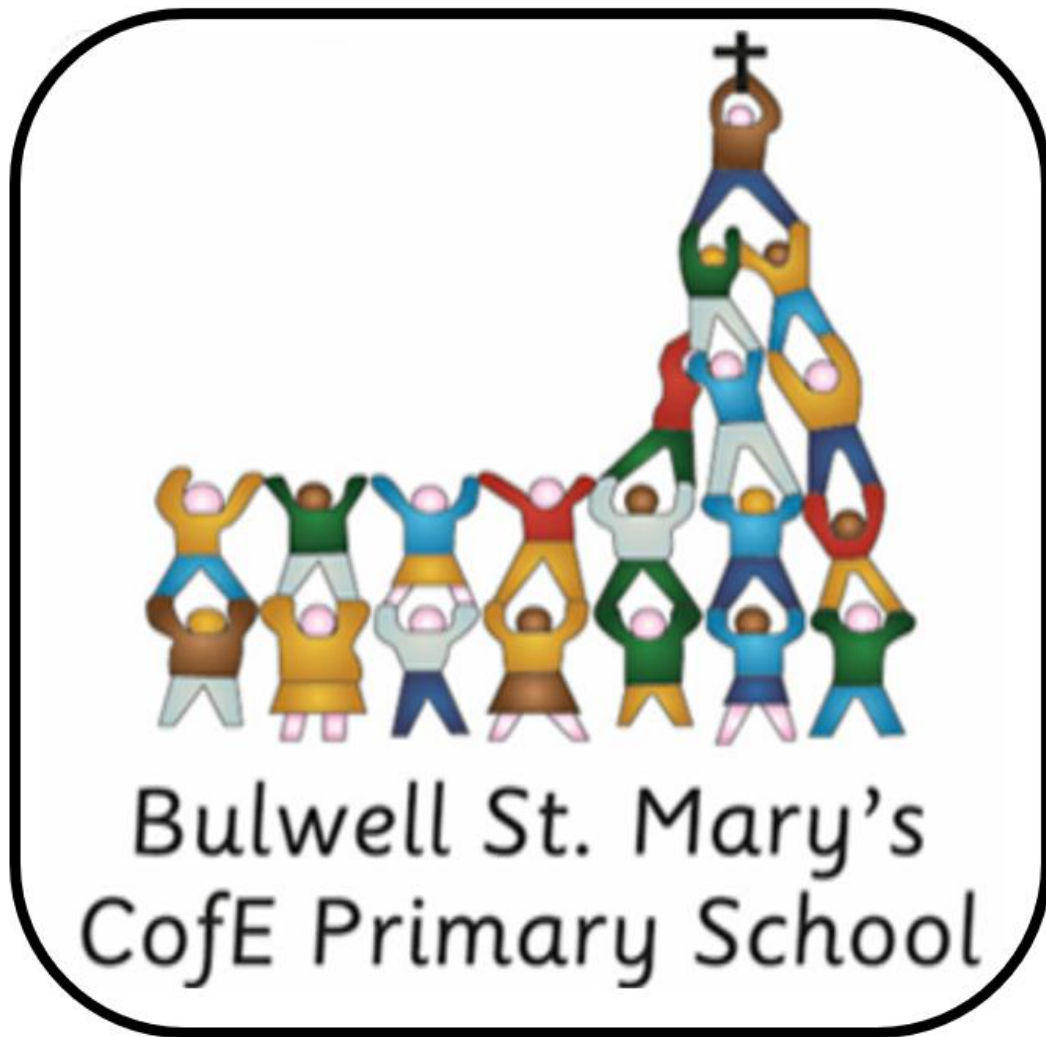




Behaviour Policy

June 2026

Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future.

As the Angel Gabriel said to St. Mary:

"Nothing is impossible with God." Luke 1: 37

Mission

To ensure every child flourishes and can explore life in all its fullness.

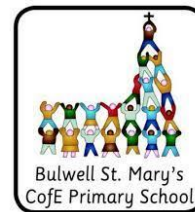
'I came to give life - life in all its fullness'

John 10:10

Values

We are proud to be a Take Care school where we live out our school values through the four main aspects of Take Care.

Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: Respect, Friendship, Courage, Honesty, Forgiveness and Creativity.



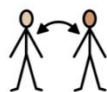
Take Care of Ourselves

Honour God with your body,
1 Corinthians 6:20



Take Care of Each Other

Love your neighbour as yourself.
Matthew 22:39



Take Care of Our Work

Let your good deeds shine out for all to see.
Matthew 5:16



Take Care of our School and World

God took the man and put him in the Garden of Eden to work it and take care of it.
Genesis 2:15



Respect

Do to others as you would
like them to do to you.
Luke 6:31



Friendship

Dear friends, since God so
loved us, we also ought to
love one another.
1 John 4:11



Courage

Be strong and
courageous, do not be
afraid.
Joshua 1:9



Honesty

Let us tell our neighbours the
truth, for we are all parts of
the same body.
Ephesians 4:25



Forgiveness

If you forgive others their sins
your heavenly Father will
also forgive you.
Matthew 6:14



Creativity

We have different gifts
according to the grace given
to each of us.
Romans 12:6



This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is '**Where Your Journey Begins**'. We look forward to supporting you and your children along that journey.

1. Policy statement

Bulwell St Mary's is a Take Care school where we pride ourselves in instilling integrity and Christian values in our pupils in order for them to understand how to behave and care for others.

Bulwell St Mary's C of E Primary and Nursery School is committed to creating an environment where positive behaviour is at the heart of productive learning. We aim to help our children to grow, socially, emotionally, personally and academically.

Our behaviour policy guides staff to teach self-discipline, re-enforce positive behaviour and role-model the expected standards/values of our school.

Our school's core Christian Values also form an integral part of our behaviour policy.

These values are:



These values relate to all aspects of behaviour inside and outside of school and are the basis of discussions during the restorative process with children. We expect all members of our school community to display and model these core values in their everyday practice.

2. Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values respect, honesty, courage, creativity, friendship and forgiveness through our Take Care ethos
- To ensure that excellent behaviour is a minimum expectation for all.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying (including cyberbullying, prejudice based and discriminatory bullying), lost learning time, child-on-child abuse and violence.
- To ensure pupils can benefit from all the learning opportunities planned and provided for them to succeed in school and later life.

- To ensure pupils complete tasks reasonably assigned to them in connection with their education.
- To regulate the conduct of all pupils.
- To make reasonable adjustments for some pupils so that they can reach the expected standard of behaviour.
- To teach pupils what good behaviour is explicitly.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

3. Consistency of approach

In order to embed this policy across school so that it can have an impact on our children, we recognise the need for consistency. All adults within the school should be following the same procedures relating to behaviour management.

Children should be reminded of our school values on a regular basis so that all pupils are clear of their meaning and application in the school environment. These values will form the basis of restorative discussions, alongside our vision and Take Care approach.

All staff every day will

1. Meet and greet children at the classroom door.
2. Refer to the positive behaviours they expect to see linked to our values.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Recognise and promote positive behaviour publicly and address issues privately.
6. Be calm and give 'reflection time' when managing negative behaviour.
7. Follow up every time, engaging in reflective dialogue with learners to support them in displaying positive behaviour.
8. Expect all children to achieve our high expectations.
9. Take responsibility and control over behaviour in their classroom, seeking advice when needed.

Senior leaders will

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across the school.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Use behaviour data to target and assess school wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies.
8. Support pupils and their families with any underlying matters that might be impacting on a child's behaviour

Pupils will

1. Embody our school values and Take Care ethos

Parents / Carers will

1. Encourage independence and self-discipline, to show an interest in all that their child does in school.
2. Foster good relationships with the school and support the school in the implementation of this policy.
3. Make children aware of appropriate behaviour in all situations and to be aware of the school expectations, values and Take Care ethos.

4. Recognition and rewards for effort

At Bulwell St Mary's we follow the mantras of:

- Praise in public, reprimand in private
- Fight fire with water
- The problem is the problem, not the child

In using these mantras as a basis for our discussions about behaviour, we aim to encourage positive behaviour from all learners.

Positive behaviour within school is rewarded through a series of tools:

- **Class Dojo** – Dojo points are awarded to children for a range of reasons, including 'good listening', 'being on task', 'sharing ideas', 'completing homework', 'using manners' etc. One Dojo will be awarded on each occasion. Parents/Carers have access to their child's dojo page and are able to see how many points their child has earned throughout the day.
- **Dojo certificates** – KS1 children receive individual certificates for reaching milestones in their dojo points. These occur at 25 step intervals.
- **Message Home** – KS2 children receive a message home from the class teacher to their parents. These occur at 25 step intervals.
- **Attendance Awards** – Each week, the class with the highest attendance in KS1 and KS2 is announced and given a special award. This is shared in celebration assemblies and on Class Dojo for the winning classes.
- **Take Care Celebration Collective Worship** – Celebration Collective Worship is held weekly, during which the positive behaviour, achievements and learning of children are celebrated. Staff nominate children who have displayed one of the school values in their behaviour and learning. Children will be awarded with a values certificate

5. Managing Behaviour to reinforce positive behaviour

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see.**

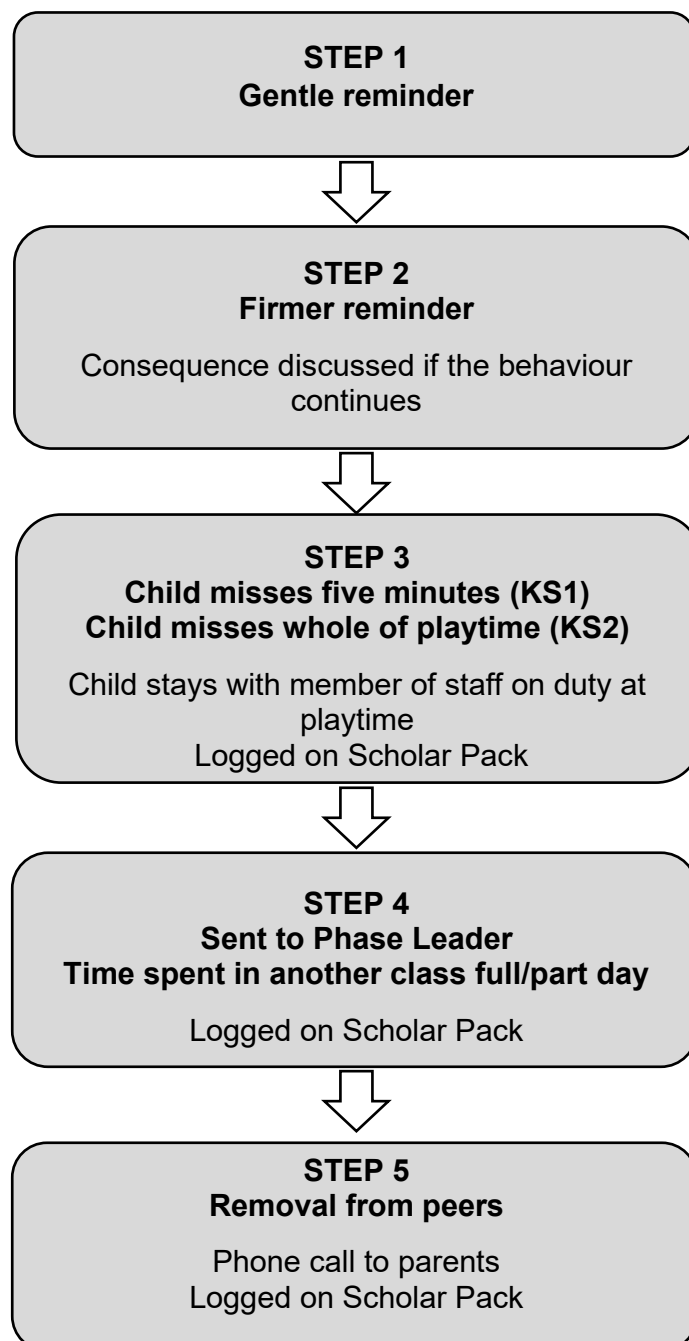
Staff and Pupils will demonstrate the School Values (which should be displayed in every classroom and used to form reflection discussions):

**Respect
Friendship
Honesty**

**Forgiveness
Creativity
Courage**

Children are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Staff will also recognise the needs of individual children and, particularly in the case of early years or where additional needs are present, what is developmentally appropriate behaviour. Professional judgement and individualised behaviour plans will be in place to support these learners.

When children aren't observing the expected behaviour in school, the following consequences will be in place:



See also APPENDIX A.

After steps 1-3, the class staff follows up with a discussion to allow the child to reflect and learn from the situation. See APPENDIX B.

Incidents – for more severe misbehaviour such as fighting and verbal abuse this is recorded on Scholarpack as an incident and parents are informed. The child will miss a break and/or lunchtime. Missed breaks or lunches will entail the child standing beside the member of staff on duty. Parents need to be informed during the school day or before 5pm on the same day.

In some situations, consequences are applied immediately, without a reminder. Staff should exercise their professional judgement in deciding when these apply. Examples of situations include outbursts — physical or verbal abuse and swearing.

When discussing behaviour matters with children the following prompts could be used to enable learning to occur:

1. What happened?
2. What were you thinking then?
3. What do you think now?
4. Who did it affect?
5. How did it make them feel?
6. How will you put things right?
7. What will you do differently next time?

Teaching Staff will also use Emotion Coaching and visuals to support understanding where appropriate.

Break times/ lunch times

Minor issues can be dealt with at the time and through discussion with the children involved.

Incidents at these times should be dealt with by the **staff at the time**, which may result in the pupil missing some physical time whilst the incident is dealt with. This will involve standing with a member of staff and reflecting on the incident.

Incidents at lunchtime will be dealt with by the **MSAs** and the Senior MSA. The same reflective approaches will be used.

Any incidents happening at breaktime or lunchtime should be recorded as a Playtime/Lunchtime Incident on Arbor by the class teacher and parents will be informed. The consequence will be a missed play and/or lunch time.

Identified pupils will attend Lunch Club to help regulate their behaviour.

Serious Incidents:

Any violent incident or fight must be recorded as a NON-HANDLING INCIDENT or a HANDLING INCIDENT on Arbor and SLT should be notified of the incident.

If a pupil is violent towards a member of staff, this must be recorded on a VIOLENCE TO STAFF FORM. This should be completed by the member of staff, alongside their Line Manager. The completed form should then be handed to the Headteacher.

Positive handling should be used in rare occasions where a child is in danger or putting others in danger. Positive handling should be carried out by trained staff (unless in emergency) and reported to leaders in

school. Positive handling incidents are recorded on Scholarpack / paper form. Class Teachers with the support of Leaders will then update Risk Assessments accordingly.

Equality Incidents:

It is unlawful to discriminate against anyone by treating them less favourably because of:

- sex
- race
- age
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- civil partnership

Any incidents which fall into any of the above categories should be recorded as an EQUALITY INCIDENT on Arbor and SLT should be notified of the incident.

Incidents should also be recorded on the Equality Incident Recording Form and handed to the Headteacher. See also the **Equality Policy** for further details.

Bullying Incidents:

Any incidents which may be classed as bullying, should be recorded as a BULLYING INCIDENT on Arbor and SLT should be notified of the incident. See the **Anti-Bullying Policy** for how we respond to incidents at Bulwell St Mary's.

Where behaviour is becoming a concern, the Routes to Inclusion Toolkit (R2i) will be used to assess children and identify appropriate support.

The Routes to Inclusion toolkit provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support.

Routes to Inclusion also draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be accessed in a timely and appropriate way. The graduated response is aligned to other processes in the Local Authority such as High-Level Needs (HLN) and Education, Health and Care Plan (EHCP) requests.

Further Consequences

Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated.

For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.

In the event of a seriously unacceptable offence, the pupil can be immediately referred to the Deputy Head Teacher or Head Teacher.

They will use the following sanctions:

- Detention at lunchtime.
- Withdrawal of privileges.
- Isolation for a part or full day in another class.

- Education off-site at another school within the Transform Trust.
- Suspension.
- In extreme cases, permanent exclusion.

6. Getting the Basics Right – Routine

Visible Consistency makes everyone feel safe

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Welcoming Children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible at the gate and staff standing at their classroom door.
Playtimes/end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Collective Worship	Children need to come into Collective Worship quietly. It is the Class teacher's responsibility to ensure this. Children should remain respectful throughout the worship.
In corridors	Children are expected to walk quietly in the corridors
In the playground	Children should not climb on furniture or walls and should treat equipment with respect
At lunchtimes	Children should follow the same rules with midday staff as with their teachers
In the hall	Children should enter the hall quietly
After School	Staff should supervise children until they have left the school site, reminding them of their role in representing our school

7. Pupils with Special Educational Needs

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENDCO/ Head Teacher and class teacher. The SENDCO may need to liaise with external agencies as necessary and an Individual Behaviour Plan may be put into place.

8. Suspensions and Permanent Exclusion

The decision to suspend or exclude a child from school for any period of time is never taken lightly. For this reason, the decision is made following consultation between the Head Teacher, Deputy Head Teachers and the SENDCO, however ultimately the decision will rest with the Head Teacher. The judgment about whether to suspend or exclude a child, and for how long, is made considering:

- The age of the child
- The child's behaviour history
- The severity of the incident
- The appropriateness of the sanction
- Prior sanctions

It should be noted that any severe incident which threatens the safety of any child could result in a fixed term suspension, even if the child(ren) involved has no prior history of poor behaviour.

The Head Teacher has the power to suspend a child from school, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community. We also have an option of internal seclusion or educating the child at another Transform Trust School for a period of time as an interim measure between fixed term and permanent exclusion. The behaviour of pupils outside school can be considered as grounds for suspension and exclusion and is considered by the headteacher on a case-by-case basis.

Parents must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension. If they do not, the school or local authority may issue a £50 penalty. It is our commitment to take reasonable steps to set and mark work for pupils within the first five school days of a suspension.

Where parents dispute the decision made by the Head Teacher to suspend their child, they may consider making a representation to the Governing Body, who have a legal duty to consider the reinstatement of an excluded child within 50 school days of receiving notice of the suspension. This duty applies if the child would be/has been suspended from school for more than five school days, but not more than 15, in a single term. If the suspension takes the pupil's total days of suspension above 15 for the term the Governing Body must convene a meeting to consider reinstatement within 15 days of receiving the notice of the suspension. When requested to do so by parents, the Governing Body must always consider the suspension but **does not** have the power to overturn the Head Teacher's decision. Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded child, they can ask for this decision to be reviewed by an independent review panel. This panel can direct a Governing Body to reconsider its decision but cannot legally force them to do so. Parents will be expected to attend a re-integration meeting following any fixed period of suspension.

APPENDIX A

Reflection discussion points:

1. What happened?
2. What were you thinking then?
3. What do you think now?
4. Who did it affect?
5. How did it make them feel?
6. How will you put things right?
7. What will you do differently next time?

BEHAVIOUR RESPONSE

LEVEL ONE	Response Guidance
• Out of seat • Calling out and interrupting the teacher • Answering back • Loud noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions given by adults	Bulwell St Mary's Values Reminder. Remind children of behaviours you want to see and why. Praise for those children who are making the right choices and the impact this is having on learning. • Gentle reminder • Firmer reminder
LEVEL TWO	
• Repeat of behaviours above	• Miss playtime – 5 mins/whole playtime • Logged on Scholar Pack.
LEVEL THREE	
• Causing physical harm to others / fighting • Threatening language • Continued refusal to complete tasks • Continued refusal to comply with reasonable request • Absconding from the classroom • Bringing a banned item into school • Online abuse / bullying behaviours	• Sent to the appropriate Senior Member of staff. Parents will be informed by phone call. • Logged on Scholar Pack. • My Concern log if appropriate. • Time Out spent in another class – part or full day.
LEVEL FOUR	
• Causing physical harm to adults and other children. • Highly disruptive behaviour • Persistent offensive / abusive language • Racist, religious, homophobic incident • Extensive damage caused to school property • Being unsafe or causing others to be unsafe • Bringing a prohibited item into school • Absconding from the school site	• Immediate removal from peers. • Phone call home by Senior Leader. • Record incident on . • My Concern Log • Time Out spent in another class – part or full day • Police involvement considered • Suspension or Education off-site considered. • If Suspension – Incident recorded on My concern and reported to LA and Transform Trust • Permanent exclusion considered

	Suspensions recorded here: https://tinyurl.com/3xt6w82d Equality incidents recorded here: https://tinyurl.com/bdrp8jxn Personal Contact Incidents recorded here: https://tinyurl.com/mr35ah7z
Stages may be jumped, depending upon behaviours exhibited. Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.	

LUNCHTIMES

Class teachers are to be informed of Behaviour Incidents regardless of the Level.

LEVEL ONE	Response Guidance
• Answering back • Inappropriate language (not aimed at others) • Poor attitude • Unkind words • Refusal to follow instructions given by adults	• Bulwell St Mary's Values Reminder. • Remind children of behaviours you want to see and why. • Praise for those children who are making the right choices and the impact this is having on learning.
LEVEL TWO	
• Repeat of behaviours above	• Miss Playtime – 5 mins/whole playtime
LEVEL THREE	
• Causing physical harm to others /fighting • Threatening language • Continued refusal • Absconding	• Sent to the appropriate Senior Member of staff. • Parents will be informed by phone call. Logged on Scholar Pack. • Time spent in another class – part or full day.
LEVEL FOUR	
• Causing physical harm to adults and other children. • Highly disruptive behaviour • Persistent offensive / abusive language • Racist, religious, homophobic incident • Extensive damage caused to school property • Being unsafe or Causing others to be unsafe	• Immediate removal. • Phone call home by Senior Leader. • Record incident on Scholar Pack. • Suspension or education off-site considered. • If Suspension – Incident recorded on My concern and reported to LA and Transform Trust.

**Stages may be jumped, depending upon behaviours exhibited.
Every serious incident will be assessed individually on a case by case basis
and the ultimate
decision and discretion regarding the consequence lies with the Senior
Leadership Team.**

Individual behaviour examples and Responses

Low level behaviour examples	Responses
• Out of seat • Calling out and interrupting the teacher • Answering back • Making noises to distract others • Disrupting the learning of others • Disruption of own learning • Inappropriate language/Unkind words • Poor attitude • Hiding face • Withdrawing from activity/group • Refusing to engage with work • Refusal to follow the direction of staff • Improper use of equipment	• Use clear, open lines of communication, attempt emotion coaching techniques and scripts such as: “I can see you’re upset, talk and I’ll listen” “I’m here to help” • Offer the individual the opportunity to ‘take a break’ from the situation - to support them in self-regulating • Reminders of school’s behaviour expectations – “Are you being respectful towards your peers at the moment?”. “Is your behaviour showing me that you are motivated to learn?” • Follow the school’s classroom behaviour steps, clearly marking which stage the individual is at on the chart. • Reminders of target chart expectations (if appropriate) • Redirection - “Can you help me wipe the board?” • Support from a familiar adult • Allow for take up time (to process information and instructions) • Remind pupil of any safe spaces that might be available to them (agreed by SDG/SEND Co and written into Individuals risk assessments and behaviour support plans)
Medium level behaviour examples	Responses
• Continued refusal to complete work • Continued refusal to follow the direction of staff • Threatening to cause harm to others • Threatening language • Absconding	• Reminders about school’s behaviour expectations and clearly follow the classroom behaviour steps • Remind individual of the school’s behaviour expectations, explain that as these expectations have not been met, we need to go and see the Phase Lead • Request additional support - if appropriate • Absconders should be followed immediately and offers of support and guidance given. If pupil refuses to return promptly, immediate support should be requested on the radio. <u>A visual of the pupil must be kept at all times</u>
High level behaviour examples	Responses

• Causing physical harm to others • Highly disruptive behaviours • Offensive/abusive language • Racist, religious, homophobic language • Extensive damage to school property	• Make the situation safe • Explain calmly and clearly that the behaviour being displayed is unacceptable • Remind individual of the school's behaviour expectations and explain that as these expectations have not been met, a discussion about the consequences will be had with SDG. • Keep instructions short and clear • Do not engage with negative conversations or conversations about the behaviours of others. • Request additional support
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