



St. Mark's Catholic Primary School

Behaviour and Relationships Policy

School: St Mark's Catholic Primary School

Head teacher: Mrs Kate McKenna

Promoting Positivity, Nurturing Respect, Celebrating Individuality, Fostering Determination,
Striving for Excellence.

Academic year	Head teacher	Deputy Head	Attendance Officer	Chair of Governors
2022-23	Kate McKenna	Melanie Henderson	N/A	Monica Lowes

Policy review dates:

Review Date	By whom
September 2023	Mrs McKenna
Reviewed September 2023, next review Sept 2024	Mrs McKenna

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Our Mission

'Each one of us is precious to God.'

St Mark's Mission is to promote a sense of self-worth through an understanding that each one of us is precious to God. We will achieve this through providing a quality education, in a happy and secure environment, developing relationships of trust within a Christ centred community.

Our Relationships and Behaviour policy is underpinned by the following values:

- ❖ **Positivity** – Encouraging others, having hope and staying happy
- ❖ **Responsibility and Respect** – Treating each other fairly and our belongings with care
- ❖ **Individuality** – Developing independence and celebrating uniqueness whilst treating all equally
- ❖ **Determination** – Using willpower to keep going and never give up
- ❖ **Excellence** – Trying our best in everything we do, especially our work

Adults will model our school mission statement. St. Mark's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aim of the policy

- To create a culture of safety, positive relationships and behaviour for learning
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners understand, and learn how to regulate, their emotions
- To build a community which values kindness, love, happiness and empathy for others

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise the emotions that underpin behaviour
- Positively reinforces trusting relationships
- Promotes self-esteem and confidence

Our Relationships and Behaviour Policy is based on the Thrive Approach. We will use the vital relational functions (VRFs) to support pupils to recognise and regulate their emotions and maintain a calm learning environment for all.

Expectations of Adults

We expect every adult to:

1. **Role model** positive behaviours and build relationships.
2. Be **calm, regulated and in charge of their own emotions**
3. **Meet and greet** at the door.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Class Dojo)
6. Take **collective responsibility** for supporting positive behaviour

Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

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Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Class Dojo or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- Give them a 'fresh start' at every opportunity
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Recognition and rewards for effort

At St. Mark's Catholic Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Children who demonstrate our values may be recognised with messages home, for example, a Class Dojo message, a phone call or a face-to-face chat. Other rewards and recognition of achievement include, stickers and receiving certificates.

Celebration Assembly

Our celebration assembly is on a Friday, where children from each class will be chosen for special recognition of their achievements, including where they have demonstrated our PRIDE values.

Managing behaviour

The steps below outline how we will respond to low level behaviour that causes mild disruption, for example, calling out in class, not responding to instructions or falling out with friends. ***There is a separate approach for aggressive or dangerous behaviour and this is outlined following the steps given below.***

Steps	Actions
1) To use the vital relational functions (VRFs)	Attune, validate, contain, regulate. Use Thrive language as follows; I'm noticing... (e.g. I'm noticing that you're finding this tricky.) I'm wondering... (e.g. I'm wondering if you need to come to sit beside me.) I'm imagining....(e.g. I'm imagining things must be difficult for you at the moment.) I'm thinking....(e.g. I'm thinking it's my job to keep you safe, so...)
2) Use a reminder	A clear verbal reminder, delivered privately wherever possible, of expectations and what the adult is going to do to support the child (e.g. 'When we sit on the carpet, we look at the adult and listen. Come and sit next to me so I can show you.')
3) 'Time in'	If the behaviour continues, the learner will have 'time in' whereby they sit close to an adult who can support and supervise them

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	during learning.
4) 'Time out'	Time out might be a short time away from the classroom with a member of staff in the nurture room/calm space. It is time given to the child to regulate their emotions. The consequence for this is missing the next available playtime. During this time, adults will sit with the child and engage them in calm play linked to emotions. They will initiate step 5 where appropriate.
5) Consequence conversation	Once the child is calm, regulated and ready to listen, adults can initiate a conversation about the behaviours seen. This is an opportunity for the child to share their thoughts or worries, and for the adult to listen to the needs of the child: <ul style="list-style-type: none"> • State what happened and why it was unsafe behaviour. Explain that we have consequences to keep everyone safe. • Ask what we can do differently if we feel like this again. Offer suggestions if the child does not know/respond.
Aggressive or dangerous behaviour Consequences: <ul style="list-style-type: none"> • Communication with parent/carer • A formal meeting with SLT and parents/carers • Exclusion 	<i>Aggressive or dangerous behaviour (for example, fighting, all forms of bullying, racist, sexist or homophobic comments, inappropriate name calling, using abusive/offensive language targeted at another person, physically striking anyone with intent to harm) will be dealt with immediately as follows:</i> <ul style="list-style-type: none"> • <i>The adult will use a firm voice and tell the child to 'STOP'</i> • <i>Adults may need to physically intervene (in line with our positive handling policy) to keep everyone safe</i> • <i>Where possible, the child should be escorted to a safe area of school</i> • <i>When appropriate, continue with response 'step 4' outlined above</i> • <i>Inform a member of the SLT</i> • <i>SLT to inform parent/carer and record on CPOMS</i> • <i>A serious or persistent breach may lead to a fixed term exclusion (internal or external)</i>

Suspensions and exclusions

Fixed Term Suspensions

St. Mark's Catholic Primary School believes that, in general, exclusions and suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and it is expected that the child will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St. Mark's Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

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Children with SEND, including Social, Emotional and Mental Health Problems

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. Children who exhibit behavioural problems may need to have a Thrive or behaviour support plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A SEND assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

Positive Handling and Reasonable force St. Mark's Catholic Primary School makes use of the DfE guidance: [Use of Reasonable Force in Schools \(2013\)](#)

Any force used should always be the minimum needed to achieve the desired result. Staff at St. Mark's Catholic Primary School have had the appropriate de-escalation and positive handling training, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported immediately to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed immediately of any incident where force or restraint has been used on their child.

Searching, Screening and Confiscation

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possession, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. St. Mark's Catholic Primary School follows the guidance [Searching, Screening and Confiscation: Advice for Schools](#)

Unacceptable Behaviour Outside School

St. Mark's Catholic Primary School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;

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- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

Support agencies

If behavioural difficulties continue the Head, SLT and/or SENDCo Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

The role of the parent

At St. Mark's, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

Application and scope of this policy

This Relationships and Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Related Policies / Guidance

- Safeguarding and Child Protection Policy
- [Anti-Bullying Policy](#)
- [Exclusions Policy](#)
- DfE Guidance including:
 - [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)
 - [Searching, Screening and Confiscation: Advice for Schools](#)
 - [Use of Reasonable Force in Schools \(2013\)](#)

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Appendix 1 – Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly. 	<ul style="list-style-type: none"> To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe. 	<ul style="list-style-type: none"> To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.

Appendix 2 - A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing.

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- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
- Habits of adults who manage behaviour well:
 - They meet and greet.
 - They persistently catch individuals doing the right thing.
 - They teach the behaviours that they want to see.
 - They teach learners how they would like to be treated.
 - They reinforce conduct/attitudes that are appropriate to context.
 - They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
 - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
 - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
 - They keep their emotion for when it is most appreciated by the learners.