St Mark's Primary School

Hope, Honesty, Perseverance, Friendship, and Forgiveness

Positive behaviour and Relationship Policy

<u>Our three main aims are to</u>: be the 'Best Version of Yourself', be 'Respectful', be 'Safe'

These aims are achieved by:

- Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurturing and valuing strong and healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from all staff in the implementation of the policy.

At St Mark's, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

Principles:

We follow three aims: **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'**

- These aims are broken down with the children and regularly referred to. For example, "I've noticed that you are swinging on your chair. Please remember to stay safe." **See appendix 1**
- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views, feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with choices about their own lives.

- We encourage approaches which are inclusive; representative of the community; and prevent and challenge:
    - sexism
    - homophobia
    - biphobia
    - transphobia

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the safeguarding principles set out in Keeping children safe in education (KCSIE)2024. The designated safeguarding lead (or Deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Expectations:
We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:
Follow the three school aims to: **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'**

- Be respectful to one another, speaking calmly and courteously.
- Do the simple things right – arrive in school on time, wear our school uniform with pride and bring the correct equipment for learning e.g. Home/School diary and reading book.
- Speak to an adult if they have any concerns or are worried about their safety or the safety of others.
- Work restoratively to avoid conflict and respect the rights of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect that staff will:
Follow the three school aims: **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'**

- Be good role models for pupils and peers.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Praise the positive using verbal praise, house points, weekly/half termly certificates e.g. Star pupils, Reach for the stars.

We expect that parents and carers will:

Follow the three school aims: **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'**

- Adhere to the BWMAT 'parent/carer code of conduct' (available on the school website School Policies | St Mark's Ecumenical Anglican/Methodist Primary School
- Work in partnership with the school staff to ensure that their child achieves the best of their ability.
- Respect school decisions and follow procedures within policies.
- Ensure that their child is in school on time, dressed in the correct uniform and has the correct equipment e.g. PE kit, Home/School diary and reading book.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour in and around the school community.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules: **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'**

Praise and sanctions:

We 'Praise in Public' (PIP) and 'Discuss in Private' (DIP)

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate.
- Unconditional positive regard (e.g. 'You've Let Your Light Shine!') is reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for demonstrating good learning, effort or behaviour. This can be verbal and/or in the form of Class Reward, Hot Chocolate Tuesday, House Points, Star Pupil, Reach for the Stars (**see appendix 3**)
- Children who are asked to share their learning or who have been recognised for demonstrating our school aims brilliantly will be asked to share this with the Headteacher, Deputy Head or Assistant Headteacher and receive a house point and sticker.

We understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of sanctions in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always taken into account. An example flow chart can be found in **appendix 1**

- It should be explained to the child that they have made a wrong/poor choice, linking feelings about the behaviour choices and not the child. (**Appendix 2**)
- Children are not defined by an event. Mistakes are made and should be learnt from. Once a situation is dealt with it is finished and this needs to be clear to the child.

All staff will follow the stages agreed as a whole staff when discussing behaviour choices with a child, using the language **be the 'Best Version of Yourself', be 'Respectful', be 'Safe'** at all times.

We recognise that this positive behaviour policy may require adaptions for pupils with additional needs. These pupils will follow a 'calm to crisis plan' and may have a pupil passport.

Appendix 1

Behaviour stages

1 Verbal Remidner

- I can see that you are choosing to… How can I help you…?
- If there is something you need to tell me or something I can help with…?
- I've noticed that you are feeling … because you are …
- Remember the expectation is to… *be the best version of yourself/ be respectful/ be safe.*
- This is what I'd like to see...

2 Verbal Caution (DIP):

- I can see you are still choosing to…if you carry on, you will be moved to x classroom.
- Can you remember our last conversation and I asked for…?
- At the moment I haven't seen that you…
- If there is something you need to tell me or something I can help with…?

3 Pupil is moved within the class (DIP):

- You have chosen to… therefore…

4 Pupil is moved to another class:

- You have chosen to… therefore…
- Parents are spoken to at the end of the day by the class teacher
- Face to face conversation or phone call by teacher
- Recorded on our confidential internal school recording system (CPOMs)
- Consider implementing an IBP (individual behaviour plan and reward system)
- Consider implementing a 'calm to crisis' plan if this is recurring and appropriate (teacher judgement – in consultation with SLT)

5 SLT Support

- If pupil is removed to another class and behaviour choices continue or when they return to class and the behaviour choices continue:
- Child will discuss behaviour choices with a member of the SLT.
- 3 or more visits to the SLT and parents will be invited in to discuss next steps which may include a Positive Support Plan (PSP).
- A restorative conversation will happen and the incident logged on CPOMS (internal monitoring system).

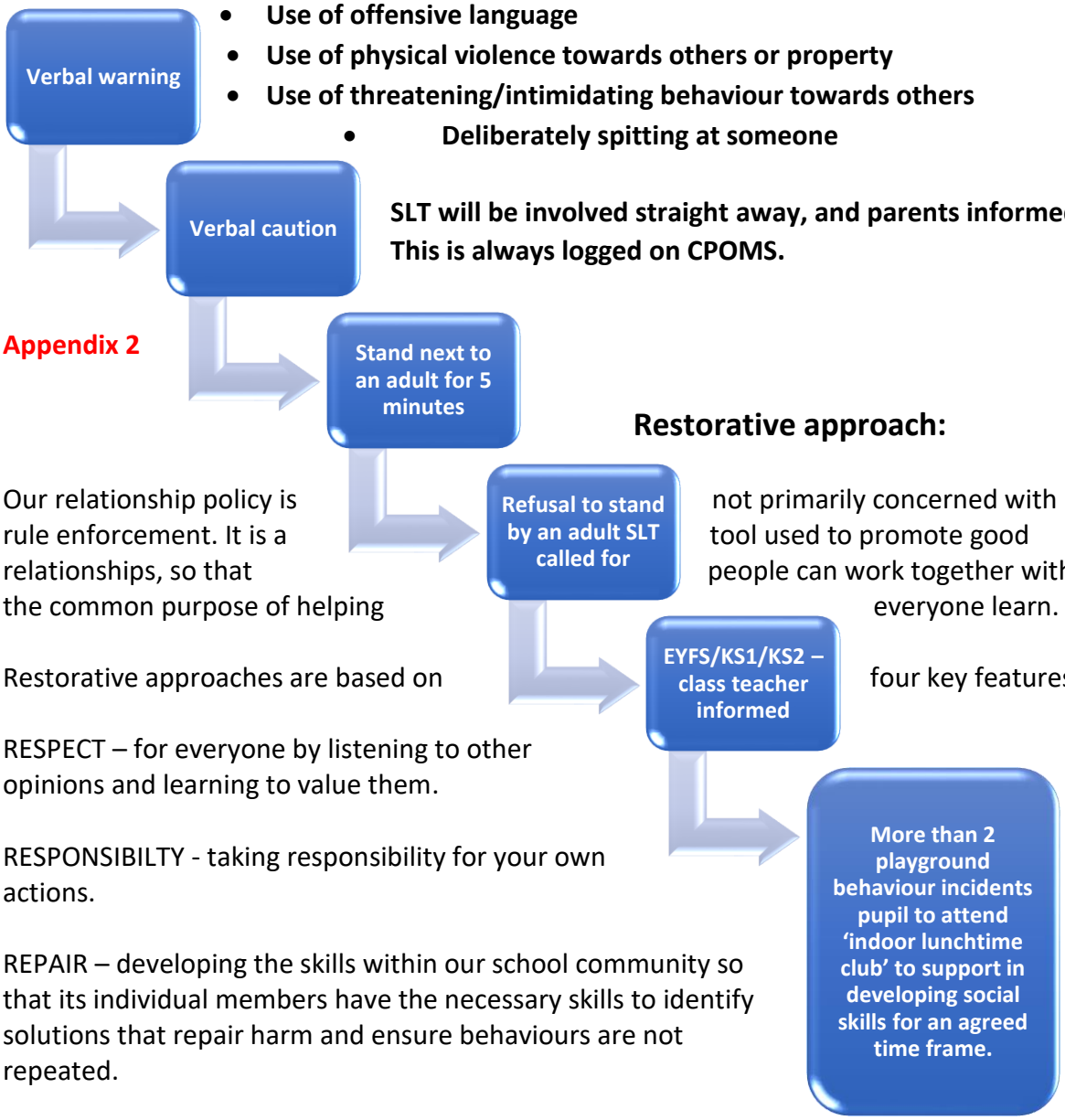
6 Refusal

Refusal to work with SLT parents called and possible use of the Trust Exclusion Policy.

Playground Stages
For any of the following:

- **Use of offensive language**
- **Use of physical violence towards others or property**
- **Use of threatening/intimidating behaviour towards others**
- **Deliberately spitting at someone**

SLT will be involved straight away, and parents informed. This is always logged on CPOMS.



Appendix 2

Restorative approach:

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILTY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

St. Mark's uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry, if conflict arrives, over low-level concerns i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?

- Who was affected?
- How were they affected?
- How can we put this right?
- What can be done differently next time?

Format of the restorative process

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters re: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become dis-regulated, mediation to cease.

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Suspensions/Exclusions for unacceptable behaviour:

See BWMAT School Exclusions Policy:
School Policies | St Mark's Ecumenical Anglican/Methodist Primary School

Appendix 3

Rewards

Class Reward
Whole class collaborative reward (decided by classes) linked to our school aims and learning behaviours and not linked to sanctions (i.e. you can't lose golden time/marbles etc). If golden time is used as a class reward it needs to be special, decided with the children, not just free time with the teacher doing marking. The class reward is NOT a weekly event – it can be more or less often - teachers are trusted to know their class and what would work. Changing the reward will keep it fresh. Rewards can be banked e.g. '30 mins of film time', can be banked so that they may eventually get to watch an entire film.

Individual pupils may also have their own personal rewards to work towards as part of a individual behaviour plan on a daily or weekly basis.

House Points
House points can be awarded on a daily basis for any child showing our core values, behaviour policy aims and good BFL. House points will also be awarded by the HT, DHT AHT for excellent work.

Weekly Certificates
Optional, teachers can give these out when they feel the need during the week. They are not to be presented in reward worship.

Star Pupil
A child from each class will be chosen by the class teacher every week. The child selected will could be selected for:

- Showing excellent learning behaviours in class
- Exhibiting our school values and following school aims
- Completing excellent learning (including personal effort)

Reach for the Stars
A child from each class will be chosen once per term by their class teacher. This is an **exceptional** reward for always displaying our school values
hope, **honesty**, **perseverance**, **friendship**, and **forgiveness** and for always following school aims.

Paddington
This is a very special award. One child from the whole school is chosen for displaying exceptional kindness and empathy.

Hot Chocolate Tuesdays
The children who are always 'being the best version of themselves, being safe and being respectful'