



*St Mary's Catholic Primary School*

*Positive Behaviour  
and Rewards Policy*

*Reviewed: 25/09/25*

*Next review: 25/09/28*

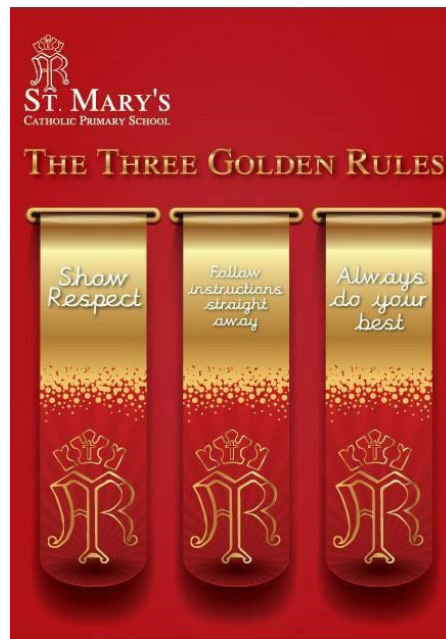
## **Introduction**

At St Mary's Catholic Primary School each individual 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:

*"St Mary's a place of educational excellence with Christ at the centre".*

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 three Golden Rules:



The aims of the policy are that all pupils will:

- have a clear view of what is right and wrong through our Golden Rules which are rooted in Gospel Values
- promote Gospel values, for example: *faithfulness and integrity, dignity, compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance and peace, service and sacrifice*

- *set themselves high expectations in terms of behaviour*
- *promote self-discipline and a proper regard for authority*
- *work co-operatively showing concern for others*
- *develop a responsible and independent attitude towards work and towards their roles in our school/ parish and wider community*
- *strive to achieve their potential in terms of academic achievement but also in terms of behaviour so that they become well-rounded citizens of the future*

### To Achieve Our Aims

All members of the school community will work towards the policy's aims ensuring that every child matters:

#### Pupils by:

- *knowing the golden rules, understanding that they are underpinned by the values that Jesus taught us about and learning to live them out on a daily basis*
- *accepting responsibility for his/her own actions particularly when inappropriate choices are made*
- *learning how to accept failure/disappointment with humility and success/praise with grace*

#### Parents by:

- *listening, taking account of and valuing every child's voice*
- *offering encouragement and praise to their children especially when they receive awards and taking an active interest in the child's school life*
- *providing full support for the discipline procedures within the school*
- *co-operating with teachers when sanctions are necessary so presenting a united front to the children*
- *attending meetings about their child's learning and behaviour*
- *supporting children with their home learning*

#### Class Teachers in partnership with support staff by:

- *listening, taking account of and valuing every child's voice*
- *ensuring that positive behaviour is encouraged at all times,*

rewards are given when appropriate and sanctions are given fairly in accordance with this policy.

- delivering a well-planned broad and balanced curriculum appropriate to the range of all the pupils.
- using a wide variety of learning and teaching styles to ensure that all children are engaged and motivated to learn effectively.
- creating a school/ classroom that is aesthetically pleasing and it provides a well-ordered stimulating learning environment in which opportunities are given for a range of learning.
- taking an active and supportive role in all aspects of school life liaising with all other staff who come into contact with children in the school and having good communication links with parents so school and home are working together in partnership.
- Nominating a child for living the values.

#### Governors by:

- ensuring that all members of the community listen, take account and value every child's voice.
- monitoring that positive behaviour is encouraged and the policy is upheld in incidences of inappropriate behaviour (as reported through the Headteacher's Report to Governors each term) □ supporting positive behaviour strategies
- serving on a Disciplinary Committee as necessary.

#### 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.

#### 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 at all times. More than one reward may be given for recognition.

<p><b>Praise – Gesture or verbal</b> Verbal praise for children who are meeting expectations. A child's name may be moved to the "Rainbow" as a visual recognition of exceptional learning or behaviour. In Key stage two this is the Exceptional and Reflection board.</p>	<p><b>Stars/Stickers</b> Three stars for effort. Stickers in KS1 given out when children are on the rainbow.</p>	<p><b>Written comments</b> Words of positive praise on written work to show successes.</p>
<p><b>Golden Thread Award</b> A child can be presented with a Golden thread award. The staff member awarding this writes how the child has shown these qualities.</p>	<p><b>Star of the Week</b> 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><b>Head teacher Award Sticker</b> 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><b>House Points</b> 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><b>Certificates and Badges</b> Swimming badges, music certificates, sports medals and trophies are presented in our Celebration Assembly.</p>	<p><b>Outside of school awards</b> Children are encouraged to share with us their achievements outside of school. We celebrate these in our Wednesday Celebration Assemblies.</p>

### Golden Rules Consequences

Our Behaviour Policy is based strongly on pupils being rewarded for behaving in an appropriate manner. Each class follows a sunshine/Rainbow behaviour model which is visually displayed in each room. All children start the day on the **sunshine** with the possibility of moving to a **rainbow** for exceptional behaviours or a **cloud** for misdemeanours. In Key stage two have the green space for exceptional and the grey for reflection.

### **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's property.

### **Children's 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 noncriminal 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: o taking part in any school-organised or school-related activity or o travelling to or from school or o 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: o could have repercussions for the orderly running of the school or o poses a threat to another pupil or member of the public or o could adversely affect the reputation of the school.

## Sanction Ladder

### **Sanction Step 8 Permanent Exclusion**

### **Sanction Step 7**

Formal meeting with Governor, Headteacher, Class Teacher, Parents and Child  
Formal letter issued by Headteacher

### **Sanction Step 6**

Fixed Term Exclusion (minimum 1/2 day) including during lunchtime - formal letter issued  
Following a thorough investigation by the Senior Leadership Team, any severe breach of discipline in behaviour including physical aggression, or in school language/action will result in immediate action to Step 6

### **Sanction Step 5**

Formal Meeting with Class Teacher, Parent, Child and Headteacher (after three Time In Letters issued)

### **Sanction Step 4**

Child is sent to Headteacher for 'time to reflect' session at any point throughout the day

### **Sanction Step 3**

Time IN letter issued - sent home to parents for signature  
Despite reminders given, if a child has continued to breach one of the Golden Rules then they will be kept in for break-time/lunch-time supervised by the class teacher or Headteacher

### **Sanction Step 2**

Child's name is moved onto the cloud and recorded.

### **Sanction Step 1**

Verbal Warning

## Step 6 and beyond: Consequences, Support and Sanctions

When a pupil presents a more difficult challenge it may be necessary to employ other strategies. At this stage, a copy of this behaviour policy will be sent to the parents.

### Part 1: Behaviour Contracts

Contracts rely on negotiation between teacher and pupil and perhaps senior teachers and parents. The form may contain targets. The forms will be evaluated by all parties as part of the process of achieving behaviour change. We must establish what 'triggers' poor behaviour and what the challenging behaviour is. The pupil needs to be aware of the consequences of their actions and what will happen if they do not succeed with the contract. See Appendix One.

### Part 2: Counselling and Pastoral Support Programmes (PSP)

Teachers are able to apply a range of counselling skills to help modify a child's behaviour or to re-establish a working relationship. This may be undertaken with the class teacher supported by a member of the Senior Leadership Team. The PSP report form to be monitored regularly and formally weekly by class teacher, completion of review sheet weekly. Every 2 weeks a formal review to take place with the teacher, pupil and parent.

**Action:** Invite parents in to set up a Pastoral Support Programme. It is important to recognise the point at which a referral to a professional may be appropriate.

### Part 3: Internal Exclusion

This gives a clear signal to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes time out during break / lunch times. Reinstatement will include a behaviour contract.

Consideration can be made for an Early Help referral, or a Managed Move through liaison with the SENCO. **Action:** There will be a referral to Governors and perhaps a referral to police / social services.

### Part 4: Temporary or Permanent Exclusion

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations.

**Action :** Fixed Term exclusion, notifying parents, and Governors / LA if greater than 5 days.  
Re-admission contract and pastoral support programme followed.

*Permanent Exclusion (subject to appeal)*

### **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 'Golden 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 Teacher and the Headteacher (as appropriate). Notes may be made. Eye witnesses are encouraged to share what they have seen so that a balanced view can be obtained.

We also recognise that sexual harassment and abuse can happen in our school. Such incidents would be dealt with using the Safe Guarding Procedures in school detailed in the schools Safe Guarding Policy:

#### ***Sexual Violence and Sexual Harassment between children***

*Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable nor will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.*

*All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the*

*management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.*

*Peer on peer abuse refers to the abuse of a child or children perpetrated by another child or children.*

*Peer on peer abuse is most likely to include, but may not be limited to:*

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- abuse in intimate personal relationships between peers;*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);*
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);*
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;*
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);*
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and*
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

### *Incidents of Bullying*

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

### *Golden Instructions for Playground Behaviour*

- Children are to maintain high levels of behaviour
- Children must stay within the boundaries set
- Both staff and pupils are responsible for looking after equipment and putting it away ready for the next break time.
- Children should respond immediately to signals given e.g. to stop playing and line up
- Children should not be inside unless given permission

The background is a light blue sky with several colorful rainbows and white clouds. The rainbows are in shades of red, orange, yellow, green, and blue. The clouds are simple, fluffy white shapes.

# PUPIL POSITIVE DAY CHART

Name:

Class:



# Positive Day Chart



Chart for:

Age:

Good behavior points:

**Mon**

**Tue**

**Wed**

**Thu**

**Fri**

Listen to the teacher

Stay in my seat unless I have asked an adult.

To have a happy play time where I have been kind to my friends

To respect personal boundaries- no shouting at adults or children.

	Mon	Tue	Wed	Thu	Fri
Listen to the teacher					
Stay in my seat unless I have asked an adult.					
To have a happy play time where I have been kind to my friends					
To respect personal boundaries- no shouting at adults or children.					