



St Mary's Catholic Primary School

'Love God, Love Others, Love Ourselves'

Behaviour and Discipline Policy



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This policy has been reviewed and approved by the Headteacher and the School's Governing Body.	



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STATEMENT OF INTENT

St. Mary's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable and appropriate behaviour must be demonstrated in all aspects of school life. We are committed to using the strategies detailed in this policy in a consistent way to ensure that every member of the school community feels valued and respected.

The school aims to promote an environment where everyone feels **happy, safe and secure** and we ensure that all members of our school community feel a sense of equality and fairness.

At St. Mary's we use a system of rules to promote good behaviour. Any such system should aim to develop self-regulation in pupils and create conditions for an orderly community in which effective learning can take place, and in which there is mutual respect for all members.

It shall be the duty of the Headteacher to determine measures to be taken with a view to:

- a) promoting among pupils, self-discipline and proper regard for authority
- b) encouraging good behaviour on the part of the pupils
- c) securing that the standard of behaviour of pupils is acceptable
- d) otherwise regulating the conduct of pupils
- e) promote a culture of praise and encouragement in which all pupils can achieve.

We recognise children's behaviour as a means of communication. This policy outlines the strategies used not only to support children in following the school rules to enable the best learning outcomes, but also to support children in developing an understanding of themselves, their emotions and how they can regulate in a positive way.

THE GOLDEN RULES

Creating the correct ethos at the school is essential for learning. In order to achieve this, both staff and adults follow the golden rules;

1. Be gentle – don't hurt anyone
2. Be kind and consider the feelings of others
3. Be honest – always tell the truth
4. Work hard – don't waste time
5. Look after our school and your own things
6. Listen to others and respect their views

At St. Marys, we aim to promote good behaviour, rather than merely deter anti-social behaviour. We listen to children and take into account their views and feelings, develop their self-esteem., and steer children in the direction of becoming a cooperative and conscientious citizen of our school community. In order to promote an ethos of respect, adults speak appropriately and positively to children at all times whilst encouraging them to respond in a similar manner.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- School Information (England) Regulations 2008



- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education 2026
- Behaviour in Schools – Advice for headteachers and school staff (2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026) – *the current version*
- SEND Code of Practice: 0 to 25 years (2015, updated 2024)
- Use of Reasonable Force in Schools – *see note below*
- Mental Health and Behaviour in Schools (2018)

ROLES AND RESPONSIBILITIES

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.



Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

DEFINITIONS

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation



- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of prohibited items (see Section 14 for further details)
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Poor uniform presentation
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework or equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and consistency of the behaviour.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.



SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH)

At St. Mary's we understand that every child is different and they all have different needs. To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Personal responsibility is one of our core values at St. Mary's. We recognise and respond sensitively to the circumstances and experiences that may affect a child's behaviour and wellbeing; however, we are careful not to allow these circumstances to become an excuse for inappropriate behaviour or to result in lowered expectations. We believe that high expectations, appropriate boundaries and a strong sense of personal responsibility help children develop the resilience, independence and self-discipline they need to succeed. Our role is to support children to overcome barriers while preparing them for the responsibilities and expectations of life beyond school.

CREATING THE CORRECT ETHOS

As a Catholic school, the basis of our mission is to value and respect every person as an individual, made in the image of Christ.

High standards and expectations of good behaviour, therefore, are fundamental if our children are to develop positive long-term relationships and remain happy and secure within their school environment.

We know that effective behaviour management does not simply just happen - it needs to be consistently a high priority within any school environment.

As a school we will:

- set high standards for all children
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:

- ensuring that we do not shout at children
- using please and thank you, and emphasising the need for good manners
- greeting children when moving around the building and respond when greeted
- using the children's names in passing and recalling things that they have mentioned in the past
- noticing good behaviour and manners and commenting on it positively.

To create a positive atmosphere, examples of good behaviour should be highlighted:

- praise should be used often, but at appropriate times and in context
- good behaviour should be rewarded
- good role models should be commended



Dealing with confrontational situations

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- give the child time and space
- make a judgement only when you are certain of events
- avoid confrontation whenever possible

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "when you return to your seat, I can help you with your work".

Physical intervention

As a school, we are committed to using positive behaviour management strategies, early intervention, and de-escalation techniques to minimise the need for restrictive interventions. Wherever possible, physical intervention will be avoided. Reasonable force or physical restraint will only be used as a last resort, where it is necessary, proportionate, and lawful to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property, or causing serious disruption. Any intervention used will be reasonable, proportionate, and applied for the minimum time necessary.

Staff will always consider whether there are safer and less restrictive alternatives available before using physical intervention. Trained staff members will use their professional judgement to assess the risks presented by the situation and determine whether physical intervention is necessary. Wherever possible, staff will seek support from colleagues and ensure that another member of staff is present to witness the intervention.

The school recognises that the use of physical intervention can be distressing for pupils and staff. Where possible, staff will communicate calmly with the pupil throughout the incident, preserve the pupil's dignity, and take account of the pupil's age, understanding, communication needs, medical needs, SEND, disabilities, and individual vulnerabilities.

Following any incident involving the use of reasonable force or restrictive intervention, the incident will be recorded and reported in line with statutory guidance. Parents or carers will be informed as soon as practicable, normally on the same day. Where appropriate, pupils and staff involved will receive appropriate support, including medical attention if required, and the school may hold a restorative or reflective follow-up discussion to help reduce the likelihood of future incidents.



Where appropriate, the headteacher may decide to suspend a pupil following a serious incident. Where suspension is issued, the pupil's parent or carer will be asked to collect the pupil and take them home for the remainder of the day. Pupils will never be sent home without the school first making contact with a parent or carer.

Violent, abusive, or threatening behaviour towards pupils or staff will not be tolerated and may result in suspension or other sanctions. It is at the discretion of the headteacher to determine the appropriate response to serious incidents of behaviour.

When responding to incidents involving pupils with SEND or medical conditions, staff will recognise and consider the additional vulnerabilities and needs of these pupils. The school will take account of individual risk assessments, behaviour support plans, and reasonable adjustments, and will work proactively with parents, carers, and relevant professionals to reduce the likelihood of restrictive interventions being required.

WHOLE SCHOOL POSITIVE APPROACH TO MANAGING BEHAVIOUR

We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Within each classroom, the colourful behaviour chart allows children to move upwards from green, to purple, to gold. Children who are on gold at the end of each day will receive a sticker from their class teacher. These equate to house points at the end of each week.

House points are tallied up weekly and the winning team receives rewards like extra playtime, golden time etc.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The ways in which we reward and celebrate good choices are:

- teachers congratulate children;
- staff get to know children well, looking out for positive behaviour and words.
- personal and public praise
- Celebration assemblies
- Personalised praise, stickers, praise stamps, certificates
- pupils in KS2 are rewarded with posts of responsibility, such as lunchtime monitors, library monitors, subject ambassadors, play leaders etc.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Sanctions are at the discretion of the Headteacher.



POSITIVE BEHAVIOUR FOR LEARNING

At St. Mary's, we believe that positive behaviour is fundamental to effective learning. Every pupil has the right to learn in a safe, calm and respectful environment, and every member of staff has a responsibility to create and maintain this environment.

We recognise that pupils have different needs and that there may be circumstances that affect their behaviour. Staff should respond with understanding and appropriate support while maintaining high expectations. We believe that supporting a child does not mean lowering expectations. Our aim is to help pupils develop the resilience, self-discipline and personal responsibility they need to manage their behaviour and succeed.

Below are the expectations of staff and pupils when it comes to behaviour for learning both in and outside of the classroom.

Behaviour for learning within the classroom	
Staff responsibility	Pupil Responsibility
• Establish and maintain a calm, purposeful and welcoming classroom environment in which pupils feel safe, valued and ready to learn. • Set clear, consistent and achievable expectations for behaviour and ensure that pupils understand what these expectations look and sound like. • Teach and reinforce positive behaviour, rather than assuming that pupils automatically know how to behave in different situations. • Model the behaviour, language, respect and self-control expected from pupils. • Use a calm, clear and purposeful voice when managing behaviour. Shouting at pupils, particularly when driven by frustration or anger, is not an appropriate behaviour-management strategy. • Recognise and praise positive behaviour, effort, engagement and improvement. • Use consistent routines and predictable responses so that pupils understand boundaries and know what will happen when expectations are not met. • Address inappropriate behaviour promptly, fairly and proportionately, without humiliating or unnecessarily escalating the situation. • Focus on the behaviour rather than the character of the child. Pupils should	• Arrive at school ready to learn, with the equipment and resources they need. • Enter and leave the classroom calmly and follow established classroom routines. • Listen carefully when an adult or another pupil is speaking. • Follow reasonable instructions promptly and respectfully. • Allow themselves and others to learn without unnecessary disruption. • Show respect towards staff, visitors and other pupils. • Use appropriate language and an appropriate tone of voice. • Take care of school property, classroom resources and the learning environment. • Participate positively in lessons and make a genuine effort with their learning. • Persevere when learning is challenging and seek help appropriately rather than giving up. • Take responsibility for their choices and behaviour and understand that their actions have consequences. • Recognise when their behaviour has fallen below expectations and take appropriate steps to put things right. • Respond positively to reminders and corrections from adults. • Respect the rights of other pupils to learn, feel safe and be treated with dignity.



understand that they can make different and better choices. • Avoid making assumptions about a pupil's intentions and seek to understand the circumstances or need underlying behaviour where appropriate. • Maintain high expectations for all pupils, including those who may have additional needs or challenging circumstances. • Provide reasonable adjustments and appropriate support where a pupil's individual needs require them, while continuing to promote independence and personal responsibility. • Use de-escalation strategies where a pupil is becoming distressed or dysregulated and seek support from colleagues where necessary. • Ensure that behaviour management does not unnecessarily interrupt the learning of other pupils. • Communicate relevant concerns with colleagues, parents/carers and the appropriate school leaders where patterns of behaviour or additional needs require further support. • Follow the school's behaviour policy consistently and record and report incidents where required. • Reflect on and take responsibility for their own professional conduct, recognising that adult behaviour can influence pupil behaviour and the wider classroom climate.	• Move around the classroom safely and sensibly. • Keep hands, feet and objects to themselves unless their use is appropriate to the activity. • Use technology and other resources safely and appropriately. • Help to maintain a positive, calm and purposeful classroom environment.
Movement in and around school	
Staff responsibilities	Pupil expectations
• Staff will maintain high expectations of behaviour when supervising pupils moving around the school. • Staff will actively supervise whole-class movements and ensure that pupils move safely and calmly. • Staff should position themselves appropriately to supervise the whole group and anticipate and address potential incidents. • Staff should ensure that pupils do not enter offices, classrooms, libraries or other areas where they should not be without appropriate adult supervision.	• Pupils will walk safely and quietly in corridors and around the school. • Pupils and staff will walk on the left-hand side of corridors. • Pupils will move calmly and quietly around the school. • Pupils must not enter offices, classrooms, libraries or other areas of the school without adult supervision. • At the end of playtime and lunchtime, pupils will calmly and quietly line up before entering the building.



Behaviour in the Dining Hall

Staff responsibilities	Pupil expectations
• Staff will actively supervise pupils throughout their time in the dining hall. • Staff will model and reinforce calm, respectful and appropriate behaviour. • Staff will address inappropriate behaviour promptly and consistently.	• Pupils will sit at their allocated table while eating. • Pupils will eat sensibly and demonstrate consideration and respect for others. • Quiet conversation and the use of 'indoor voices' are appropriate while pupils are eating. • Pupils will follow staff instructions when moving to and from the dining hall.

Playground Expectations

Staff responsibilities	Pupil expectations
• All staff must be familiar with breaktime and lunchtime rotas and be punctual when on duty. • Staff will escort pupils into the playground at the start of playtime and must ensure that appropriate supervision is in place before leaving the children. • Staff on duty must remain vigilant, mobile and actively supervise the whole area for which they are responsible. • Staff should position themselves so that they can see and respond to potential incidents and should anticipate and address emerging issues wherever possible. • Staff must deal promptly and consistently with incidents and reinforce the school's behaviour expectations. • If a member of staff needs to leave the playground while on duty, they must inform another member of staff and ensure that their area remains appropriately covered. • If a member of staff is unable to fulfil a scheduled duty due to absence, training or another reason, appropriate arrangements must be made to ensure that the duty is covered. The Headteacher should be notified where necessary. • Staff should ensure that pupils remain within their allocated playground areas and follow the designated route when moving to and from the dining hall.	• Pupils must not bring toys or unauthorised equipment onto the playground. • No food or drinks are permitted on the playground at lunchtime. Pupils must eat only in the dining hall. • Chewing gum is not permitted in school. • Pupils should treat plants, shrubs and other aspects of the school environment with care and must not touch or damage them. • Pupils participating in ball games, including football and basketball, must play safely and show consideration for others. • Pupils must remain within their allocated playground area. • Pupils must follow the designated route around the building when travelling to and from the dining hall. • Pupils should not enter the school building during breaktime or lunchtime, other than to access the dining hall at lunchtime, unless they have permission or are directed to do so by a member of staff. • Pupils are expected to follow the instructions of staff and to behave safely and respectfully at all times.



Trips and Visits Off Site	
Staff responsibilities	Pupil expectations
• Staff will ensure that behaviour expectations and safety requirements are clearly communicated to pupils before and during a trip or visit. • Staff will consider individual pupils' needs and any relevant behavioural or safety risks when planning and supervising off-site activities. • Staff will use appropriate risk assessment and professional judgement when determining whether a pupil can safely participate in a particular trip or visit. • Where there is a significant concern that a pupil may be unable to follow the expectations necessary to keep themselves, other pupils, staff or members of the public safe, the Headteacher will determine whether alternative arrangements are required.	• Pupils are expected to follow the school's behaviour expectations when off site. • Pupils must listen to and follow the instructions of staff and other adults responsible for the activity. • Pupils must behave respectfully towards members of the public, staff, other pupils and the environment. • Pupils must demonstrate personal responsibility and make safe and appropriate choices. • Where a pupil is unable to meet the expectations necessary to participate safely, they may be required to remain at school or have alternative arrangements made. This decision will be made by the school based on the circumstances and the need to maintain the safety and wellbeing of the pupil and others.

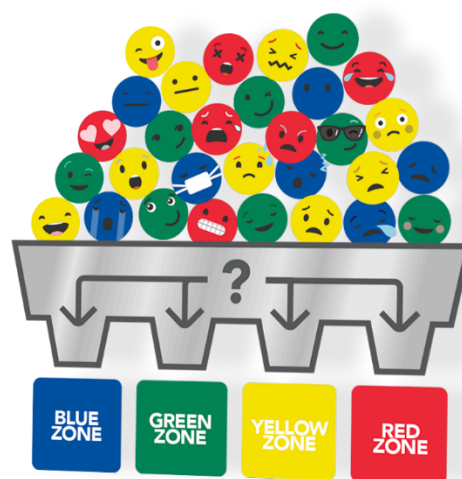
ENCOURAGING SELF REGULATION

The Zone of Regulation Approach

At St. Mary's, we use **The Zones of Regulation** as a whole-school approach to develop children's emotional literacy, self-awareness and ability to regulate their emotions and behaviour. We recognise that behaviour is a form of communication and that children need to understand their emotions in order to make positive choices about how they respond to situations.

We believe that talking about feelings is a normal and important part of life. Emotional wellbeing is not something that should only be discussed when a child is experiencing difficulties. Throughout their time at St. Mary's, children are encouraged to develop the language and confidence to talk openly and appropriately about how they are feeling, what may have caused those feelings and what they can do to manage them. This language is deliberately embedded within everyday classroom interactions and is used by staff and children across the school.

Self-regulation is an ongoing process that everyone engages in. Children and adults experience a wide range of emotions and encounter situations that challenge their ability to remain calm, focused and resilient. For some children, particularly those with additional needs, the ability to recognise and regulate emotions may not develop automatically and requires explicit teaching, modelling and consistent reinforcement. The





Zones of Regulation provides a shared language and framework through which these skills can be taught and practised.

The Four Zones

The approach categorises emotions and states of alertness into four coloured zones:

- **Blue Zone** – low states such as sadness, tiredness, boredom or illness.
- **Green Zone** – a calm, focused and regulated state in which a child is generally ready to learn.
- **Yellow Zone** – heightened states such as anxiety, frustration, nervousness, excitement or agitation.
- **Red Zone** – very heightened or intense states such as anger, panic, extreme distress or loss of control.

Children are taught that all emotions and all four zones are a normal part of being human. There is no 'bad' zone and being in the Green Zone is not the aim at all times. For example, excitement and enthusiasm can be positive experiences even when they place us in the Yellow Zone.

The purpose of the approach is to help children recognise where they are emotionally, understand what may be influencing how they feel and identify strategies that can help them regulate themselves and make appropriate choices.

Emotional Language in Everyday Classroom Life

The language of The Zones of Regulation is embedded within classroom practice rather than being used only as an intervention for children who experience difficulties with emotional regulation.

Staff model appropriate emotional language and encourage children to talk about their feelings in everyday situations. Children may be supported to consider questions such as:

- *How am I feeling?*
- *What has made me feel this way?*
- *How is my body telling me how I feel?*
- *What do I need to help me manage this feeling?*
- *What choice can I make next?*

This helps children to develop the vocabulary and confidence to communicate their emotional experiences appropriately. It also helps them to understand that experiencing difficult emotions is a normal part of life and that asking for help is a strength rather than a weakness.

Teaching Self-Regulation

At St. Mary's, children are explicitly taught to recognise, label and understand their emotions and how these feelings may present physically, emotionally and behaviourally. This learning takes place through classroom teaching, circle time, PSHE, whole-school activities, small-group work and individual support where appropriate.

Children are taught a range of strategies to help them regulate their emotions. These may include:

- Breathing and relaxation techniques.
- Taking a short movement or sensory break.
- Using a calm space appropriately.
- Talking to a trusted adult.
- Using positive self-talk.
- Identifying and challenging unhelpful thoughts.



- Taking time to pause before responding.
- Making an appropriate choice about what to do next.

Over time, children are encouraged to develop increasing independence in recognising their emotional state and selecting strategies that help them to regulate themselves.

Regulation and Personal Responsibility

The Zones of Regulation is intended to support, not excuse, behaviour. Understanding why a child may be feeling or behaving in a particular way does not remove the expectation that they should develop responsibility for their actions.

At St. Mary's, we recognise that children cannot always control how they feel, but we teach them that they can learn to influence how they respond. Adults will provide appropriate support, particularly when a child is dysregulated, while continuing to maintain clear boundaries and high expectations for behaviour.

Our aim is therefore not simply for children to identify their emotions, but to develop the self-awareness, resilience and personal responsibility to manage those emotions increasingly independently.

The Zones of Regulation is not used as a behaviour management or disciplinary tool. It is a proactive, skills-based approach which gives children a shared language for understanding emotions and developing self-regulation.

By embedding this approach consistently across the school, we aim to create a culture in which children feel safe to talk about their emotions, understand that emotional experiences are a normal part of life, know how to seek help when they need it, and develop the skills to manage themselves successfully in school and beyond.

BEHAVIOUR PROCEDURES

Children are taught Catholic values and skills to help make them a good citizen and a better learner in our school, at home, and in the wider environment. These values are shared and discussed during PSHE, Group Worship, Religious Education and circle time sessions, so all pupils know the behaviour expectations in school and can put these into practice.

When children do not demonstrate positive learning behaviour or when instances of unacceptable behaviour occur, these will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will record such incidents on School Pod within an appropriate amount of time. Staff will consider afterwards how to prevent such behaviour from recurring.

The Senior Leadership Team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

1. The Teacher will firstly give a calm, quiet verbal reminder to the child of the positive behaviour expected.



2. Should the misbehaviour continue; the child will be placed on orange– this is a visual reminder of expectations.
3. If the misbehaviour continues, the child's name will be placed on red and they will receive a behaviour reflection where they miss a portion of their play time and spend it reflecting on their choices with an adult.
4. During playtime, children will complete a reflection form which will be filed by class teachers, these are tailored to suit the children's age and stage, **see appendixes A and B**

This system allows the child to have ample opportunities to correct their behaviour before a sanction is put into place. The child also has the opportunity to 'put it right' by apologising or similar.

When a pupil has a reflection, the parent is informed via the reflection letter – **see appendix C**

At times, extreme behaviour may require a "Straight to Red" action. These are generally behaviours that compromise the safety or wellbeing of others. This assessment is made by staff at the time of the incident. Such behaviours include (but are not exclusive to)

- threatening violence
- discrimination
- bullying
- hurting others
- making others feel unsafe
- inappropriate language
- destruction of school property

Should this occur, parents will be informed by the class teacher via a letter in the child's bag and the child will spend playtime with an adult reflecting on their behaviour. All Red Reflections should be logged on Schoolpod and this too will be shared with parents.

Every child is different and at times, children may find themselves frequently on the **Red Reflection Zone**. This would indicate to staff that the child may need further support with managing their behaviour and regulating their emotions.

Should the child find themselves **on the Red Reflection Zone on three consecutive days**, this would be noted and a telephone call would be made to parents inviting them in for an appointment to discuss behaviour.

As a consequence, repercussions would be discussed with the child, the parent and the teacher and the following support may be put into place:

- Reporting to the Pastoral Lead or the Headteacher on a regular basis so that behaviour can be monitored
- Zoning – a child is given a specific area to work within for an agreed period of time
- Behaviour Plan which would be tailored to suit the child (for an example, please see appendix D)

Should this be ineffective, internal exclusion, whereby the child is separated from his/her peers, will be applied for a set period of time. If full internal exclusion is applied, the child reports directly to the Headteacher daily, and completes his /her work in an alternative classroom/workspace from their own, and has separate playtime /lunchtime.

The school does not tolerate child on child abuse of any kind. If we discover that an act of child-on-child abuse has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear. Procedures for dealing with child-on-child abuse are outlined in our Safeguarding Policy.



There may be occasions where a child's behaviour is so unacceptable that they have to be excluded from the school for a period of time. As an inclusive school, we endeavour to avoid exclusion wherever possible.

Children may be excluded for behaviour that affects the health and safety of other children or staff, or is persistently abusive (including all forms of discrimination under the protected characteristics) or behaviour linked to prohibited items such as illegal substances or knives. This also includes behaviours which undermine staff on a regular basis.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Trips and visits

For health and safety reasons, there may be occasions when a child will not be allowed to participate in a school trip if their behaviour is considered a threat to themselves or others. If there were a concern of this nature, parents would be informed well in advance of the visit taking place with a view to resolving the behavioural problem. Occasionally, it may be deemed necessary to undertake a risk assessment in order to decide whether a child participates in a school trip/activity.

At all times improvements in children's behaviour are recognised, acknowledged and praised. Every effort is made to ensure that children who are having difficulty in following school rules, are put in situations where good behaviour can be achieved.

HARASSMENT, DISCRIMINATION AND ABUSIVE BEHAVIOUR

At St. Mary's, we are committed to providing an inclusive, safe and respectful environment in which every child and adult is treated with dignity. Racist, homophobic, gender based or any other discriminatory harassment, abuse or bullying is not tolerated. This applies to behaviour between pupils and to behaviour by or towards adults within the school community.

All concerns and incidents will be taken seriously and responded to promptly, consistently and proportionately. The school will consider the nature and context of each incident, the age and developmental stage of the children involved, any additional needs or vulnerabilities, and whether the behaviour represents a safeguarding concern.

Children are taught that they have a responsibility to report behaviour that makes them or others feel unsafe, uncomfortable, excluded or disrespected. Children are encouraged to look out for one another and to speak to a trusted adult if they see or experience behaviour that is inappropriate or harmful. Children are not expected to intervene themselves or put themselves at risk. Reporting a concern is an important part of keeping themselves and others safe.

Parents/carers will be informed where appropriate and in accordance with the school's behaviour and safeguarding procedures. Information about other pupils or the actions taken in relation to another child will not be shared where this would breach confidentiality.

Racial Harassment and Discrimination



Staff must remain alert to racist language, racial harassment, racial discrimination and behaviour motivated by prejudice relating to race, ethnicity, nationality or culture taking into account the age and stage of the children.

- Where an incident may constitute a safeguarding concern, it must be reported to the DSL without delay.
- Incidents will be recorded accurately on Schoolpod in accordance with the school's recording procedures.
- The school will investigate and respond to incidents promptly and proportionately.
- Parents/carers will be informed where appropriate.
- The school will monitor incidents to identify patterns, repeat behaviour or wider concerns.
- Staff must act promptly and consistently when racist behaviour occurs and must be seen to challenge prejudice wherever and whenever it appears.

Homophobic Harassment and Bullying

Staff must remain alert to homophobic or gender based language, harassment, bullying or discriminatory behaviour. This includes the use of derogatory language even where a child claims that it was intended as a joke or was not directed at a particular individual.

- Where an incident may constitute a safeguarding concern, it must be reported to the DSL without delay.
- Incidents will be recorded accurately on Schoolpod in accordance with the school's recording procedures.
- The school will investigate and respond to incidents promptly and proportionately.
- Parents/carers will be informed where appropriate.
- The school will monitor incidents to identify patterns, repeat behaviour or wider concerns.
- Staff must act promptly and consistently when discriminatory behaviour occurs and must be seen to challenge prejudice wherever and whenever it appears.

Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature. In a primary school this may include inappropriate sexual comments, sexualised language, gestures, unwanted touching, sexualised name-calling, sharing or showing inappropriate images, or other behaviour of a sexual nature that causes another child to feel uncomfortable, intimidated, humiliated or unsafe.

Staff must take all reports of sexual harassment seriously.

- Any concern about sexual harassment must be reported promptly to the DSL in accordance with the school's safeguarding procedures.
- Staff must not investigate the concern themselves or attempt to determine whether the behaviour meets a safeguarding threshold.
- Incidents will be recorded accurately on Schoolpod and in accordance with the school's safeguarding and behaviour recording procedures.
- The DSL will assess the concern and determine the appropriate response, including whether further advice or referral to external agencies is required.
- Parents/carers will be informed where appropriate and in accordance with safeguarding procedures.
- The school will take appropriate steps to protect children involved and to prevent further incidents.
- Where appropriate, the school will provide support to both the child who has experienced the behaviour and the child whose behaviour has caused concern.
- Staff must challenge inappropriate sexualised behaviour and language promptly and reinforce the school's expectations around respect, dignity, consent, personal boundaries and keeping others safe.



Staff must remember that their role is to report concerns, not to conduct their own investigation or determine whether an incident meets the threshold for safeguarding or child protection. The DSL, working with relevant external professionals where necessary, is responsible for assessing the concern and determining the appropriate course of action.

BULLYING

At St. Mary's, we are committed to ensuring that every child feels safe, valued and respected. Bullying of any kind is unacceptable and will not be tolerated. This expectation applies to behaviour between pupils and to behaviour by or towards adults within the school community.

Bullying is behaviour that is repeated over time and involves an imbalance of power, where an individual or group deliberately seeks to hurt, intimidate, humiliate or exclude another individual or group. Bullying may be physical, verbal, emotional, social, sexual or take place online or through social media.

Bullying can take many forms, including racist, homophobic, biphobic or transphobic bullying, bullying relating to disability or additional needs, and bullying relating to a person's appearance, family circumstances, religion, sex, gender or other protected characteristic.

The school recognises that not every disagreement, friendship difficulty or isolated incident of unkind behaviour constitutes bullying. However, every report of harmful or inappropriate behaviour will be taken seriously and addressed appropriately, regardless of whether it meets the definition of bullying. A single incident may also require a significant response where the behaviour is particularly serious.

Our aim is to prevent bullying wherever possible and to ensure that all pupils are able to attend school without fear of intimidation, humiliation or harm. Where bullying is identified or suspected, the school will act promptly to stop the behaviour, protect those affected and provide appropriate support.

Reporting Bullying

Pupils are encouraged to speak to a trusted adult if they are experiencing bullying, or if they are concerned that another pupil is being bullied. Children are taught that telling an adult is not "telling tales"; it is an important way of keeping themselves and others safe.

Pupils should understand that when they report bullying:

- They will be listened to and taken seriously.
- The concern will be considered carefully and appropriate action will be taken.
- They will be supported throughout the process.
- Information will be shared on a need-to-know basis.
- The concern and actions taken will be recorded appropriately on Schoolpod.
- They will not be expected to resolve the situation themselves or confront the other pupil.

Responding to Bullying

All reports of bullying will be considered carefully. The school will establish the relevant facts, speak to the children involved and consider the wider context, including any previous incidents or patterns of behaviour.

Where bullying is identified, the school will:

- Take prompt and proportionate action to stop the behaviour.
- Ensure that the child experiencing bullying is safe and appropriately supported.
- Address the behaviour and expectations of the child or children responsible.



- Consider whether additional pastoral, behavioural or external support is required.
- Record the incident and actions taken on Schoolpod.
- Monitor the situation to ensure that the behaviour does not continue.
- Communicate with parents/carers where appropriate and involve them in supporting a resolution.
- Apply appropriate disciplinary sanctions where necessary, in accordance with the school's Behaviour Policy.

The consequences of bullying will be proportionate to the seriousness, frequency and circumstances of the behaviour. Persistent or serious bullying may result in disciplinary sanctions.

Where there is an indication that bullying involves abuse, discrimination, sexual harassment, exploitation or another safeguarding concern, the matter will be referred to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

Staff must report safeguarding concerns to the DSL and must not undertake their own safeguarding investigation or determine whether a concern meets a safeguarding threshold.

The Role of Staff

All staff have a responsibility to promote positive relationships, emotional wellbeing and respectful behaviour and to respond promptly when bullying or harmful behaviour is observed or reported.

Staff will:

- Model respectful, kind and inclusive behaviour at all times.
- Establish an ethos in which bullying and discriminatory behaviour are clearly unacceptable.
- Teach children how to develop positive relationships, manage disagreements and resolve conflict appropriately.
- Make sure pupils understand what bullying is, what they can do if it happens and who they can speak to.
- Remain alert to signs that a child may be experiencing bullying, including changes in behaviour, friendships, attendance, mood or engagement.
- Act promptly when they witness or receive a report of bullying or harmful behaviour.
- Avoid dismissing behaviour as "just a joke", "banter" or "children being children" where another child has been hurt, humiliated, frightened or made to feel unsafe.
- Proactively identify patterns of behaviour or relationships between pupils that may lead to conflict or bullying.
- Record and report concerns in accordance with the school's procedures.
- Share relevant information with the appropriate staff so that patterns and repeat incidents can be identified.
- Work with parents/carers and colleagues to support children involved.
- Seek advice from the DSL where there is uncertainty about whether behaviour may constitute a safeguarding concern.

The Role of Pupils

Pupils are expected to:

- Treat others with kindness, dignity and respect.
- Speak to a trusted adult if they experience or witness bullying.
- Look out for others and help create an inclusive school community.
- Avoid joining in with, encouraging or sharing bullying behaviour, including online.
- Follow the school's expectations for respectful behaviour.
- Take responsibility for their own behaviour and the impact their actions have on others.



- Listen to adults when concerns are raised and take opportunities to put things right.

Children are regularly reminded of the school's expectations through assemblies, lessons, pastoral work and child-friendly guidance. They are taught who they can speak to, how to report concerns and the importance of seeking help when something does not feel right.

The Role of Parents and Carers

Parents and carers are encouraged to contact the school promptly if they have concerns that their child may be experiencing or engaging in bullying.

The school will work openly and constructively with parents/carers to understand concerns, support children and address behaviour. Parents/carers are expected to work in partnership with the school and reinforce the importance of respectful and responsible behaviour at home and online.

The school will maintain appropriate confidentiality and will not share information about another child or the actions taken in relation to another child.

SUSPENSIONS AND EXCLUSIONS

The school recognises that exclusion from school is a serious sanction and should only be used where it is lawful, reasonable, proportionate and necessary. The school will follow the Department for Education's current statutory guidance on suspension and permanent exclusion.

Only the Headteacher has the authority to suspend or permanently exclude a pupil. The Headteacher will consider each case individually, taking into account the circumstances of the incident, the pupil's age and needs, their previous behaviour and any relevant safeguarding or additional needs information.

A pupil may be suspended for one or more fixed periods. A permanent exclusion is a very serious decision and will only be considered where the circumstances warrant it.

Before making a decision, the Headteacher will consider whether there are reasonable alternatives to exclusion and will ensure that the decision is consistent with the school's Behaviour Policy and the relevant statutory guidance.

Suspension

A suspension is a temporary removal of a pupil from school for a specified period.

Where a pupil is suspended:

- Parents/carers will be informed without delay of the decision, the reason for the suspension and the period of the suspension.
- The school will provide parents/carers with information about their rights to make representations to the Governing Body and the arrangements for doing so, where applicable.
- The school will provide appropriate work for the pupil to complete during the suspension, in accordance with statutory requirements.
- The school will ensure that appropriate arrangements are in place for the pupil's return to school.
- A reintegration meeting or conversation will take place where appropriate to support the pupil's successful return to school and reinforce expectations for future behaviour.
- The school will consider whether any additional support, reasonable adjustments or pastoral intervention are required to help prevent further incidents.



Parents/carers do not have a right to overturn a suspension. However, depending on the length of the suspension, they have a statutory right to make representations to the Governing Body. The school will provide parents/carers with the relevant information and procedures.

A pupil may be suspended for up to 45 school days in any one school year. A suspension cannot normally be extended by simply adding further days to an existing suspension; where further incidents occur, each decision must be considered separately in accordance with statutory guidance.

Permanent Exclusion

A permanent exclusion means that a pupil is no longer able to attend the school.

A permanent exclusion will only be considered where the Headteacher believes that the pupil's behaviour is such that, having considered all the circumstances and alternatives, the pupil should no longer remain at the school.

Where a pupil is permanently excluded:

- Parents/carers will be informed without delay of the decision and the reasons for it.
- Parents/carers will be provided with written information explaining their rights and the process for requesting a review of the decision.
- The school will inform the Local Authority and other relevant bodies in accordance with statutory requirements.
- The Governing Body will be informed of the decision in accordance with statutory requirements.
- The school will provide parents/carers with information about their child's education following permanent exclusion.
- The pupil and their parents/carers will be supported to understand the next steps and their statutory rights.

Role of the Governing Body

The Governing Body does not have the power to suspend or permanently exclude a pupil. The power to make an exclusion decision rests with the Headteacher.

However, the Governing Body has statutory responsibilities in relation to suspensions and permanent exclusions, including considering representations from parents/carers where required and reviewing permanent exclusions in accordance with the relevant statutory procedures.

Where a permanent exclusion is reviewed by the Governing Body, it will consider the circumstances of the exclusion, the information provided by the Headteacher, any representations made by the parents/carers and any other relevant information.

The Governing Body will make its decision in accordance with the current statutory guidance. Where the Governing Body directs that a pupil should be reinstated, the Headteacher will comply with that direction, subject to any applicable statutory review or appeal process.

Equality, Safeguarding and Additional Needs

When considering suspension or permanent exclusion, the school will take account of the pupil's individual circumstances and any relevant additional needs, disabilities or safeguarding concerns.

This does not mean that pupils with additional needs or challenging circumstances are exempt from the school's behaviour expectations. Rather, the school will consider whether appropriate support, reasonable adjustments or other interventions are required and whether exclusion is a proportionate response.



Where behaviour may indicate an underlying safeguarding concern, the matter will be referred to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

The school will ensure that decisions relating to suspension or permanent exclusion are made fairly, without unlawful discrimination, and in accordance with current statutory guidance.

MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents, which are a cause for concern and shares with other relevant staff. Parents are informed of any serious incidents as soon as possible. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written/details of any incident in the incidents book that we keep in the welfare room

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, or if they think fit.



APPENDIX A



Behaviour Reflection

Complete this alongside an adult.

How were you feeling when the incident occurred?

BLUE	GREEN	YELLOW	RED
			
☐	☐	☐	☐
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Draw what happened?

What could you have done differently? (Teacher can note)

Who can you go to at school if you need help?



APPENDIX B



Behaviour Reflection

Complete this following a conversation with an adult.

Why are you missing your playtime?

What could you have done differently to change the outcome?

Why is it important to uphold the school rules?

What will you change going forward to ensure you get back on track?



APPENDIX C



ST MARY'S CATHOLIC PRIMARY SCHOOL

Station Road Chingford London E4 7BJ

Tel: 020 8529 4723 Fax: 020 8529 1012 E-mail: school@st-marys-pri.waltham.sch.uk

Headteacher: Miss Philomena Egan

Date: _____

Dear Parents/Carers of _____

We regret to inform you that, due to your child's behaviour, they have been placed in the *Red Reflection Zone*. This means that they will spend part of their playtime reflecting on their actions. We have attached the behaviour report to this letter.

Our behaviour system provides children with clear guidance and multiple opportunities to make positive choices. Movement to the Red Reflection Zone only occurs after a serious behaviour incident or repeated poor choices.

We understand that you may have concerns about this incident and may wish to discuss it with your child to support them in making better choices moving forward. Please be assured that we encourage a fresh start after break, lunchtime, and at the beginning of each new day, when children return to green.

We hope this behaviour will not be repeated and appreciate your support in reinforcing positive behaviour.

Please sign and return the slip below to confirm that you have received and read this letter.

Yours sincerely,

Class Teacher

Behaviour Reflection Confirmation Slip
(Please return to your child's class teacher)

I acknowledge that I have read the behaviour reflection letter.

Signed: _____

Child's Name: _____

Class: _____



APPENDIX D



Behaviour Log

Name:	
Class:	
Date:	
Anything known which impacts child's behaviour? (SEN, any triggers? attention seeking, avoidance, sensory needs etc?)	
Challenging behaviours seen at school and their impact on learning.	
What strategies are in place to maintain positive behaviour? (rewards chart, motivators, brain breaks etc)	
How is behaviour being diffused? (Calming techniques, breathing techniques, what to do and what not to do etc)	
What helps after an incident?	
Agreement:	Parent Signature _____ Child's signature _____ Staff Signature _____

