	Remind children of appropriate behaviour in Ark in relation to the school expectations of *'Ready, Respectful, Responsible'* .
2	Caution	Clear verbal caution, making the student aware of their behaviour. Try to do it without drawing attention to the situation if possible.
3	Last Chance	Refer to the school expectation they are not meeting. Refer to previous examples of good behaviour and make the pupil aware of the consequence that they are choosing if they continue to behave in this manner. ***Use microscript***
4	Consequence	Staff in Ark have control over consequences – they must be appropriate / proportionate and follow up from the last chance. An example: ○ Immediate time out on chair/bench near staff member for maximum 15 minutes or until child is regulated and ready to return. **Record** – Incidents where consequence has been applied need to be recorded in Ark behaviour logs and parents informed
5	Repair	Restorative meeting held after the consequence has happened; this is led by the member of staff involved (alongside colleague if needed) when child is calm. Refer back to school expectations and identify which was not met and link back to positive behaviour. End restoratively, not punitively. Same day. Signifies fresh start.

SCHOOL EXPECTATIONS

- Ready
- Respectful
- Responsible

Adult Pillars of Practice

- Consistent and calm approach
- First attention for best conduct
- Relentless routines

Use Microscript

(30 seconds)

I've noticed you are... (choosing to ignore my instruction, not playing safely, arguing with other children, damaging the equipment).

You need to... (move away, take some time out to calm down).

If you choose to do this again then you will be choosing to (have time out near me, missing tomorrow's lunchtime play).

Let's try to make good choices from now on today.

Restorative questions

1. What happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. Who has been affected?
5. What do you need to do to make things right?

Injury related to behaviour

If an injury occurs in relation to a behaviour incident, ensure the child has received first aid and parents have been informed verbally and using an accident reporting slip.

St Mary's Playtime and Lunchtime Behaviour Blueprint

Stage 1

RESTORATIVE STEPS		
1	Redirection	Gentle encouragement, a non-verbal gesture, positive praise of pupils nearby.
	Reminder	Remind children of appropriate behaviour at lunchtime in relation to the school expectations of '*Ready, Respectful, Responsible*' .
2	Caution	Clear verbal caution, making the student aware of their behaviour. Try to do it without drawing attention to the situation if possible.
3	Last Chance	Refer to the school expectation they are not meeting. Refer to previous examples of good behaviour and make the pupil aware of the consequence that they are choosing if they continue to behave in this manner. ***Use microscript***
4	Consequence	Lunchtime supervisors have control over consequences - they must be appropriate and proportionate, and follow up from the last chance. An example: ○ Immediate time out on benches for maximum 15 minutes or until child is regulated and ready to return. **Record** – Incidents where consequence has been applied need to be recorded in lunchtime behaviour logs and passed on to class teachers.
5	Repair	Restorative meeting held after the consequence has happened; this is led by the member of staff involved (alongside colleague if needed) when child is calm. Refer back to school expectations and identify which was not met and link back to positive behaviour. End restoratively, not punitively. Same day. Signifies fresh start.

SCHOOL EXPECTATIONS

- Ready
- Respectful
- Responsible

Adult Pillars of Practice

- Consistent and calm approach
- First attention for best conduct
- Relentless routines

Use Microscript

(30 seconds)

I've noticed you are... (choosing to ignore my instruction, not playing safely, arguing with other children, damaging the equipment).

You need to... (move away, take some time out to calm down).

If you choose to do this again then you will be choosing to (have time out near me, missing tomorrow's lunchtime play).

Let's try to make good choices from now on today.

Restorative questions

6. What happened?
7. What were you thinking about at the time?
8. What have you thought since?
9. Who has been affected?
10. What do you need to do to make things right?

Where a child appears in the behaviour log more than twice in a week, a member of SLT to be informed and parents notified (senior lunchtime supervisor to check behaviour logs weekly)
For serious breaches in behaviour, refer immediately to SLT (see policy for details)

Stage 2

Consequence Ladder – for incidents or behaviour beyond the Blueprint

The following is applicable for children who repeatedly breach school expectations (evidenced in behaviour logs on CPOMS) or where a more formal set of consequences is needed for a serious single incident. Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are fair and proportionate.

Adults should use professional judgment when supporting a child to "*Fix it*", particularly with vulnerable children or children with SEND. Reasonable adjustments will be necessary in some cases – this should not be seen as being "unfair." Consistency does not mean uniformity. Some children may require a *Positive Behaviour Support* (PBS) plan to support this process.

Consequences should be reasonable and proportionate. Immediacy is more effective than weight of sanction

Behaviour		Possible consequences
1)	• Not on task/avoiding work • Disrupting others- shouting out, tapping, walking around without permission • Not following instructions/answering back	**Follow the Blueprint**
2)	• Repeatedly disrupting others • No attempt to complete work • Inappropriate conversations or words (subject matter is inappropriate for peers to hear) • Poor choices - teasing, name calling • Constantly out of seat • Hurt someone - accident through poor choice • Lack of respect for people/property • Possession of prohibited items	• Thinking/calming time • Individual working space • Reminder expectations of behaviour • Miss part of playtime/lunchtime • Tidy up any mess caused • Catch up on missed work • Do something kind back • Parents contacted • Removal of item and given back to pupil at the end of the day with a reminder to not bring in again
3)	• Swearing • Being rude or shouting disrespectfully • Defiance - not accepting help • Not making safe choices - leaving classroom without permission, refusal to come in from playground • Constant disruption to people/learning time • Damaging property • Threat of physical aggression/violence • Use of discriminatory language • Possession of prohibited items	***Adults involved now (logged on CPOMS)*** • Thinking/calming time in a different room • Walk and talk • Miss larger part of playtime/lunchtime • Move to another class for a short period • Support from TA with pastoral responsibility • Support from SLT • PBS plan instigated (when SLT agree) • Restorative conversation when ready • Parents contacted • Removal of item and given back to parent when they can come and collect.
4)	• Physical assault of staff or peers (including fighting, punching, biting, ripping of clothes) • Leaving the school site • Immediate danger to themselves or others • Immediate danger of significant damage to property • Bullying (repeated behaviour that intentionally hurts someone else) • Racism • Homophobia • Sexual harassment	***Adults decision making now (logged on CPOMS)*** • Change of environment - move to another appropriate space • Meet parents with SLT always involved • Fixed term suspension • Work in isolation (when ready) • Consider modified timetable • Positive Handling - CPI (Crisis Prevention) techniques used (*some of these will depend upon the relevant outcome of the investigation into the incident*)

Fixed term suspensions are a last resort – these occur at the discretion of the Head teacher.

Things to do when pupils are not opening up about the incident:
1) "OK, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?
2) 1-10 scales: On a scale of 1-10 how angry were you?
3) Offer a postponement and some support if the pupil is not ready to speak: "I can see you aren't quite ready to talk. Do you need a minute or two, or, would you like to meet later / tomorrow and have _____ sit with you and help you with the answers?"

Certainty – buying yourself some time – pretence of certainty and control, even if you are not sure about the solution or resolution.
• I am going to come and speak to you later about what will happen next.
• I am going to walk away to give you/both of us a chance to calm down.
• I don't think I have enough information to make a decision right now.

Resist the temptation to impose whole class punishments – this can build resentment.
Focus instead on a proportionate response for those pupils who have misbehaved – make this as immediate as possible. This is more effective than weight of consequence.

When to make a CPOMS referral
Referral will result from a pupil persistently not adhering to school values and expectations or a serious single incident. It is the point at which a Senior Leader is informed and/or involved in the process.

Procedure
• Teacher informs pupil that they are to be issued a behaviour log and why. (this is at the discretion of the teacher)
• Teacher completes CPOMS referral and alerts a Senior Leader.
• Senior Leader speaks with pupil(s) and records their version of events as an action on CPOMS.
• Senior Leader to contact parents to inform of behavioural concerns (telephone or face-to-face).
• If behaviour incident is in an after school club, Senior Leader contacts parents to inform them of behavioural concern (telephone or face-to-face). If behaviour continues following the conversation, letter (Appendix 2) to be sent.
• Staff on 'duty' or Lunchtime staff should inform class teachers of incidents at the end of each break time.
• Parent has follow up meeting if required.

Procedure for a pupil referred regularly:
• Senior Leader sends Persistent Behaviour Letter (Appendix 1) letter to arrange a meeting with parents. If pupil continues being referred, then Stage 3 is accessed (see below).

The policy should be adhered to and referrals should only be used where appropriate. It should not be used for minor misdemeanours e.g. forgetting reading book or a disagreement at play time. These should be dealt with using the Blueprint. Parents are notified of any referrals made.

After meetings due to Appendix 1 and 2 letters being sent, a range of strategies will be arranged as set out in Stage 3.

Stage 3 **Targeted Behaviour Support**

Stage 3 involves regular targeted behaviour support. It may also be used as a consequence of a serious breach of the rules, which requires immediate involvement of parents.
Examples of these may be, but not limited to:

- Referred to TA with pastoral responsibility
- Pupil placed on Monitoring card by a member of the Leadership Team
- Positive Behaviour Support (PBS) plan written (if not arranged in previous stages)
- Regular meetings with parents
- Outside agencies are used for behaviour intervention: Education Access and Inclusion (TMBSS, Inclusion Advice Forum, Educational Psychologist, Woodlands Outreach)

Stage 4 **Behaviour Contract**

Stage 4 is reached when Stage 3 has not achieved the desired result. Following consultation with parents, a written contract will be drawn up between the class teacher, parents and pupil to put an end to the unacceptable behaviour. A contract for behaviour improvement must be rigorous and rigid. The contract will state explicitly the school's expectations of the pupil, the rewards and the consequences for keeping and breaking it. These rewards and consequences must be reinforced at home as well as at school and thus, the contract requires daily oral/written communication with home.

At Stage 4, Early Help will be offered to parents (if not already previously offered).

All necessary data about pupils and their contracts with progress reports must be logged on CPOMS so that it is sufficiently monitored.

Stage 5 **Suspension from School**

Repeated failure to adhere to the behaviour policy and/or certain serious single incidents may result in a fixed-term suspension from the school.
Decisions to suspend pupils temporarily from class or school require consultation between the class teacher or member of staff most closely concerned and the senior leadership team.

If the behaviour warrants a fixed-term suspension from school, a decision to suspend will only be authorised by the Headteacher or Deputy with approval from governors. Parents will receive formal notification of the fixed-term suspension.

Stage 6 **Permanent Exclusion from School**

Permanent exclusion may occur if all previous stages have been exhausted and school has expended all external support mechanisms.
This occurs following close consultation between the Headteacher, Governors and Local Authority Representatives.
Parents will receive formal notification of the permanent exclusion.

Permanent exclusion is to only be used as a very last resort in response to serious or persistent negative behaviours that cause harm to others, or have a significant detrimental impact on others learning.

7. Support

a) **Support for Parents and Carers**

Principles

- All parents and carers play a key role in the discipline of their child.
- Parents and carers have a responsibility to inform staff if they are aware of behaviour issues occurring within the school.
- All parents and carers can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- Parents are informed whenever there is a cause for concern regarding the behaviour of their child, or if their child's welfare is affected by a behaviour issue.
- In house support will be provided by school, when able to do so, or parents to be signposted towards external support within Shropshire.
- Where it is deemed appropriate, families will be offered Early Help support from school and/or EHAST (Early Help and Support Team).

b) **Support for Staff**

Principles

- All staff will take responsibility for behaviour management of all pupils in school. A clear line of responsibility is in place: Support Staff > Teacher > SLT > Headteacher > Chair of Governors
- Unacceptable behaviour is acted upon in accordance with school's behaviour policy.
- All staff are role models, and should model good behaviour through all aspects of their work – particularly in their response to poor pupil behaviour.
- All staff, including non-teachers, can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- The staff concerned should deal with unacceptable behaviour immediately.
- Head Teacher or Deputy Head Teacher must be involved in incidents that are more serious.
- Staff are responsible for following the recording procedure on CPOMS (listed above) in a timely manner so the incident can be dealt with promptly and correctly.
- The strategies referred to within this policy (house points, first attention for best conduct, relentless routines, PBS plans) must be implemented and actioned by all staff.

8. Safeguarding

a) **Bullying**

At St Mary's, bullying of any kind is not tolerated. We are committed to creating a safe, inclusive, and nurturing environment where every child feels valued and respected. Bullying goes against our school expectations of Ready, Respectful and Responsible. All members of our school community — children, staff, and parents — are expected to speak up, support one another, and take action when bullying is witnessed or suspected. We believe in early intervention, open communication, and restorative approaches that help children understand the impact of their actions and rebuild trust.

At St Mary's we consider bullying to be when a person purposefully hurts another person, either through words or actions, several times over a given time frame.

If a bullying is taking place at St Mary's, it will be dealt with as a matter of urgency by a member of SLT, in consultation with parents of both parties.
At St Mary's we believe that it is important that we stop bullying at the earliest opportunity, support the person being bullied, educate the bully about the impact of their actions and look at ways to resolve the issues and move forward.

b) **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. Only staff who have received up to date CPI Positive Handling training should be using reasonable force in the following circumstances to prevent a pupil from:

- Causing extreme disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Adults should not be lone working with a child when using reasonable force. Staff should call for support in order to safeguard the pupil and staff member. Where possible, both members of staff should be fully trained in using reasonable force. However, if this is not possible, at least one trained member of staff must take the lead in managing the incident and provide guidance to the untrained colleague.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

c) **Confiscation**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items (listed in appendix 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Parents will be informed if their child has had something confiscated and if parents want the item back, parents must make arrangements with the school to collect the item/s. Prohibited items can only be returned to a parent/carer.

We will also confiscate any item that is harmful or detrimental to school conduct. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

d) **Searching a pupil**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Every effort will be made to ensure that the authorised member of staff is a familiar adult to the pupil.
Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if it is:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item that is considered to be harmful or detrimental to school conduct, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has responsibility for the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can seek advice from SLT or DSL.

Reasonable force will only be used to by an appropriately trained adult to search a pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others.

Reasonable force will only be used to by an appropriately trained to search for any prohibited items identified in Appendix 4 but not to search for items that are harmful or detrimental to school conduct.

An authorised member of staff may search a pupil's outer clothing, pockets, bags or possessions.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including trays or bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (appendix 4) and items that are harmful or detrimental to school conduct.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any searches of the pupil's person, that could have caused upset to the pupil.
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Appendix 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (appendix 4), including incidents where no items were found, will be recorded on CPOMS, tagged as Safeguarding.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (appendix 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

St Mary's will only consider a strip search necessary if there is immediate danger to the pupil or others.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Senior leaders hold responsibility to decide if a strip search is necessary. Police will be called at the headteacher's discretion, after consultation with parents/carers. At this point, a parent or carer may choose to come into school to administer the strip search themselves, in the presence of at least 2 other members of staff.
Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).
The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge. These will be recorded on CPOMS.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.
One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.
The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil

- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

e) **Screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils are not screened upon entry to St Mary's school, however they are expected to sign in any mobile phones in their possession to the school office each morning. This can be signed out again to the pupil at the end of the day.

If a pupil is found to have a mobile phone in their possession throughout the school day, that has not been signed in to the office in the morning, it will be confiscated and kept in the school office where a parent or carer can collect it.

f) **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of St Mary's.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of St Mary's.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful responsibility of a staff member (e.g. on a school-organised trip).

g) **Online misbehaviour**

St Mary's endeavours to deliver a robust e-safety curriculum to pupils to ensure that they are fully educated about online safety and appropriate online conduct. However, the school can issue behaviour sanctions to pupils for online misbehaviour when:

- It directly involves St Mary's school.
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of St Mary's.
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful responsibility of a staff member.

If school staff are made aware of online misbehaviour of any pupil, and none of the above apply, staff will make parents and carers aware, and they will be expected to deal with the misbehaviour at home.
If parent's would like support with how to manage or address this, staff are available to advise. However, if appropriate, staff can address the online issues within school in a supportive way to educate children, rather than issue sanctions.

h) **Threats, Violence, and Malicious Accusations Against Staff**

At St Mary's, we are committed to fostering a safe, respectful, and nurturing environment for all members of our community. This includes ensuring that staff are protected from any form of verbal or physical abuse, intimidation, or false allegations.

Unacceptable Behaviour

The following behaviours are considered serious breaches of our behaviour expectations and will be dealt with accordingly:

- Threatening language or behaviour directed at staff
- Physical violence or attempted violence towards staff
- Malicious or knowingly false accusations made against staff

These actions undermine the values of being ready, respectful, and responsible, and will not be tolerated.

Consequences

Incidents involving threats, violence, or malicious accusations will be investigated thoroughly and may result in:

- Immediate removal from the classroom or school premises
- Fixed-term or permanent exclusion, depending on severity
- Involvement of external agencies where appropriate (e.g. police, safeguarding teams)
- Formal meetings with parents/carers to discuss the incident and next steps

Each case will be handled on a case by case basis with fairness, discretion, and in line with statutory guidance and safeguarding procedures.

Support and Restoration

For Staff:

- Staff involved in such incidents will be offered emotional and professional support, including access to leadership, HR, and external wellbeing services if needed.
- Time and space will be provided to reflect, recover, and re-engage with their role safely and confidently.

For Pupils:

- Pupils will be supported to understand the seriousness of their actions through age-appropriate reflection, education, and pastoral care.
- Where appropriate, a restorative approach will be used to rebuild trust between the pupil and the staff member. This may include guided conversations, apologies, and agreed actions to move forward positively.

For Parents/carers:

- Parents/carers will be offered support on how to support their child through the incident.
- Where appropriate, they will be offered referrals to external agencies such as Early help support.

Our aim is not only to uphold high standards of behaviour but also to promote healing, accountability, and growth for all involved.

This behaviour policy is aligned with current statutory guidance and relevant legislation, including safeguarding and equality duties. The Senior Leadership Team (SLT) and the Behaviour Lead are committed to regularly reviewing and updating the policy to reflect any changes in national or local guidance. Amendments will be made as necessary to ensure the policy remains effective, compliant, and responsive to the needs of our school community

The policy has been shared with all staff and agreed by governors. We believe that its implementation will ensure St Mary's CE Primary School will have consistency of approach with regards to behaviour management.

St Mary's CE Primary School

'Whatever you do, work at it with all your heart.' (Colossians 3:23)

Shaw Lane, Albrighton, Wolverhampton, WV7 3DS

Telephone: 01902 372885

school email: admin@st-mary-albrighton.shropshire.sch.uk

Headteacher: Mrs Nathalie Milhavy-Jones BA(Hons), PGCE, NPQH, SLE

Dear [insert parent name],

Unfortunately, since the conversation had with you on [insert date of conversation], the situation regarding [insert child's name]'s behaviour has not improved. Again, as you will appreciate, this behaviour does not adhere to our behaviour curriculum, which is set out in our behaviour policy. The next stage of the process is that you are required to have a formal meeting at school on [insert date and time].

If this time and date does not suit, please call school on 01902372885 to rearrange the meeting; however, it must be stressed how important it is that this meeting occurs. It is for the benefit of everyone.

The following professionals have been invited to attend the meeting: [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

Thank you for your co-operation in this matter.

Yours sincerely,
SLT Name: _____

Date: _____

St Mary's CE Primary School

'Whatever you do, work at it with all your heart.' (Colossians 3:23)

Shaw Lane, Albrighton, Wolverhampton, WV7 3DS

Telephone: 01902 372885

school email: admin@st-mary-albrighton.shropshire.sch.uk

Headteacher: Mrs Nathalie Milhavy-Jones BA(Hons), PGCE, NPQH, SLE

Dear [insert parent name],

Unfortunately, there has been no improvement to [insert child's name]'s behaviour since the situation was communicated to you on [insert date and time]. Again, as you will appreciate, this behaviour does not adhere to our behaviour curriculum, which is set out in our behaviour policy. The next stage of the process is a suspension of your child at [insert name of after school club]. They will not be allowed to attend the club until [insert date]. Please note that this does not affect your child attending school – they will just be not allowed to attend the above after school club.

Please do not hesitate to contact school if you would like to discuss this further – a meeting can be arranged.

Yours sincerely,
SLT Name: _____

Date: _____

St Mary's CE Primary School

'Whatever you do, work at it with all your heart.' (Colossians 3:23)

HOME SCHOOL AGREEMENT

The Responsibilities of the School

- To provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- To provide a safe and happy environment where all children are loved, valued, respected and listened to.
- To achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility and by teaching children how to self-regulate.
- To teach your child about our Christian vision and values.
- To teach your child to develop a positive attitude to others, regardless of age, disability, gender reassignment, race, religion or belief, sex, marriage or civil partnership.
- To promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.
- To keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- To deal with parental concerns promptly and inform them of how they have been resolved.
- To provide regular homework opportunities which are realistic, achievable and related to work in school.
- To allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. To ensure Acceptable users policies are in place and enforced.
- To promote good attendance and punctuality.
- To keep parents well informed about school life and special events through regular communication and via the school website.

The Responsibilities of the Parents/Carers

All parents/carers will:

- Having chosen St. Mary's CE Primary School for your child, accept the school's vision, values, policies and procedures, positively supporting the school.
- Ensure your child wears the correct school uniform and follows the school dress code.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Notify the school in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, attendance, and uniform.
- To support the school's Christian vision and values
- Attend parent/teacher meetings to discuss your child's progress.

- Support your child with homework that is set, including reading regularly, ensuring that this is completed on time according to school arrangements.
- Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure internet use at home.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour.
- Regularly read information on the website and school communication so that I am kept-up-to-date with important details of relevant policies, meetings, events and information about my child.

The Responsibility of the Child

I agree :

- Adhere to the school expectations of being Ready, Respectful and Responsible
- Work to the best of their abilities and allow others to do the same
- Treat others with respect, empathy and kindness
- Follow the instructions of all school staff – they are working in their best interests
- Take care of the property and the environment in and out of the school
- Co-operate with other adults and children
- To be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.
- To be respectful towards others and behave in a safe and responsible way.
- To accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.
- To come to school on time, prepared for the day and wearing the correct school uniform.
- To use the internet safely as I have been taught in class.
- To talk to a grown-up if I have a problem.
- To demonstrate the school's Christian vision and values.
- Follow class responsibilities and be ready for learning.

Signed by, and on behalf of your child: .....(Parent/Carer)

Prohibited Items

To ensure the safety, wellbeing and positive learning environment of all pupils, the following items are strictly prohibited on school premises, during school hours, and on school-organised trips or activities.

Items that pose a safety risk

- Weapons of any kind (including toy weapons or replicas)
- Sharp objects (eg, knives or scissors)
- Fireworks, matches or lighters
- Any item intended to cause harm or intimidation
- Any medicines that have not been approved by school or signed into the office by a parent/carer

Items that disrupt school life

- Pupil mobile phones (unless specifically permitted by staff), with the exception of those signed in at the office on arrival at school.
- Electronic devices or gadgets that have not been pre-approved by school
- Laser pointers
- Chewing gum

Items associated with inappropriate behaviour

- Tobacco, vapes or any other smoking related products
- Alcohol or illegal substances
- Offensive or inappropriate literature, images or materials
- Items or paraphernalia promoting discrimination, hate or violence

Items not suitable for school

- Toys or trading cards that have not been pre-approved by school
- Large sums of money or valuable personal items.
- Items which are delicate or hold sentimental value
- Cosmetics or make up