

'So in everything, do to others what you would have them do to you.' Matthew 7:12



Behaviour Policy

The aim of our school is to encourage each child to achieve their full potential and develop a love of life and learning within a safe, happy and caring Christian community, ensuring all individuals feel valued, respected and special. We promote the growth of Christian values, love, peace, equality, trust, responsibility, forgiveness and generosity, so that pupils can learn to show tolerance, self-discipline, compassion and respect for themselves and for others. We maintain high standards of behaviour, encouraging pupils to take responsibility for their own actions. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

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Aims of the Policy

The aims of the Behaviour Policy are to:-

- Encourage children to have high expectations of their own behaviour.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Mark's Primary School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Pupils have contributed to the Behaviour Policy through their involvement in the development of the school's general and class rules, and as members of the Pupil School Council.

The school has a number of rules but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that we can all work together in an effective and considerate way.

Behaviour in School

Teachers discuss the class and school rules with their class at the beginning of the school year and revisit them at the start of each term.

In line with the Home/School Agreement pupils are expected to follow these whole school rules:-

- We will always try our best with class work and homework and allow others to do the same.
- We will be kind, friendly, polite and helpful towards adults and peers.
- We will appreciate and celebrate the success of others.
- We will take good care of school equipment, buildings and grounds.
- We will respect other people and their belongings.
- We will listen and follow instructions
- We will ensure all correspondence from school is given to our family promptly.

Pupils demonstrating high standards of behaviour are rewarded each week, usually on a Friday afternoon, when pupils can engage in whole school structured fun activities.

All classes operate a traffic light system for behaviour. In each classroom red, yellow and green circles represent traffic lights. At the start of each day the names of all the pupils in the class are placed on the green circle.

If a pupil displays unacceptable behaviour at any time during the day they may be given a verbal warning or their name be moved to the yellow circle. If their behaviour improves their name returns to the green circle. If the pupil continues to display unacceptable behaviour their name is moved to the red circle. At the end of the day parents of pupils with their names on 'red' will be informed and consequences may be applied. Pupils may also forgo the right to attend extra-curricular activities for a period of time at the discretion of the headteacher. This may include representing the school at inter-school events and off-site visits. This behaviour system is monitored by the classteacher and headteacher.

Behaviour at Breaktimes

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly. Rules for playground behaviour follow school rules and are

regularly reviewed by pupils through PSHE, Pupil School Council Meetings and whole school collective worship assemblies.

Pupils are expected to ask a member of staff for permission to enter the building during breaktimes. A rota is displayed in the entrance area showing which members of staff are on playground duty each day. A whistle/hand signal will indicate the end of breaktime and pupils are expected to stand still. Following a verbal instruction pupils will walk to their class lines and wait to be told to enter the school. The children should walk into school in a quiet, orderly manner. Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the Classteacher where appropriate. A playground Incident Book and ABC behaviour sheets are available for staff to complete if required. The Headteacher should be informed of serious breaches of behaviour.

Behaviour at Lunchtimes

Pupils are expected to be polite and co-operative with each other and with the Lunchtime Staff. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be well mannered and ensure that they have finished eating before putting their hand up to request that they leave the lunch hall. Pupils are expected to keep the conversation to their own table and to clear away their trays etc. on leaving the table.

Behaviour inside school during breaktimes and lunchtimes

During wet lunchtimes/breaktimes pupils are expected to engage in a quiet activity or watch a DVD or the television in the hall or classroom areas. Classteachers should ensure that pupils are clear about the rules for wet lunchtimes/breaktimes.

- Pupils should remain in their allocated areas.
- Pupils should remain seated as much as possible. Movement around the hall or classroom should be calm and orderly.
- Pupils should put equipment away when asked to do so by staff.

Behaviour Outside School

When on educational visits, representing the school at sporting events or activities, or during off site curriculum activities, pupils are expected to behave in a manner that reflects the school's values and ethos.

Before leaving the school pupils are reminded to:-

- Thank any adult/student who has helped or supported them.
- Be aware of other groups and visitors and respect their needs.
- Be sensible, quiet and polite.
- Move in a calm, orderly manner at all times.
- Listen to and follow the rules of the activity given by an adult
- Keep to their group and do as their leader asks them

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. Reference needs to be made to the schools' Home/School Agreement which is central to the development of positive behaviour in the school.

Behaviour at home and in the Community

St Mark's school will reinforce and praise good behaviour which occurs off the school premises and is witnessed by a staff member or reported to the school. This may include for example, acknowledgement in whole-school assemblies, class discussion or award of a certificate or team points. Parents and children are encouraged to communicate such incidents via the classteacher, school office or school email.

There is an expectation that parents are responsible for guiding and monitoring their children's behaviour outside school. However, school will respond to negative behaviour occurring off the premises which is witnessed by a staff member or reported to the school and respond proportionately and fairly according to the age of the pupils, and any other special circumstances that affect the pupil.

Staff may discipline pupils for inappropriate behaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school

Staff may discipline pupils for inappropriate behaviour outside school whether or not the above applies. If the behaviour

- could have repercussions for the orderly running of the school or
- pose a serious threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. If school has reason to believe that a pupil is displaying potentially criminal behaviours outside of school, then staff will deem it necessary to advise that the matter is referred to the police, or staff may choose to report the matter directly to the police.

Confiscation of Inappropriate Items

School staff have the power to confiscate pupils' property as a punishment. Confiscated items will be returned to the pupil or given to the parent at the end of the school day.

School staff have the power to search without consent for 'prohibited items' including

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons, knives and extreme or child pornography will be handed to the police. Other items will be returned to the parents.

Role of Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher ensures that the policy is made available to parents. All parents are given a paper copy of the policy during the induction meeting. The policy is also available on the school website at www.st-marks.lancs.sch.uk

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Role of Staff

Behaviour management and the implementation of this behaviour policy is the responsibility of all staff at St .Mark's school.

Staff will:

- Provide a safe, caring and happy environment which emphasises the Christian ethos of the school.
- Provide a positive model of behaviour and ensure high expectations are made explicit to the children
- Provide a broad, balanced, challenging, stimulating and relevant curriculum which meets the needs of all children.
- Encourage children to do their best at all times.
- Encourage children to have respect for other children and adults with whom they share their environment.
- Encourage children to care for their surroundings and have an awareness of environmental issues.
- Keep parents informed about school activities/policies/areas of learning through regular meetings and reports.
- Keep parents informed about behavioural concerns regarding their child.
- Inform parents if their child misses 'Golden Time' sessions
- Be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school so that all children can see that the key adults in their lives share a common aim.
- Set out and use rules and sanctions clearly and consistently.

All staff recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self-esteem.

Therefore the staff will endeavour to:

- Acknowledge good behaviour on all occasions.
- Make full use of positive rewards.
- Give descriptive/specific praise.
- Use positive feedback techniques.

Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to:

- Behave in a reasonable and civilised manner towards all school staff.
- Support the actions of the school if sanctions have been used.
- Support the school policies and guidelines for promoting good behaviour.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.

Role of Pupil School Council

The school believes that pupil involvement in recognising acceptable standards of classroom and playground behaviour is vital. The elected Pupil School Council members are involved in recognising acceptable standards of classroom and playground behaviour. A member of staff and an invited governor meet once a month with the Pupil School Council members to become more involved in the way the school is managed.

We praise and reward children for good behaviour in a variety of ways:

- Public praise in the classroom, school and at Celebration Assemblies.
- Badges and stickers for good behaviour and good work.
- Termly Effort Awards and end of year trophies.
- Displaying children's work in the classroom to acknowledge their achievements.
- Invite parents into school to show good work.
- End of term Attendance Certificates and medals.
- Headteacher's Award presented to pupils during whole school assemblies.
- Team points for good work and behaviour leading to the presentation of Team of the Week at a whole school assembly.

The school acknowledges all the efforts and achievements of children, both in and out of school. During the Friday afternoon celebration assembly, children are encouraged to share with the whole school any achievements out of school, ie reading challenges, writing awards, music certificates, swimming certificates, football trophies, dance awards, etc. Pupil achievements are recorded and shared with others in newsletters and Headteacher's reports to Governors.

It is acknowledged that unacceptable behaviour does sometimes occur. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for unacceptable behaviour

To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviour, three levels of seriousness have been agreed:

Level 1: Low Level Disruption Behaviours	Mildly disruptive behaviours, eg wasting time, being noisy, chattering to others	These are dealt with by the staff member using a range of strategies with minimal interaction to remind or refocus the pupil on the task.
Level 2: Moderately Serious Behaviours	Repeated Low level disruption behaviours or more serious, disruptive behaviours, eg refusing to comply, calling out, using unacceptable language-swearing verbal aggression to peers	These are still dealt with by the staff member but require firmer reminders or application of consequence. Parents and Headteacher may be informed.
Level 3: Very Serious Behaviours	Very serious behaviours, eg verbal abuse, physical abuse, damage to property, total defiance, bullying, racism, preventing the learning or risking the safety and/or welfare of other children	This requires the involvement of parents and the Headteacher with defined stages to inform pupils and their parents of the increasing seriousness of the behaviour.

Consequences of misbehaviour

If a child shows inappropriate behaviour an immediate consequence will be given for example;

- Moved to another activity.
- Name moved on traffic lights
- Separated from those with whom they are behaving inappropriately.
- Requested to finish task in their own time.
- Forgo privileges/miss an activity.
- Miss a playtime or part of a playtime.
- Requested to sit in an area to calm down, eg library, classroom, outside school office, on a bench in the playground
- Rectify and make good any damage they have caused.
- Requested to give written consequences and/or reasons for their actions.

Staff should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable:-

Power To Use Reasonable Force

School staff have a legal power to use reasonable force. Force is used to control or restrain. Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Teachers will physically separate pupils found fighting and refusing to separate or if a disruptive pupil refuses to leave a room when instructed to do so they may be physically removed. School staff may instruct other pupils to leave the room if they are in danger of being hurt.

Reasonable force will be used to restrain a pupil at risk of harming themselves through physical outbursts.

Schools do not require parental consent to use reasonable force on a pupil.

The school acknowledges the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

Special Educational Needs and Disability

Children may not respond to our general Behaviour Policy because they have specific difficulties such as behavioural, learning, social, physical or emotional.

Concerns about particular pupils will be discussed with the Headteacher/SENCO and parents and if necessary strategies will be implemented. A Behaviour Plan or Support Plan may be drawn up in accordance with the SEND Policy. All pupils on the SEN Register have an Educational Support Plan.

The Behaviour Plan should be shared with parents and pupils and may require the support of outside agencies:

- Education Psychologist to develop strategies for emotional/behavioural problems.
- School Nurse who can have useful home contacts and medical information.
- Outreach staff to advise staff on behaviour management and if necessary support pupils.

Bullying

Bullying is a particular behaviour which is dealt with very seriously and in accordance with the school's Anti-Bullying Policy

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance is an integral part of our school policy on behaviour.

Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated.

All incidents will be recorded in accordance with LA procedures.

Exclusions

The staff and governors of St Mark's School are committed to inclusion.

It is anticipated that the ethos and management of our school, its environment, the partnership with parents and involvement with the community, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded.

Should exclusion prove necessary, procedures will follow strictly the guidance provided by the LA (Local Authority)

The Equality Act 2010

The Equality Act 2010 provides a single consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. St. Mark's school adheres to its legal duty with respect to safeguarding, pupils with special educational needs or disabilities and all vulnerable pupils. We do not apply our Behaviour Management policy unfavourably or discriminate against a pupil because of their sex, race, disability or special educational need, religion or belief or sexual orientation.

Complaints Procedure

The policy of the St. Mark's School is to work in partnership with parents and the wider community. It is based on the belief that co-operation and a sense of joint purpose between staff, parents and the School will assist in ensuring open and positive relationships. From time to time, however, parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The School will always give serious consideration to concerns and complaints that are brought to its attention.

The school's general policy for complaints can be found on the school website www.st-marks.lancs.sch.uk. A paper copy of the Complaints Policy and Procedure can be obtained from the school office 01704880636

Monitoring and Evaluating

Behaviour management is monitored on an on-going basis by the headteacher and regular discussion is held at staff meetings to ensure that the application of sanctions and rewards

remain consistent. Potential issues are also discussed to ensure that proactive measures are put in place when necessary.

This policy is reviewed annually in consultation with governors and staff and is available on the school website www.st-marks.lancs.sch.uk. Hard copies are available via the school office. Parents and stakeholders are alerted to policy changes via the school newsletter.

Behaviour Policy to be read in conjunction with;
Safeguarding Policy, Home-School Agreement, Anti-bullying Policy

Policy to be reviewed January 2027