

Behaviour & Attitudes

Policy



INSPIRE • LEARN • ACHIEVE



This Behaviour Policy sets out the localised procedures for implementing the Trust-wide St Cuthbert's Roman Catholic Academy Trust Behaviour and Attitudes Policy (2025–26). It reflects the Trust's commitment to fostering a safe, respectful and inclusive environment in which all pupils can thrive and outlines how these principles are applied within our school context. These procedures ensure consistency, clarity and high expectations of behaviour, while supporting the wellbeing, dignity and personal development of every member of our community.

Mission Statement

"With God, all things are possible." (Matthew 19:26)

"At Endsleigh Primary School, with God at the heart of all we do, we **inspire** every child to **learn** and **achieve**. Guided by the Gospel Values and the Beatitudes, we nurture a caring Catholic community where strong relationships, mutual respect and high aspirations enable each person to become the very best they can be.

Through rich opportunities for prayer, reflection and learning, we support the spiritual, social, emotional and academic development of every child. Working in close partnership with St Mary's College, we prepare our pupils confidently for the next stage of their journey, ensuring a seamless pathway within our Catholic family of schools.

Together, as one community of faith, we strive to ensure that with God, all things are possible."

Pupil Friendly Mission Statement

At Endsleigh, we put God at the centre of everything we do.

We follow the Gospel Values by being kind, respectful and caring to everyone in our school family.

We try our best every day to **Inspire, Learn and Achieve**.

We help each other to do well in our work and to become the best people we can be — spiritually, socially, emotionally and academically.

Through prayer, reflection and strong friendships, we grow together in faith and confidence.

As part of our Catholic family with St Mary's College, we are preparing for our next steps, knowing that **with God, all things are possible.**

Our Values and Virtues

At Endsleigh Primary School, we exist as a nurturing Catholic community where every child is welcomed, valued and encouraged to grow in a life with Christ. We lay the firm foundations that enable our pupils to flourish as they journey towards becoming their very best.

We strive to provide an authentic Catholic education rooted in Gospel values, creating a truly holistic experience for our young people. We recognise and celebrate the dignity of every individual, affirming that all are equal regardless of nationality, gender, race, colour, sexuality or creed.

"All your children shall be taught by the Lord, and great shall be the peace of your children."

Isaiah 54:13

We are proud of our exceptional standards of pastoral care, grounded in our Christian mission of kindness, support, peace, justice, forgiveness and joy. As an inclusive school, we provide a safe, supportive and nurturing environment where every child can grow spiritually, morally and academically.

Through our broad and balanced curriculum, children are encouraged to become culturally aware, compassionate, conscientious and confident learners. We work in close partnership with families and with St Mary's College to ensure a seamless pathway of excellence from early years through to secondary education.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out."

Proverbs 18:15

Our approach to personal development is rooted in the Endsleigh virtues of Faith, Kindness and Compassion, Curiosity and Wisdom, and Resilience and Excellence, supported by a strong sense of Responsibility and Integrity. These virtues reflect our mission to Inspire, Learn and Achieve, and underpin our commitment to #EndsleighExcellence. From EYFS to Year 6, we support pupils in living out these virtues in their learning, their relationships and their service to others.

We believe excellence is formed through daily habits, high expectations and loving support. By nurturing confident, compassionate and capable children, Endsleigh Primary School prepares every pupil to continue their journey successfully at St Mary's College and beyond.

"Excellence is an art won by training and habituation... Excellence, then, is not an act but a habit."

Aristotle

Inspire · Learn · Achieve - the Endsleigh way.

Our Endsleigh Values & Virtues (Pupil Version)

At Endsleigh Primary School, we follow our virtues to help us Inspire, Learn and Achieve every day. These virtues help us to become the very best versions of ourselves and live out #EndsleighExcellence.





Inspire – Be Kind and Caring

We show love and kindness to everyone because each person is special.

- ✓ being friendly and welcoming
- ✓ helping others when they need us
- ✓ showing forgiveness and respect



Learn – Be Curious and Wise

We enjoy learning and always try our best to improve.

- ✓ asking questions
- ✓ listening carefully
- ✓ learning from our mistakes



Achieve – Be Resilient and Aim High

We keep going even when learning is tricky and we are proud of our achievements.

- ✓ not giving up
- ✓ trying our best every day
- ✓ believing in ourselves



Policy Principles

At Endsleigh Primary School, we aim to create and maintain a safe, nurturing and consistent learning environment, underpinned by a strong pastoral approach which promotes the wellbeing of every pupil. As the feeder primary to St Mary's College, we are committed to laying the firm foundations of character, faith and learning that enable our children to flourish now and in the next stage of their education.

"I have come so that they may have life and have it to the full."

John 10:10

Our Behaviour and Attitudes Policy secures excellent teaching and learning within an ethos that promotes positive behaviour, self-discipline, respect and high standards of achievement. We believe pupils learn best in an atmosphere of trust, tolerance, security and openness, where positive relationships are nurtured and achievements are celebrated within the school and wider community.

Our policy is designed to:

- Reflect the school mission and Catholic values in all aspects of school life
- Help pupils live out the Endsleigh virtues of Inspire, Learn and Achieve
- Recognise and celebrate behaviour that supports successful learning and a highly positive school culture
- Encourage pupils to value and respect themselves and others
- Be applied consistently by all staff, at all times and in all areas of school life
- Develop self-discipline and personal responsibility in lessons, during unstructured times and when representing the school in the community
- Promote caring, respectful and considerate attitudes towards others
- Be clearly understood by staff, pupils and parents/carers
- Prepare pupils with the attitudes and habits required for a successful transition to St Mary's College

A Restorative and Reconciliatory Approach

At Endsleigh Primary School, reconciliation is at the heart of our relationships. We teach pupils that mistakes are opportunities to learn, repair and grow.

“Be kind and compassionate to one another, forgiving each other, just as Christ forgave you.”

Ephesians 4:32

Through this approach, we nurture confident, compassionate and responsible young people who embody #EndsleighExcellence and are well prepared for the next stage of their journey.

Endsleigh Prayer for Behaviour and Attitudes



At Endsleigh Primary School, maintaining high standards of behaviour and attitudes is the responsibility of all members of staff. We work collectively to uphold our expectations so that every pupil can **Inspire, Learn and Achieve** in a safe, calm and nurturing environment.

All staff are expected to model and promote **#EndsleighExcellence** and to address poor behaviour consistently and fairly when it occurs.

Our Shared Commitment

At Endsleigh Primary School, we believe behaviour is everyone's responsibility. Through consistent expectations, strong relationships and a nurturing Catholic ethos, we prepare our pupils to demonstrate **#EndsleighExcellence** and transition successfully to St Mary's College.



Endsleigh Excellence - Behaviour & Rewards

Our Aim: At Endsleigh Primary School, every adult is responsible for creating a calm, safe and purposeful environment where pupils can Inspire · Learn · Achieve.

We use consistent routines, clear expectations and positive relationships to secure excellent behaviour.

Everyday Expectations (Non-Negotiables)

All staff will:

- Greet pupils positively
- Model calm, respectful behaviour
- Use consistent language
- Apply the behaviour system fairly
- Notice and recognise positive choices first
- Follow up incidents promptly

Building Endsleigh Excellence → SMC Best



Our Shared Philosophy

At Endsleigh Primary School, we prepare pupils for the high expectations of St Mary's College by celebrating effort, character and achievement through a consistent rewards culture.

Our system mirrors St Mary's approach while remaining age appropriate for primary pupils.

Endsleigh Excellence grows into SMC Best.



Pupils experience **the same language of excellence** across both schools.

Endsleigh Rewards

Purpose

At Endsleigh Primary School, our rewards system is designed to:

- celebrate effort, character and achievement
- develop positive learning behaviours
- build habits that prepare pupils for the high expectations of St Mary's College
- create a consistent culture of recognition

Our approach mirrors the St Mary's rewards framework while remaining developmentally appropriate for primary pupils.

Daily Recognition

Verbal Praise (Most Frequent)

Frequency: Used in every lesson

Awarded for:

- effort
- resilience
- kindness
- positive learning behaviours

Purpose:

To provide immediate reinforcement and build pupils' confidence and motivation.

Positive Points (*Recorded on Arbor*)

Awarded for:

- living the Endsleigh virtues

Purpose:

To build consistent positive habits and prepare pupils for the St Mary's points system.

Endsleigh Excellence (*Recorded on Arbor*)

Frequency: Rewarded at the end of each day

Recognises: Pupils living out the Endsleigh virtues e.g.

- sustained effort
- engagement in learning
- excellence in work

Weekly Recognition

Star of the Week

Nominated by: Class teacher

Awarded to pupils who demonstrate:

- Inspire · Learn · Achieve
- strong character
- improved attitude
- consistent positive effort

Class / House Challenges

Weekly focus areas:

- behaviour
- attendance
- punctuality
- readiness to learn

Termly Recognition

Half-termly rewards strengthen the culture of celebration and mirror St Mary's practice.

Includes:

- Prize draws
- value awards
- celebration assemblies
- Leadership awards
- House winners
- Excellence certificates

Further rewards will be decided through pupil voice.

6. Annual Celebrations

Endsleigh Excellence Awards Evening

Suggested awards:

- Exceptional Ambassador
- 100% Attendance
- Outstanding Progress
- Catholic Life Award
- Sports Awards
- Arts Awards

Purpose:

To publicly celebrate excellence and strengthen the shared culture between both schools.

Points → Badge Pathway

Endsleigh operates a scaled badge pathway.

Recommended Thresholds (subject to change dependent on data)



Strategic Year 6 Link

Endsleigh Ambassadors (Year 6 predominantly)

Strong transition practice identifies pupils who consistently demonstrate:

- leadership
- responsibility
- excellence
- Catholic values

These pupils are explicitly recognised as:

“Ready for SMC Best.”

Impact:

Creates a culturally seamless transition into Year 7.



Sanctions - Our Approach

At Endsleigh Primary School, we prioritise positive relationships, clear routines and early intervention. Most behaviour is addressed through reminders and support.

However, where pupils do not meet expectations, staff will follow a clear and consistent stepped system to support pupils in making better choices.

The warning system resets after lesson enabling a fresh start.

Classroom Warning System (1-2-3-4)

For low-level disruption or not following the Endsleigh expectations, teaching staff will use the following graduated response.

Step 1 – Verbal Warning

Purpose: Gentle correction and opportunity to self-correct.

Teacher will:

- Give a clear verbal reminder of the expected behaviour
- Use positive language where possible
- Avoid public confrontation

Example language:

“At Endsleigh we listen first time. Thank you.”

No name recorded at this stage.

Step 2 – written Warning

Purpose: Clear signal behaviour must improve.

Teacher will:

- State this is a warning
- Record pupil name on the board or behaviour system
- Where appropriate, adjust seating

Example language:

“This is your warning. You need to... ”

Pupil has opportunity to reset.

Step 3 – Move within the classroom

- State this is the opportunity prior to a class removal
- Move the child to an appropriate place within the classroom

- Log on Arbor

Step 4 - Yellow Card (Class Removal)

Purpose: Formal consequence when disruption continues.

Issued when:

- behaviour continues after warning
- learning of others is disrupted
- pupil refuses reasonable instruction

Teacher will:

- Issue a Yellow Card
- Press Arbor alert and await pupil collection / pastoral support
- Log the incident on Arbor
- Inform Senior Leader if patterns emerge

What Happens After a Yellow Card

Immediate response

- Pupil escorted or sent to partner class / pastoral space
- Pupil completes reflection work
- Pupil remains out of class for the remainder of the session (age appropriate) until regulated enough to return to lessons
 - Pupil will be assigned an appropriate detention

Recording

- Yellow Card logged on Arbor
- Parents/carers informed the same day (automated or direct)

- Patterns monitored by Phase Leaders / SLT

Restorative Follow-Up

- Before the next lesson or at an appropriate time:
- Teacher conducts a short restorative conversation:
 - What happened?
 - What were you feeling?
 - Who was affected?
 - What will you do differently next time?

Repair before return is key.

If Yellow Cards Repeat

Escalation

- 2 Yellow Cards in a half term → Report Card System
- 3 Yellow Cards → Parent meeting & Report Card System Stage 2
- Persistent concerns → Behaviour support plan / SEN review

EYFS / KSI Adaptation

For younger pupils:

Use visual warnings where possible

Provide movement break before removal

Removal time shorter and supported

Focus heavily on reteaching expectations

Key Principles for Staff

- ✓ Stay calm and consistent
- ✓ Follow the steps in order (unless behaviour is serious)
- ✓ Avoid surprises
- ✓ Always restore the relationship
- ✓ Record patterns early
- ✓ Remember we are preparing pupils for St Mary's expectations



ENDSLEIGH CLASSROOM WARNING SYSTEM

1 - 2 - 3 - 4

★ At Endsleigh, we follow expectations so everyone can learn. ★

1 STEP 1 - VERBAL WARNING

Purpose: Gentle reminder

- Give a clear verbal warning
- Use positive language
- No name recorded

Opportunity to self-correct



2 STEP 2 - WARNING

Purpose: Clear signal to improve

- State this is a warning
- Record name
- **Chance to reset**

Chance to reset



3 STEP 3 - MOVE IN CLASSROOM

Purpose: Last chance before removal

- Clearly explain this is the last chance
- Move pupil within classroom

I'll show I'm best!



4 STEP 4 - YELLOW CARD (CLASS REMOVAL)

Purpose: Formal consequence

- Behaviour continues
- Learning is disrupted
- Instructions are refused
- **Log on Arbor**

Let's spend calm time in the reflection room.



★ WHAT HAPPENS NEXT? ★

IMMEDIATE RESPONSE

- ✓ Spend calm time in Reflection Room
- ✓ Complete reflection work
- ✓ Return when ready



RECORDING

- ✓ Logged on Arbor
- ✓ Parents informed
- ✓ Patterns monitored



RESTORATIVE CONVERSATION

Before next lesson:

- ✓ What happened?
- ✓ What were you feeling?
- ✓ Who was affected?
- ✓ What will you do differently?



★ At Endsleigh, we learn, reflect and grow together. Every choice matters. Every day is a new chance. ★

**ENDSLEIGH
EXCELLENCE**
Inspire • Learn • Achieve

ENDSLEIGH REFLECTION ROOM VISION



OUR PURPOSE

The Reflection Room is a safe, calm, and structured space where pupils are supported to:

- ✓ Regulate emotions
- ✓ Reflect on behaviour
- ✓ Repair relationships
- ✓ Return ready to learn



WHEN IT IS USED

- A Yellow Card (Class Removal)
- Ongoing disruption affecting learning
- A pupil needing time to regulate before returning to class



STAFFING

The Reflection Room is staffed by Leadership.

- ✓ Provide consistency and authority
- ✓ Model calm, professional behaviour
- ✓ Support pupils to successfully reintegrate



WHAT PUPILS EXPERIENCE

1. Calm and Regulate

- ✓ Quiet, low-stimulation environment
- ✓ Time to settle emotions
- ✓ Clear adult guidance



2. Reflect

Pupils complete age-appropriate reflection work

- ✓ What happened?
- ✓ What were you feeling?
- ✓ What will you do differently?



STAFFING

The Reflection Room is staffed by Leadership.

- ✓ Provide consistency and authority
- ✓ Model calm, professional behaviour
- ✓ Ensure expectations are upheld across the school



EXPECTATIONS IN THE REFLECTION ROOM

- ✓ Calm voices
- ✓ Respectful behaviour
- ✓ Follow adult instructions



CONSISTENCY AND COMMUNICATION

- ✓ All incidents logged on Arbor
- ✓ Parents/carers informed
- ✓ Patterns monitored by Leadership



At Endsleigh, we **learn**, **reflect** and **grow** together.
Every choice matters. Every day is a new chance.



EYFS Rewards and Sanctions Pathway – Our Approach

At Endsleigh Holy Child VC Academy, we believe that high expectations begin in EYFS. Our youngest children are capable, curious learners, and our approach to behaviour is ambitious for every child. However, we recognise that children aged 3–5 are at an important stage of developing self-regulation, communication, social interaction and an understanding of boundaries. Our whole-school rewards and sanctions pathway has therefore been carefully adapted for EYFS so that it is developmentally appropriate without reducing our expectations.

The EYFS approach reflects the principles of our Trust and provides a clear foundation for the behaviour expectations children will experience as they progress through school. Expectations are explicitly taught, modelled, practised and revisited through daily routines, continuous provision, play and interactions with adults. Staff use consistent, simple language and visual prompts to help children understand what is expected and to develop the language and vocabulary needed to express feelings, communicate needs, solve problems and make positive choices.

Positive behaviour is recognised through our Endsleigh Excellence Dinosaurs, which link the Characteristics of Effective Learning to our whole-school values:





Through these familiar characters, children begin to understand what Inspire, Learn and Achieve look like in their everyday learning and play. Adults deliberately notice, name and celebrate these behaviours, helping children develop confidence, curiosity, perseverance and positive attitudes towards learning.

Where children need support to meet expectations, our whole-school sanctions pathway is translated into an age-appropriate Remind → Try Again → Calm & Reset → Keep Safe approach. Adults prioritise co-regulation, positive relationships, clear boundaries and the opportunity to practise a better choice. Consequences remain clear and consistent, while recognising that behaviour in EYFS can communicate an unmet developmental, emotional, sensory, communication or additional need.



Ready, Respectful, Safe

At Endsleigh, we make good choices!



1
REMIND



Kind hands.
Listening ears.
Walking feet.



Kind
hands



Listening
ears



Walking
feet

2

TRY AGAIN



Let's make
a better
choice.



We can find
another way!

3

**CALM &
RESET**



Let's get calm
and try again.



Calm minds
make better
choices.

4

KEEP SAFE



If the behaviour
continues or is not safe,
we will give you a
Yellow Card.
You will go to a calm
space with an adult.



We keep
everyone safe.

Afterwards...



We talk
about it.



We think about
a better choice.



We repair
and move forward.



A fresh start
every time!

★ ★ Inspire • Learn • Achieve ★ ★

Our approach is inclusive rather than one-size-fits-all. We recognise the wide range of experiences, developmental stages, communication abilities and additional needs of children entering EYFS. Reasonable adaptations and additional support are provided where needed, while maintaining ambitious expectations for every child. At its heart is our commitment to ensuring that every child feels safe, valued, understood and that they belong to the Endsleigh family.

By establishing these foundations from the earliest stage, children learn the routines, vocabulary, relationships and behaviours that will help them become increasingly independent and successful learners. As they move into KS1 and beyond, the presentation of the rewards and sanctions system may change, but the principles remain familiar: positive relationships, high expectations, consistency, reflection, a fresh start and the opportunity to succeed.

In this way, our EYFS pathway is not separate from our whole-school approach; it is the beginning of it : preparing children for their next stage at Endsleigh and ultimately for the expectations they will encounter at St Mary's.

Inspire · Learn · Achieve

“With God all things are possible.” – Matthew 19:26

This policy should be read in conjunction with the Trust-wide Behaviour and Attitudes Policy and associated guidance available via the St Cuthbert's Roman Catholic Academy Trust website (Key Information section).

This document represents the school's localised arrangements, reflecting the specific context, community, and needs of our setting, while remaining fully aligned with Trust expectations and principles.

The school is committed to ensuring that this policy remains responsive, effective and reflective of the lived experience of our community. As such, we will actively seek and consider stakeholder voice, including pupils, parents/carers, staff and governors, to inform any future refinements or amendments.

Any updates will be made in line with Trust guidance and statutory requirements, ensuring consistency across the Trust whilst maintaining appropriate flexibility for local implementation.

