“Love one another. As I have loved you, so you must love one another.” John 13:34

“Instead, be kind to each other, tender-hearted, forgiving one another, just as God through Christ has forgiven you.”
Ephesians 4:32

Table of Contents

Relationships and Behaviour Policy .................................................................................................................. 1
St Mark’s CofE Primary School .......................................................................................................................... 1
Introduction ....................................................................................................................................................... 2
Why do we focus on relationships? ..................................................................................................................... 2
How does our school ethos underpin this policy? .............................................................................................. 2
Who does this policy apply to? ......................................................................................................................... 3
How do we maintain excellent relationships and behaviour? ............................................................................ 3
What happens when poor choices are made by pupils? ...................................................................................... 4
How do we support those who have been affected by the choices of others? .................................................... 5
Is there a specific system for encouraging positive behaviour and managing poor behaviour? .................... 5
What responsibilities do adults and pupils have? ............................................................................................... 5
What about bullying? ....................................................................................................................................... 8
How do we monitor the effectiveness of this policy? ......................................................................................... 8
Introduction

At St Mark’s, we want our pupils to grow in their character as well as their academic qualification. We recognise that in order for this to happen successfully, staff and pupils must work together for the good of one another. This policy emphasises how this can happen, and what we can do when poor choices are made. Rather than merely deterring anti-social behaviour, we want to promote excellent attitudes and behaviour through building strong relationships and having clear boundaries.

Why do we focus on relationships?

We believe that relationships are key. Simply put, positive relationships lead to positive behaviour and choices.

Positive relationships are formed when a child is able to make secure attachments to other adults. Secure attachments occur when there is a deep understanding that:

- we are loved and are loveable;
- others are there for us when we are in need; and,
- others are interested in what we have to say and offer.

Being loved, feeling safe and experiencing positive interactions are crucial to our upbringing and well-being. When these are in place, we are able to develop and grow in all areas of life: learning can happen, emotions can be safely experienced and responded to, risks can be taken, friendships can be made and sustained, constructive criticism can be taken, consequences can be accepted, and relationships can be restored.

Therefore, at St Mark’s CoE Primary School, we choose to put our efforts into enabling secure attachments and positive relationships with all members of our community.

We also recognise that we can make wrong choices, which lead to poor behaviour. Whilst our choices have consequences, which may also have related sanctions, we believe that we must put more effort into helping children to understand how their behaviour affects others, restore relationships and make better choices next time.

This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where pupils feel loved, safe and interact well. In turn, this helps them to be model citizens in our world in order to make a positive impact on society.

How does our school ethos underpin this policy?

Our ethos is formed through our Christian values, our learning behaviours, and the High Fives of HeartSmart.

Our Christian ethos is central to who we are, how we think and how we act towards each other.

- We love one another just as God loves us, even though none of us is perfect;
- We love and support one another, even when this is in light of challenging behaviour;
- We promote and celebrate the power of forgiveness when things go wrong, when we are wronged, when relationships need restoring, and in helping us to move on;
- We have hope that all children can make progress in their attitudes and the choices they make, just as God has hope in us and never gives up on us.
As well as being secure in God’s love, we believe that our pupils need to understand and experience that our staff love them, will keep them safe, and will positively interact with them to help them develop and grow to their full potential.

Our Learning Behaviours are important too. When our pupils are growing in our learning behaviours, they are much more able to take responsibility, to forgive, to live in community with one another, and to be resilient when facing challenges.

We recognise the challenges and demands that life places on us, even for pupils of a young age. We know that challenges will carry into adulthood, and believe it is important to give our pupils tools for life to manage their emotions in our changing, and at times, unkind world.

In order to help our children have strong emotional health, we promote the HeartSmart High Five. These five sayings help our children to remember and practise the principles for being emotionally healthy.

They also help to our children have a positive understanding of what it means to live in community with others, and how we need to treat each other, even when things go wrong for ourselves or for others.

Who does this policy apply to?

This policy applies to pupils within our school. We have high expectations of all of our pupils, and therefore want to help them to make the right choices in their attitudes and behaviours. Further, it is our belief that the majority of our children will be able to follow the rewards and sanctions of our policy. However, for children who have complex needs, a more personalised approach is required.

We also have high expectations of every member of staff in our school, both to uphold this policy in practice, and to model the ethos of our school. Our staff Code of Conduct is signed by all members of staff each year.

How do we maintain excellent relationships and behaviour?

There are a wide range of strategies we use to help our school be a safe place where our pupils thrive. These include:

- Valuing every single individual in our school community.
- Modelling and teaching our Christian values, learning behaviours and HeartSmart High-Five statements.
- Being explicit in our words of encouragement and praise.
- Through our curriculum, helping children to understand what healthy relationships look like, and how we can repair them when they go wrong.
- Through our whole school worship, year group worship and class worship times, helping our pupils to reflect and learn about themselves and their place in our world. Further, helping them to understand God’s love for them, and how this knowledge can then impact on their attitude and behaviour.
• Through giving stickers, awards and certificates to acknowledge attitudes, behaviours, progress and achievements.
• Through providing excellent, engaging lessons delivered with high-quality teaching. We know that pupils inherently enjoy it when they feel they are making progress in their learning.
• Through giving recognition points on a daily basis, in order to build confidence and self-esteem in our pupils.
• Through celebrating excellent attendance with our ‘All here and ready to learn’ reward system.
• Through special class times such as ‘golden time’.
• Through giving bronze, silver and gold awards at the end of each term for excellent attitudes, behaviours, progress and achievements.
• Where appropriate and safe to do so, using physical touch to affirm a child or comfort them in distress (always carried out in line with our child protection and safeguarding polices).
• Through providing methods of reflection when a child’s choices and behaviour negatively impact themselves or others.
• Through considering the specific needs of pupils, in order to provide a tailored learning environment which brings about success for the child.
• Through using the support and advice of outside agencies to better understand children’s behaviour. This includes Early Help Hub, Children’s Services, CAHMs, occupational therapists, educational psychologist, outreach from specialist schools and more.
• Through providing high quality, in-house pastoral work through our ‘Ark’ provision.
• Through strong communication with parents and carers.
• Through engaging with pupils in a positive manner.
• Through not labelling children as ‘naughty’, holding grudges, or predicting poor behaviour in a way that becomes a self-fulfilling prophecy. It is imperative to stop any negative cycles of thinking or behaviour as this contrary to building strong relationships and secure attachments.

What happens when poor choices are made by pupils?

Clear boundaries and expectations are necessary for children to know what acceptable and unacceptable behaviour is. We use a range of strategies to help children understand that there are consequences to actions. These are graduated in severity, too. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions—particularly as the severity grows.

When deciding on consequences and their duration, staff must consider the impact on learning, the impact on other children and school community, and on the frequency and severity of incidents.

It is also imperative that staff reflect on how the provision may need to change in light of poor choices being made by children. We recognise that in some instances, solutions need to be found to any environmental factors which contributed towards poor choices. Therefore, we must ask the question ‘What triggered the behaviour?’, and take action to prevent this from happening in the future.

Where behaviour is persistent and/or challenging: an Individual Behaviour Management Plan (IBMP) may need to be written and reviewed; a risk assessment may need to be written; advice from external agencies may need to be sought; thrive profiling may need to take place; pastoral intervention may also be needed; counselling may need to be considered, or other individual measures put in place to support the child and situation.

When poor choices are made, consequences at our school may include:

• Verbal warnings.
• Non-verbal signals.
• ‘Mopeys’ given out.
• Making changes to the provision, such as changing where a pupil is sitting.
• Speaking with a senior member of staff, ultimately the Head Teacher.
• Removal from activities, including lessons, break time, lunch time, trips or other special times.
• Telephone call to, or meeting with, parents.
- Internal exclusion, whereby pupils are removed from lessons and/break time and work independently away from their class.
- Fixed-term exclusion. The pupil will need to stay at home for a fixed period of time, with school work provided to ensure continuity in learning.
- Permanent exclusion. This will be in accordance with Hampshire guidance, and in conversation with the governing body.

How do we support those who have been affected by the choices of others?

It is paramount that staff always consider the children who have been wronged. This happens in a number of ways, depending on the context:

- Ensuring their immediate safety and wellbeing.
- Including them in any discussions when deciding consequences and next steps.
- Involving them in any restorative actions, in order to bring about a restoration of relationships.
- Informing parents, and liaising with parents in the following days and weeks to ensure we get a rounded picture of how their child is coping.
- Checking up on them in the following days and weeks to ensure they are feeling positive about their situation.
- Putting in place pastoral support.
- Helping them understand what they may do differently should a similar situation happen again.

Is there a specific system for encouraging positive behaviour and managing poor behaviour?

At St Mark’s, we operate a Recognition & Reflection system. Recognition Points, or RPs, are given to pupils for a range of reasons including excellent work, progress in learning, attainment, manners, acts of kindness, and more. The principle is around recognising the actions, attitudes and behaviours we want our children to develop in our school. Usually, one RP is given at a time. RPs are recorded on a chart in each class. At the end of each week, the class total of RPs is counted, and a class prize is given to the KS1 and KS2 class with the highest number of points.

At the end of each term, bronze, silver and gold awards will be given out to pupils who have been demonstrating our ethos that term. This is based on a teacher’s judgement. Achieving a bronze, silver or gold award is a high accolade.

Individual teachers or year groups may also have specific rewards or responsibilities given.

Where poor choices are made, a verbal warning is given, which encourages the child to change their attitude or behaviour. If the behaviour persists, a mopey will be given; this is a more formal warning. Once three mopeys are given out, the child will be given a reflection form and asked to leave the classroom for a period of time, and be based in another class. This time gives the class a break from the persistent behaviour, and also time for the child to reflect on their own behaviour using the ‘Reflection Form’. This form is to be completed by the child and a copy retained by the school. The completed form should also be given to the parent/carer, who should discuss the form with their child and sign and return it to school. Teachers should speak with the parent/carer to discuss the behaviour that led to the three mopeys being given. The Reflection Form is appropriate to the age of the child. An example reflection form is given at the end of the policy.

What responsibilities do adults and pupils have?

The Head Teacher will:

- Implement this policy consistently throughout the school by setting high expectations and supporting staff in the implementation of the policy.
• Keep records of all reported serious incidents of misbehaviour.
• Report to Governors, when requested, on the effectiveness of the policy.
• Ensure the health, safety and welfare of all children in the school. This includes ensuring the child protection and safeguarding policies are correctly implemented.
• Report to/meet with parents/carers when necessary.
• Provide training to all members of staff with respect to managing behaviour and understanding the complexities of why children make the choices they do.

The Head Teacher, or in their absence the Deputy Head Teacher, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Head Teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All staff will:

• Model our Christian values, learning behaviours and HeartSmart High-Five statements.
• Ensure pupils’ safety at all times.
• Give opportunities to develop interpersonal and social skills.
• Offer a curriculum that enables pupils to engage.
• Make sure that pupils listen, and are listened to and value others.
• Talk to children about possible reasons for behaviour and help pupils to gain the ability to make good choices about their behaviour.
• Help pupils to be confident about their learning and enjoy it.
• Help pupils understand their rights and responsibilities as citizens in our society.
• Be consistent and fair.
• Reward and/or praise positive behaviour.
• Maintain Individual Behaviour Plans and risk assessments where required.
• Ensure the pupils in their class know the school expectations at all times of the day. Pupils will be taught what these expectations are and what they look like.
• Inform parents about their child’s welfare or behaviour as quickly as possible.
• Work alongside the SENCo & Senior Leadership team (SLT), and outside agencies as appropriate, to discuss concerns about behaviour.

Pupils will:

• Do their best to live out our ethos each day, as shown in our Christian values, learning behaviours and High Five HeartSmart statements.
• Be kind to themselves and to others – through words and actions.
• Look to forgive others when they are wronged, and to forgive themselves.
• Help and encourage one another to learn and achieve.
• Reflect on their behaviour when poor choices are made which don’t reflect our ethos.
• Accept any consequences given as a result of their actions.

Parents will:

• Promote positive behaviour at home in order to have continuity between home/school.
• Initially contact the class teacher if they feel their child’s behaviour, in or out of school, is impacting on the child’s emotional well-being.
• Support their children’s learning with homework and ensuring they have equipment such as PE kits in school.
• Support the school when reasonable sanctions have been used.
• Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the year group leader, senior leaders, or if necessary the school governors.

Governors will:

• Support the school in the implementation of the policy.
• Give advice, when necessary, to the Head Teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
• Follow the advice in any related policies, including the Complaints Policy.
• Review the effectiveness of the policy
What about bullying?

Bullying can take many forms: racist, homophobic, biphobic, transphobic, sexist, online – all of which can be shown through physical, verbal or emotional actions. At St Mark’s, we educate our pupils to understand that we celebrate an individual’s identity, differences, and similarities. Differences are to be celebrated.

Bullying is a serious issue, and as a school we want to stamp it out whenever it may occur, ensuring that no child suffers at the hands or words of a bully. Our anti-bullying policy has more information on how we tackle this important area.

How do we monitor the effectiveness of this policy?

We are keen that this policy is followed through. The effectiveness of this policy will be regularly monitored by the SLT, and governors may also review anonymous data. Records will be kept securely of incidents of concern.

Reviewed: Autumn 2018

Next review date: Autumn 2020
Dear Parent/Carer,

Reflection Form

I am sure you will be very disappointed to know that ____________ was sent out of class today. This is the ______ reflection form that your child has received this academic year.

The procedure is that after receiving three warnings (mopeys) a child who has been misbehaving is sent to another class with a form to complete. This is done to ensure that the education of other children is not disrupted and the child is able to reflect on their own choices made. The list on the other side indicates behaviour leading up to this reflection form.

I would appreciate it if you could discuss this matter with your child and deal with it in a way you feel appropriate.

Should further or more serious behaviour occur, I may get in touch with you directly or Mr Applegate will contact you.

Please complete the form below and return the whole sheet for our records.

Thank you for your support in maintaining our high standards of respectful behaviour.

Yours sincerely,

Class teacher

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Reflection Form

Please complete and return the whole sheet to the class teacher.

I have received the letter regarding this reflection form.

Child’s name ________________________________

Signed ___________________________ (Parent/Carer) Date __________________

☐ I would like further follow up from a member of staff, please.

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Head Teacher: Mr Charles Applegate
Deputy Head: Mrs Claire Cooper
Assistant Head: Mrs Nicola Ford
Assistant Head: Mrs Rebekah Alsey

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Page 9 of 10
Reflection Form

Name of pupil ____________________________

Class ___________ Date _________________

Time sent out __________
Time to be sent back ____________

I was:

- Talking when an adult/peer was talking
- Calling out
- Moving around the classroom without permission
- Using inappropriate language
- Refusing to do as I’ve been asked
- Being disrespectful to my peers or adults
- Using physical violence towards others
- Damaging property

Explain why you have been sent out and why you chose to break the rules.

What values or learning behaviours have you not shown?

How did your behaviour affect others around you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are you going to do differently now?

________________________________________________________________________
________________________________________________________________________

How are you going to put things right?

________________________________________________________________________
________________________________________________________________________

Signed: ________________________ (Child) ________________________ (Foster Class Teacher)