Relationships and Behaviour Policy

St Mark's CofE Primary School

"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

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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.

As an inclusive school, we know that inclusion includes children knowing boundaries. Boundaries help children to keep safe and learn what is right and wrong.

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 CofE 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 leads 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 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.

Where does this policy apply?

We recognise that our society spends an increasing amount of time online, through a variety of devices and for a variety of reasons. Therefore, we are clear that we must promote positive relationships and choices both in our physical world and virtual world. This policy therefore applies to the whole child. Where difficulties arise outside of school, we will endeavour to do our best to support that situation, working closely with children, parents and external agencies as required.

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.
- Supporting children to make positive choices online and to live a healthy digital lifestyle.
- 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. This includes online and in the real world.
- Through our whole school worship, singing 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 helping children to understand their own emotions, particularly through use of "Zones of Regulation"
- 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 (RPs) on a daily basis, in order to build confidence and self-esteem in our pupils.
- Through our curriculum, helping children to understand what is physically and emotionally appropriate with respect to sexual behaviour (in an age-appropriate way).
- Through Class Stars, which classes earn together for teamwork and positive choices, leading to a class treat.
- 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 policies).
- 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, CAMHS, occupational therapists, educational psychologists, 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 monthly Parenting 'drop-in' coffee mornings - promoting different subject areas to support parents at home.
- 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 is 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 the 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: regular check-ins may be necessary with senior leaders; 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; pastoral intervention may also be needed; counselling may need to 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.
- 'Concern Points' given.
- Making changes to the provision, such as changing where a pupil is sitting.
- Speaking with a senior member of staff, ultimately the Head Teacher.
- Put in place regular check-ins with senior leaders to enable children to regularly reflect on their choices, and encourage them in their improvements and learning.
- Removal from activities, including lessons, break time, lunch time, trips or other special times.
- Telephone call to, or meeting with, parents.
- Internal suspension, whereby pupils are removed from lessons and/break time and work independently away from their class.
- Fixed-term suspension. 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.

Information regarding suspensions and permanent exclusions can be found on the government website here and on the Hampshire website here. A non-exhaustive list of reasons for suspensions/exclusions can be found in Appendix A.

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. This is particularly important when a child has been a victim of sexual harassment or sexual violence.
- 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.

How do we manage sexual harassment and/or sexual violence?

Allegations and issues around sexual harassment and/or sexual violence are taken very seriously at St Mark's. Our DSLs and staff are trained to support victims carefully and sensitively; we recognise that the perpetrators may need support, too.

We have a zero tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter',

'having a laugh' or 'boys being boys'. We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment. (Taken from our safeguarding policy, pg 11)

Whilst there will be a context to any reported incident, we will always:

- Place the feelings and wishes of the victim at the centre of any actions.
- Act quickly and sensitively, seeking advice where appropriate and referring to other policies including KCSIE and our own safeguarding and child protection policies.
- Treat victims and perpetrators with respect, recognising they will both be in need.
- Involve other agencies as required, including Children's Services and the police.
- Put in place additional support, such as pastoral time or counselling from professional agencies.
- Involve the children and parents or carers in decisions made.
- Consider classroom placements and seating arrangements of the children involved.
- Put in place sexualised risk assessments as appropriate.
- Reflect on our practice, updating staff training, curriculum practice and guidance as appropriate.

Further actions and details around responding to sexual harassment and sexual violence are detailed in our Child Protection policy on pages 22 onwards.

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

At St Mark's, we operate a Recognition & Reflection system. It is summarised below.

Recognition Points (RPs)

Individual children receive Recognition Points for a range of reasons, including: demonstrating our school values and learning behaviours; showing kindness and respect; excellent effort and attitudes to learning; producing great work; and persevering when learning is challenging. The principle is to recognise the actions, attitudes and behaviours we want our children to develop.

One RP is great, two is amazing and three is exceptional. RPs are recorded in each class and reset each week, giving every child a fresh chance to earn more.

Class Stars

We encourage children to work together and help each other to flourish. Classes earn Class Stars for teamwork and positive choices, such as kindness, respect or a quiet, focused classroom. When a class reaches 50 Class Stars, they earn a class treat.

Each week, bonus Class Stars are also awarded:

- The three classes with the most RPs receive 5 bonus stars.
- The three classes with the best attendance receive 2 bonus stars.

Individual teachers or year groups may also have specific rewards or responsibilities, although we aim to have a whole-school, clear system.

Concern Points (CPs)

Children sometimes make mistakes; they are still learning. Our focus is always on helping them learn from mistakes, restore relationships and make better choices. When children are not listening, are disrupting others' learning, or are being unkind or disrespectful, staff will:

- **Verbal warning –** to help the child know to stop and change their behaviour.
- **C1 –** a Concern Point given as a reminder.
- **C2 –** a second Concern Point given as a final reminder.
- **C3 –** a final Concern Point. The child goes to another classroom to reflect on their behaviour using an age-appropriate Reflection Form, which is sent home to parents/carers.

Staff work hard to change a child's direction of travel at every stage, so that they can turn their behaviour around. Where CPs are repeated or behaviour is more serious, a member of the leadership team may become involved, and teachers or leaders will speak with parents/carers about the behaviour that led to this point. Further actions, as detailed above, may be taken.

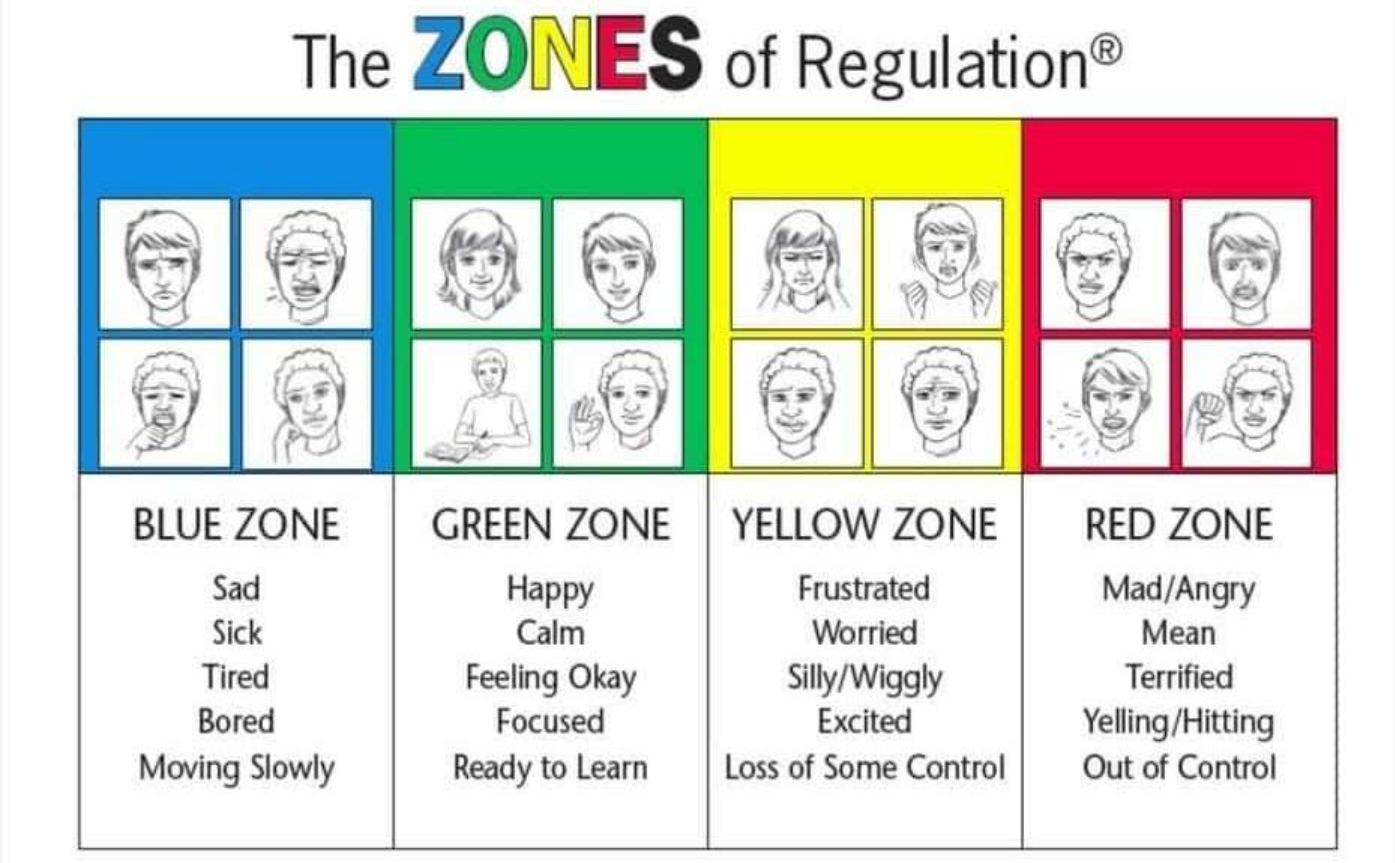
What does reflection look like?

We want children to reflect on their choices and actions, the impact these have on themselves and others, and how they can put things right. At C3, this happens in another classroom using a Reflection Form. There are younger and older versions of the form, so that it is age and stage appropriate. The completed form is sent home to parents/carers. Further time away from the class may be given where appropriate. The form, and any follow-up conversations, are based on the following questions:

- Explain what happened to get to this point:
    - 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
- 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?

Zones of Regulation

At St Mark's, we believe in children understanding their own emotions, in order to help them manage them. The Zones of Regulation are embedded within our environment and ethos, and we believe are essential to helping improve and understand behaviour. More information can be found on our website here: https://www.stmarksprimary.net/zones-of-regulation/



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 suspensions 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:

- Uphold and implement our safeguarding and child protection policies and practices.

- 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.
- See that developing their own character is just as important as developing their academic understanding.
- 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, written, pictorial 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.

What about online bullying, or incidents of behaviour that occur online?

As a school, we treat all forms of bullying as serious, whether online or in the physical world. It is imperative to remember that both the victim and perpetrator may need support when considering next steps, and that the views of the victim are paramount. Within our Online Safety Policy, we have a comprehensive Incident Response Tool which helps to navigate any issues that may arise.

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: January 2022, November 2023, November 2024, January 2025, October 2026

Next review date: September 2027

Appendix 1

The following is taken from "Exclusions Guidance for Hampshire Schools: For the particular attention of Headteachers, Governors and Education Centre Management Committee Members" December 2024.

Appendix 4

National standard list of reasons for exclusions

The Guidance notified LAs in March 2003 of plans to collect termly data on suspensions and permanent exclusions. The notification was amended in September 2020 so that up to three reasons may be given for each exclusion. The list provides descriptors of reasons for exclusions. The 16 categories should cover the main reasons for exclusions. The further detail which suggests what the descriptors cover should be used as a guide: this list is not intended to be used as a '*tick list*' for exclusions.

It may be helpful for the administrators filling in the forms to have a copy of the list below; the list of sub-categories may assist in defining the main category for the form.

Physical assault against pupil
Includes:

- fighting
- wounding
- violent behaviour
- obstruction and jostling

Physical assault against adult
Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse / threatening behaviour against pupil
Includes:

- threatened violence
- swearing
- verbal intimidation
- aggressive behaviour
- homophobic abuse and harassment
- carrying an offensive weapon

Verbal abuse / threatening behaviour against adult
Includes:

- threatened violence
- swearing
- verbal intimidation
- aggressive behaviour
- homophobic abuse and harassment
- carrying an offensive weapon

Bullying
Includes:

- verbal
- homophobic bullying
- physical
- racist bullying

Racist abuse
Includes:

- racist taunting and harassment
- racist bullying
- derogatory racist statements
- racist graffiti

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- swearing that can be attributed to racist characteristics

Sexual misconduct

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking/vaping
- alcohol abuse
- substance abuse

Damage

Includes:

- damage to school or personal property belonging to any member of the school community
- vandalism
- arson
- graffiti

Theft

Includes:

- stealing school property
- stealing personal property (from pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent disruptive behaviour / Disruptive general behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Use or threat of use of an offensive weapon or prohibited item

Includes:

- deliberately bringing an offensive weapon to school in order to cause harm
- threatening others with an offensive weapon
- using an offensive weapon or prohibited item to harm someone
- possession

Abuse against sexual orientation and gender identity

Includes:

- verbal / threatened / taunting / mimicking / mocking / harassment abuse
- written abuse / derogatory comments and/or publishing on social media
- physical abuse/contact

Abuse relating to disability
Includes:

- verbal / threatened / taunting / mimicking / mocking / harassment abuse
- written abuse / derogatory comments and/or publishing on social media
- Physical abuse/contact

Inappropriate use of social media or online technology
Includes:

- filming staff or pupils without permission
- circulating / distributing filmed footage to cause deliberate offence
- creating web pages or social media accounts relating to staff and/or pupils
- commenting on web pages or social media accounts relating to staff and/or pupils
- hacking into school IT systems and deliberately misusing systems to cause offence or disruption

Wilful and repeated transgression of protected measures in place to protect public health
Includes:

- refusal to follow health and safety rules
- refusal to follow social distancing rules / bubble cross-over
- refusal to follow one-way system
- refusing to wear a mask
- misuse of antibacterial spray/gel