

# Saint Mary's Catholic Primary School



Catholic  
Primary School  
Congleton  
A Voluntary Academy

## School Behaviour Policy

Policy schedule	Date	Signed
Approved by the Governing Body:	December 2025	Head teacher: Amy Butterfield Chair of Governors: Val Bridge
To be reviewed:	December 2026	

***“Saint Mary's Catholic Primary School is a  
Christ centred learning community, where all are  
safe, valued and loved.”***

**“Do not use harmful words, but only helpful words,**

**the kind that build up and provide what is needed,  
so that what you say will do good to those who hear you.  
And do not make God's Holy Spirit sad;  
For the Spirit is God's mark of ownership on you,  
a guarantee that the day will come when God will set you free.  
Get rid of all bitterness, passion and anger.  
No more shouting or insults,  
No more hateful feelings of any sort.  
Instead be kind and tender-hearted to one another,  
and forgive one another,  
God has forgiven you through Christ."**

***Ephesians 4: 29-32***

## **Aims**

At Saint Mary's Catholic Primary School we believe that God asks us to do our best for ourselves and others each and every day. We also believe that good discipline is an essential pre-requisite to good learning. We therefore expect our children to follow the school's rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

The purpose of the school behaviour policy is to improve behaviour at the school, promote and celebrate good behaviour and to reduce the number of incidents such as bullying, theft, aggression towards others, use of offensive language etc.

The school follows the principle that any sanction must be consistent, reasonable, proportionate in the circumstances and age-appropriate. When applying this policy, consideration will also be given to a child's special educational need, any disability affecting them and extenuating circumstances, such as bereavement. Saint Mary's recognises that some pupils will require a more sensitive and differentiated approach.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex and sexual orientation. We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Approach to Managing Children's Behaviour in the School**

At Saint Mary's, we adopt a more structured reward and sanction system, using recognition boards, certificates and stickers to reward children for positive behaviours and a systematic and consistent approach for children who do not follow the school rules. By adopting this consistent approach to behaviour management, we believe that children will quickly learn what types of behaviour are desirable and what types of behaviour are not accepted at Saint Mary's.

## **Rewards**

## Recognition Boards

As well as receiving positive praise for following the school's rules, children will be identified by having their name put on recognition boards that are situated in every classroom and in key areas of the school. Children will have their names placed on the recognition boards when they are showing the positive behaviours that are consistent with our school rules.

## Class Dojo

Children will receive green Class Dojos as a recognition and reward for their positive behaviour. Class Dojo is a digital reward system and a useful tool in keeping a record of children's behaviour.

## Star of the Week

The school also operates a merit system which may relate to any area of their school life such as their academic work, citizenship, manners etc. Throughout the course of the week, the teacher identifies a child who has strived to show an excellent attitude or a particular effort to improve. At Merit Assembly on Fridays, the teacher or headteacher announces which child has been selected and the reasons for the choice. The child also receives a Merit Certificate from the Headteacher in recognition of their efforts.

## Gospel Values Awards

The school also operates a special certificate for pupils who exhibit any outstanding behaviours associated with Gospel Values. At Merit Assembly on Fridays, the teacher or headteacher announces which child has been selected and the reasons for the choice. The child also receives a Gospel Values Certificate from the Headteacher in recognition of their efforts.

## Sanctions

All staff at Saint Mary's believe that:

- All children have the potential to behave well and are inherently good
- Children who do not follow a school rule should always have the chance to reset their behaviour
- Often, poor or negative behaviour is a symptom of a greater need, and support may be needed. Therefore, support should be delivered in an appropriate manner.

All staff at Saint Mary's will strive to follow a consistent approach to the management of poor or negative behaviour.

All staff will consistently adhere to the following process when dealing with negative behaviour:

- If a child demonstrates negative behaviour, the member of staff will deliver a clear, verbal warning to the child and will reinforce the positive behaviour that is required.
- If a child does not respond appropriately to the verbal warning and continues to demonstrate negative behaviour, the appropriate red Class Dojo will be issued.
- If the child continues to make inappropriate choices and negative behaviour, they will be required to miss up to 15 minutes of playtime or lunchtime to discuss and reflect on their behaviour. The expectations for positive choices and behaviour will be reinforced by a member of staff, giving positive examples of when the child has shown adherence to the school rules and expectations.
- If the child still continues to make poor choices, a senior member of staff will have a conversation with the child.
- If the inappropriate behaviour persists, the child's class teacher will communicate with the parents/carers at the end of the day.
- If the child continues to demonstrate difficult or challenging behaviour, an individual behaviour plan will be written in collaboration between parents and the class teacher to support the child to change their behaviour. This plan will be reviewed every 4 weeks; the child will either be removed from a behaviour plan or the plan will be amended and updated.

Support from external agencies, will be sought as and when required.

Parents will be informed about their child's behaviour before the situation escalates. Consistent, honest communication between school and home will take place to ensure parents are kept up to date with their child's behaviour and the expectations of the school.

## Anti-Bullying

### Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Saint Mary's there is a zero tolerance policy for any incidents that can be classified as bullying. All incidents of bullying will be dealt with by a member of the SLT and sanctions will reflect the serious nature of the incident.

Measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying):

Our robust PSHEE and RSE curriculum provides the children with the opportunity to explore different types of bullying as outlined above. During these sessions the children will discuss ways to keep themselves safe and the outside agencies that can be used to support, these could include but not exclusive to NSPCC, KiVA and Young Minds.

Additional support can be provided through class and individual ELSA sessions delivered by ELSA training adults.

## Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The

Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Pupils' Conduct Outside the School Gates**

Following the publication of 'Behaviour and Discipline in schools' (February 2014), schools have extended powers to enforce sanctions for pupils misbehaving outside of the school premises. These can include taking part in a school organised or school related activity, travelling to and from school, times they are wearing school uniform or when they can be identified as a pupil at a school.

## **Care and Control of Children (please refer to Positive Handling Policy)**

At all times staff should encourage positive behaviour through praise and rewards. No member of staff must in any way physically chastise a child. However, Headteachers and authorised members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. At these times all members of staff involved will implement strategies from their Team Teach/positive handling training to move a child to an area where everyone will be safe and a conversation can take place.

## **Escalation**

If the reward and sanctions do not improve a child's behaviour, or if there is a serious behaviour incident, then they will be sent to the Deputy Headteacher or Headteacher. Serious behaviour incidents include on-going bullying, physical aggression towards others, or a hate incident (i.e. an incident motivated by hostility or prejudice based on one of the following characteristics: disability, race, religion, transgender identity or sexual orientation).

In these circumstances, parents will be informed and a record will be kept. Records of such incidents will help the school determine whether continuing inappropriate behaviour might be the result of unmet educational or other needs and will seek advice from external agencies where necessary to support the child.

## **Suspensions and Exclusions**

The school adheres to the current Cheshire East guidance on Social Inclusion and to Department for Education guidance on exclusions. It is not the policy of the school to permanently exclude any child except for the most extreme breaches of behaviour.

Fixed Term suspensions will only be used as a last resort where:

- a child continues to bully others;
- a child continues to use offensive language (including language motivated by hostility or prejudice towards a person because of their disability, race, religion, transgender identity or sexual orientation);
- every effort has been tried to assist the child to behave appropriately and has failed;
- allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school;
- there has been a serious breach of discipline which constitutes a threat to people and property within the school.

Unless the exclusion occurs through an unexpected and extreme breach of behaviour, parents/carers will be informed in full at every stage of the child's progress. Unless it is totally unavoidable, we do not wish exclusion to be a surprise to the parent or carer.

A permanent exclusion would only be used as a last resort:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would cause serious detriment to the education or welfare of the pupil or others in the school.

## Confiscation of inappropriate items

Schools **do** have the power to confiscate inappropriate items, including a substance they believe to be a drug whatever its legal status. They **do not** have to return such confiscated substances. Should it be necessary to confiscate an item from a child in school, the Headteacher may choose not to return it.

This includes:

- Items of value which the child should not have brought to school or has misused in some way might - if the Headteacher judges this appropriate and reasonable - be stored safely at the school until a responsible family adult can come and retrieve them.
- Items which the child should not have had in their possession - particularly of an unlawful or hazardous nature - may be given by the school to an external agency for disposal or further action as necessary. This will always be followed by a letter to the parents confirming that this has taken place and the reasons for such an action.

## Making things right

At Saint Mary's, we help our children to recognise that their behaviour can have an impact on those around them and that, when they make mistakes, they are able to make amends by:

- acknowledging that they have done wrong
- saying sorry to God and to those people affected by their behaviour
- making up for what they've done wrong – with a Catholic lens and links to reconciliation
- trying their best to avoid making the same mistake again in the future

## Recording Incidents

Behaviour incidents are recorded using CPOMS. These can include –

- Any incidents involving a child or anyone employed in school which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Recurring behaviour that gives cause for concern.

Please remember that parents are able to see incidents related to their child at any time.

Read in conjunction with:

- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy



## Appendix

**ClassDojo**

<b>Green Dojos</b>	
Great piece of work	+1
Read at home	+2
Read at school	+1
Fantastic attitude	+1
Lovely manners	+1
Being kind	+1
Persistence	+1
Team work	+1

<b>Red Dojos</b>	
Not following instructions	-1
Hurting others in class	-2
Hurting others at playtime	-2
Unkind words	-1
Inappropriate behaviour	-1