



Studley St Mary's C.E Academy

Behaviour Policy

Updated: September 2025

Review frequency	Every 3 years
Review date	Autumn 2028 or when required by statutory changes
Date adopted by AGC	November 2025 (pending approval)
Member of staff responsible	Headteacher

Links to other policies:

- PSHE
- Safeguarding
- Computing (e-safety)
- Teaching and learning
- Anti-bullying
- Data Protection
- Mental Health and Well-being policy

Principles

The behaviour policy has been written to support the schools vision of Walking alongside to live life in all its fullness.

'Let us run the race that is before us, and never give up.' Hebrews 12:1.

It has been written in consultation with the school council and the wider school community. The principles are based in educational research in techniques to support children to both manage and improve their own.

There are 5 principles on which this policy and adult practice is based.

1. Consistent, calm adult behaviour – we will 'walk alongside' children to support them with their behaviour.
2. Positive praise – we celebrate the behaviours we want to see.
3. Relentless routines.
4. Scripting of difficult conversations.
5. Restorative follow-up.



Aims

- To ensure the provision of a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guide for children, staff and parents of expected behaviour.
- To provide a consistent and calm approach.
- Adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches to resolve any issues.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Place the highest emphasis on the establishment of strong positive relationships between staff and pupils.
- Encourage students to recognise that they can and should make 'good' choices. This in turn promotes self-esteem, self-respect and self-discipline.
- Define expectations.
- Model and teach appropriate behaviour.

The role of all staff

All staff are expected to follow the 5 principles detailed above and to:

- Use the consistent language of 'Ready, Respectful, Safe' with the children.
- Use the principles of 'the script' when supporting children.
- To welcome children onto site and into the classrooms.
- Deliberately and regularly catch the pupils doing the right thing and praise publicly.
- To know the children well.
- To remain calm and respond in a predictable and professional way.
- To consistently reinforce expectations and not to walk past/ignore any child who fails to meet the expectations.
- Demonstrate care and compassion in every interaction with the children.
- Model and explicitly teach good behaviour.
- Give a fresh start for every day.
- Involve Senior Leadership Team (SLT) when appropriate.
- Inform parents where appropriate.
- Log incidents on CPOMs where appropriate.
- To work towards every intervention leading to an improved relationship between adult and child.
- To apply this policy.

The role of the Headteacher and The Senior Leadership Team:

Senior staff will ensure that they are highly visible around the school, to reinforce good behaviour and swiftly manage poor conduct by pupils. SLT support staff in the application of the policy by:

- Being a visible presence around the school



- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

The role of parents:

Parents are encouraged to play an active role in the school. We endeavour to build a supportive dialogue between home and school.

We will inform you if we have any concerns about your child's welfare or behaviour.

Parents can always contact the school office to request a call or meeting. Please give the office a brief outline of your concerns.

We want parents to know that:

- They will be listened to and their views valued
- Unless a teacher is fully aware of the facts, they may not know that a situation exists
- Under no circumstances should action be taken against another child, parents or member of staff either physically or verbally, either on or off school premises. If this happens school will ban the perpetrator from school premises and may take legal action.

Behaviour Approaches and Strategies

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. The headteacher sets out the rules, relentless routines and visible consistencies that all staff and children follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes.' Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. This will still follow the key rules.

Our Rules – Be Ready, Be Respectful, Be Safe

All behaviours will be linked to these three key points.

Visible Consistencies

- Lovely Lines, Wonderful Walking, Get Going
- Praise in public and reprimand in private.
- Adults response is calm and consistent based on the principles of the script



Rewards

House Points
Stickers
Wow notes

Sanctions

Pink to think notes. Focus on the unacceptable behaviour not the child. Are applied to the individual infraction not the whole class. If a child needs to catch up on lost learning as a result of their behaviour, then they will receive an imposition. This is the work that they are expected to catch up on during their own time. They may be given a choice as to whether they wish to do this at home or at school.

Appendix 1 – Behaviour pathway
Appendix 2 – Extreme behaviours
Appendix 3 – Supporting children with SEND
Appendix 4 – Rewards
Appendix 5 – Behaviour flowchart



APPENDIX 1 – Behaviour Pathway – Walking Alongside – follow through if behaviour continues

- Reminder 1 - (this can be a subtle look or quiet reminder but should always be done without drawing attention to the child).
- Reminder 2 – when possible, this should be done quietly outside of the classroom
- Reset - *Pink to think note given to child – child then given time to reflect in quiet area outside of the classroom. (brief conversation at break/lunch/collecting bag time if happening in the afternoon)
- Reflection - Sent to another classroom for the remainder of the current lesson, this will result in break or lunchtime being missed to reflect on behaviour. Work should be taken to complete. (reflection with child at break and lunch, and then further consequence – this could be a written apology/ tidying the classroom 10 minutes at break, 15 minutes at lunch).

Refusal to cooperate in any part of this pathway results in child being sent to SLT or SLT coming to collect the child. This will result in the immediate reflection stage. SLT will either take the child to another classroom or complete their work and reflection near the SLT office. SLT will keep the child until the next lesson or take them to a different classroom until the next lesson. SLT/class teacher will conduct restorative conversation at break or lunch time and direct the further consequence.

Refusal to work will require offer of assistance at each point, and work should be completed during children's own time if not completed during the lesson.

Reminder 1 – Reminder 2 – Reflect - Reset

Scripts:

Reminder 1	Make sure you pop your hand up if you have an idea. Make sure you get going, if you need help, we are here.
Reminder 2	This is your second reminder - the rule is that we don't call out as this is not respectful to others. Make sure you put your hand up if you have a point to make. Thank you. This is your second reminder - the rule is that we do not distract others from their work as this is not respectful. Make sure you are focusing on your own task, thank you. This is your second reminder - the rule is that you need to complete your work during the lesson time, you are not showing you are ready to learn. If you need help, we can help you, otherwise, start your task. Thank you.
Reflect	I have reminded you twice. You need some time to reflect. Capture your thoughts on the pink to think card in (quiet area/outside). Thank you. Bring the child back after no more than 5 minutes. Allow the child the opportunity to reflect with the adult before returning to the classroom. Remind them of a time when you have seen the expected behaviours. The actions will need unpicking in three main points during the next break or lunch. Only spend as long as it takes to discuss the key points. What happened



	How did this affect others? How can we put it right(including how not to happen again if a repeat behaviour)?
Reset	You have had time to reflect but you are now showing that you are still not being ready/being respectful/ being safe. Take your work into x classroom. We will have a discussion at the end of the lesson. Thank you. The actions will need unpicking in three main points during the next break or lunch. Once this has been discussed, there should be an opportunity for the child to 'put it right'. This may be a written apology or doing an act to support the class/ help the teacher during their own time (10 minutes break or 15 minutes lunch). Work should be finished. What happened How did this affect others? How can we put it right (including how not to happen again if a repeat behaviour)?

When a child is dysregulated

1. I understand(you are angry, upset)
2. I need you to (come with me, so we can resolve this)
3. Maybe you are right (maybe I need to speak to them too)
4. Be that as it may ... (I still need you to...)
5. I have often thought the same... (but we need to focus on...)
6. I hear you ... (it is not easy but I know that you can do it brilliantly)

Consider change of face. Staff script to be used between colleagues.

APPENDIX 2 - Extreme Behaviours and the right to use reasonable force

Some children's behaviour is a consequence of early childhood experiences and family circumstances. As a school we recognise that this is a communication of their emotions. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Intervention Plans'. These plans seek to provide staff with a consistent approach to support their interactions with children who exhibit challenging behaviours. The actions on the plans seek to prevent, divert from and de-escalate the behaviours.

When dealing with an episode of extreme behaviour, physical intervention may be required in order to:

- Keep the child safe
- Keep others safe
- Prevent significant damage to property
- To prevent a criminal offense
- Prevent behaviour that is prejudicial to the maintenance of good order and discipline within school and among pupils.

This will only be used as last resort and staff will use their professional judgement. Staff are trained in positive handling.

The school will record all behaviour incidents on CPOMS. Any restraints will be recorded in the Bound Book and a Serious Incident Report will be completed (SIR form).



Suspensions will occur following one or more incidents at the discretion of the Head Teacher. A Suspension will be enforced under one or more of these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If none of these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Serious behaviour likely to result in involvement of SLT and possible suspensions to give other pupils respite and to ensure their safety.

- Putting self or others at risk
- Refusal to take time when offered a reset.
- Racist/homophobic remarks
- Sexual misconduct
- Physical attack on another member of the school community
- Stealing or significant damage to property
- A criminal offense
- Verbal or Emotional Abuse

SLT involvement will result in the reflect stage being implemented immediately.

If a child is in receipt of repeated suspensions and this is not having the desired impact on their behaviour then further discussion with the family and the involvement of external agencies will be considered.

Physical Attacks on Adults

At Studley St Mary's, we take incidents of violence toward staff extremely seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as

adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.



Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Appendix 3 - Supporting Pupils with SEND

The following strategies can be used to support pupils who struggle to manage their own behaviour in order to consistently reinforce the desired actions:

- Verbal prompts, reminders and warnings (these should be private and not public as much as possible)
- Visual prompts – the use of pictorial cards or objects to give reminders to pupils.
- Use of the school rules of Ready, Respectful and Safe on display in the classroom.
- Use of sand timers to allow the pupil to have 'take-up' time to turn their behaviour around.
- The opportunity for a pupil to move to another seat within the class/lesson to help them refocus and achieve acceptable learning behaviour.
- Use of a 'Guided Walk' to allow the child an opportunity to self-regulate again away from their peers.

De-escalation Strategies

The staff at St Mary's Academy are experienced and skilled in managing behaviour. We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- Planned ignoring and take up time – stepping away from the pupil and expecting them to follow an instruction when you return.
- Proximity Praise – rewarding the pupils who are showing the desired positive behaviour.
- Use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil.
- Distraction – distracting the pupil's attention away from the problem.
- Re-focusing the pupil's interest.
- Changing the activity if appropriate.
- Small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks.
- Appropriate use of body language.
- Appropriate use of personal space.

- Involve another colleague – a different voice can be effective.



- Recognising and naming the pupils feelings and/or anxieties and verbalising these in a calm and constructive manner.
- Providing an increased level of support if appropriate.
- Offering alternative actions for the pupil to take.
- Using personalisation, previous successes and positive relationships – to remind the child of a similar situation they were successful in as a reminder that they can recover and move forward.
- Clearly outlining the positive consequences if they make a good choice.
- Removing the audience – using a quieter space or moving the other pupils away.
- Remaining firm, fair and caring at all times.

Staff use their professional judgement and knowledge of the individual child to determine the most effective strategies to use. Staff must also consult any relevant provision maps or individual behaviour plans to ensure that any advice regarding behaviour for that particular child is followed.

Appendix 4 – Use of House Points

House points are awarded to children who are demonstrating the behaviours that we wish to see. Celebration of individual house points and group house points will take place.



Appendix 5 – Behaviour flowchart

Studley St Mary's – Behaviour Flowchart.		
Stage 1		
Reminder 1	Gentle encouragement – make sure you are OR this is your first reminder if children need it explicitly told. Thank you.	No follow up action needed.
Stage 2		
Reminder 2	This is your second reminder. The rule is (relevant school rule) Please make sure you are (ready, respectful, safe). Thank you.	No follow up action needed.
Stage 3		
Reflection	I have reminded you twice. Now you need some time to reflect. Reflect on this card in (Location). I will collect you in 5 minutes. Thank you.	Brief restorative conversation at break, lunch or end of day. What happened How did this affect others? How can we put it right?
Stage 4		
Reset	You have had time to reflect. You now need to reset. You are still not being (ready/respectful/safe). Take your work into (name) classroom. We will have a discussion at the end of the lesson. Thank you.	Restorative conversation at next break, lunch or end of day. What happened How did this affect others? How can we put it right? Follow up activity to make amends for their actions (10 minutes of break, 15 minutes of lunch)
Cycle will reset each lesson to ensure children have that opportunity for a fresh start and to repair relationships.		
Serious Behaviours – Immediate involvement from SLT and removal from classroom or playground.		
<p>Serious behaviours (displayed right) have a zero-tolerance approach and will more serious actions will take place.</p> <p>SLT must be involved immediately, and the child will be removed from the classroom or environment they are in.</p> <p>Possible outcomes: parent meetings, further consequences, internal exclusion or external exclusion will be considered depending on the severity of the situation.</p>	<ul style="list-style-type: none"> • Putting self or others at risk • Verbal or Emotional Abuse towards peers or staff members • Physical attack on another member of the school community • Racist/homophobic remarks • Sexual misconduct • Stealing or significant damage to property • A criminal offense • Refusal to take part in the 'reset' or 'reflect' stage. 	<p>Escalation to SLT</p> <p>If any refusal takes place during these stages, SLT will take over. This will result in the 'reflect' stage being implemented immediately. SLT to keep child until the end of the lesson. SLT/teacher to complete restorative conversation and determine activity to make amends during their break (10 mins) or lunch (15 mins).</p>