



**St Mark and  
All Saints**

*'Together we care, learn and achieve'  
In the name of Jesus, The Good Shepherd  
C of E Primary School*

## St Mark and All Saints Church of England Primary School

### BEHAVIOUR AND DISCIPLINE POLICY

Date Adopted: September 2018

Last Reviewed July 22

Review Cycle: annually or earlier

Is this policy statutory? Yes

#### Revision record

Revision No	Date	Revised by	Approval Date	Comments
1.	27.8.22	J.Mills		Added in child on child Abuse, Thrive and Trick box information and revised recognition board procedures.
2	28.8.22	C. Mallett		Included sanctions for child on child abuse, racism and terms of inclusion Addition of School Rules/School council's Playground rules
3.	6.5.22	J.Mills		Added links to Government publications. Added in SLT responsibilities.

The aim of our Behaviour Policy is to create a safe and happy learning environment for everyone.

We expect all members of the school community to demonstrate our six Christian values of  
**courage, forgiveness, friendship, perseverance, respect and service.**

St. Mark and All Saints C of E Primary School believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. St. Mark and All Saints C of E School provides a calm, consistent and safe environment in which all pupils are supported to achieve their potential, academically and socially, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
4. The school works in partnership with families and with other agencies who may be involved with a pupil.
5. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and

be alert to disproportionate impact on vulnerable groups.

6. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies and procedures:

- Anti Bullying
- Relational Policy
- Teaching and Learning
- Safe Touch and Positive Handling
- SEN and Inclusion
- Single Equality Scheme
- Safeguarding
- Complaints / Parental Concerns
- Playtime / Classroom Behaviour Systems

St. Mark and All Saints C of E Primary School is a Thrive School and all staff are trained in the Thrive approach to support all pupils' emotional and social learning throughout the day. The Thrive approach teaches our pupils to face challenges, become more self aware and independent and believe in their own abilities. Our aim is to be proactive rather than reactive- to foster a positive environment where children exhibit a sense of commitment and pride in the school. We have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school/class rules and regulations. We aim to build positive relationships with each other, with pupils and their families and work in partnership at all times. We use a restorative approach to help resolve disagreements and prevent harm.

### **Roles and Responsibilities**

All staff play an important role in positive behaviour management and discipline.

#### Senior Leadership Team

The Senior Leadership Team will support staff to ensure St Mark and All Saints C of E Primary School maintains a culture and environment where everyone feels safe.

It is the responsibility of the Senior Leadership team (SLT) to ensure all staff are inducted into and understand the behavioural culture and expectations of St. Mark and All Saints C of E Primary School and the importance of maintaining them so that everyone knows how best to support pupils in following our rules and routines. The Senior Leadership Team will organise regular training so all staff are confident in following the behaviour policy.

#### Class Teachers

It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling our values and strive to ensure that all children work to the best of their ability. Teachers consistently use the class recognition board to guide and celebrate positive behaviour of the children in their class. Our teachers support children using Thrive techniques, Trick Box strategies and restorative approaches to behaviour management. Each class teacher carries out a Thrive whole class screening twice a year to monitor the social, emotional and behavioural development of their children. Our class teachers will liaise with families, if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email. Teachers record all meetings with parents on CPOMS. If behaviour continues to be a concern, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

#### Teaching Assistants

Our Teaching Assistants support the teachers in implementing this policy around the school, on the playground and

use the recognition board in lessons. They remind pupils to use Trick Box strategies to problem solve when they have worries or disagreements at lunch or on the playground. They consistently model school values in and around the school. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. They also support children using a restorative approach to behaviour management.

### Families

Families have a vital role to play in their child's education. It is very important that they support their child's learning and cooperate with staff. Families are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period of exclusion.

We are very conscious of having strong links with families and good communication between home and school. Families have the right to be informed promptly of any emerging difficulties their children present and are able to address any queries regarding sanctions, firstly to the class teacher, then to the Senior Leadership Team. We expect families to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression towards staff by families of children in the school will be reported to the Headteacher, who will take appropriate action. Families are expected to attend a Reintegration Interview following any period of fixed period exclusion.

### Pupils

At St Mark and All Saint C of E Primary, we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, School Council and assessment data (including THRIVE assessment data). All pupils are expected to uphold the values and behave accordingly at all times. Any incidents of unacceptable behaviour will be dealt with in line with this behaviour policy.

### **School Rules**

School rules are reviewed at the start of the year in class and form the basis of the Class Charter. They are referred to regularly in order to keep them at the forefront of general classroom behaviour.

#### OUR SCHOOL RULES

We will.....

Always listen

Follow instructions first time given

Work hard and try our best

Help others and look after each other

Be kind and gentle

Stay safe

Our School Council has produced a list of playground rules in discussion with each class, they are as follows:

*Do not use the scooters as roller skates*

*Do not use the equipment as weapons*

*Do not play fight*

*Do not play tug of war with the skipping ropes*

*Do not push a barrel over when someone is inside it.*

### **Promoting Positive Behaviour**

At St. Mark and All Saints C of E Primary School, we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management

and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and are regularly discussed and reviewed. We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share practice ideas. We ensure that supply teachers are briefed fully by the classteacher and/or Headteacher when spending the day in school.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, class time, PSHE etc) as appropriate. We follow the Thrive Approach and use Trick Box to teach the pupils how to develop positive life habits to help them deal with challenges in the here and now as well as building a repertoire of personal skills for the future. Trick Box is a simple, fun and effective whole school, emotional management and personal development programme, supporting children and young people from ages 3-18 and their families. It is evidence-based, inclusive and develops mental wellbeing in line with DFE guidelines.

We also ensure that pupils, including those that have had periods of absence, and staff new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti-Bullying Policies.

### **Rewards**

St. Mark and All Saints C of E Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available. (see Rewards section in Appendix)

### **Sanctions**

At St. Mark and All Saints C of E School, we recognise that there are, on occasion, times that mistakes can and will be made. Children may display inappropriate behaviour or make poor choices. The children are learning their way in the world and need adult help and guidance at times. Our aim is to be proactive in supporting them to learn from mistakes and take ownership of their own choices. This may mean accepting a consequence for their actions. We use a restorative approach to resolving and repairing conflict and tackling challenging behaviour.

Following a sanction, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure the issue does not arise again. We will consider whether the support for the child at school remains appropriate. The class may contact parents to inform them. A member of the senior leadership team or the Home School Link Worker may contact parents to inquire about circumstances outside of school, including at home. We do not welcome punishments that set out to humiliate or belittle a child. Our teachers, teaching assistants and other paid staff with responsibility for pupils at St. Mark and All Saints C of E Primary School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate consequence.

All sanctions have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. (See Sanctions in Appendices)

### **Pupils requiring Additional Support**

St. Mark and All Saints C of E Primary School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school.

When a pupil requires additional support, this may be offered in a number of ways:

- support from a Thrive Practitioner/senior leader with individual targets which will be regularly monitored. These may be recorded as part of a Home/School communication book, an Individual Behaviour Plan or a Pastoral Support Programme.
- Referral to the SENCO for an assessment of their needs (see SEND Policy)
- Referral to the Specialist Teachers for Inclusive Practice
- Referral for a multi-agency assessment
- Referral to alternative education provision

We adhere to the Special Educational Needs & Disabilities (SEND) 2014 arrangements and hold information on our website detailing the school offer. As expected in the Equalities Act 2010, we will take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

The school will regularly review all pupils who are referred for additional support, in order to ensure that their needs are being met. Where inadequate progress is being made, the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact .

## **Anti-Bullying**

St. Mark and All Saints C of E Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. All incidents of bullying, discrimination, aggression and derogatory language will be dealt with quickly and effectively. The school's policy on anti-bullying can be found in the Anti Bullying Policy.

The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's disciplinary code. (See the Anti- Bullying policy for further information.)

## **Child on child Abuse**

At St Mark and All Saints child-on-child sexual violence and sexual harassment are never acceptable and will not be tolerated and will always be challenged and recorded on CPOMS. We will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up. We will reassure the victims that they will be supported, kept safe and taken seriously. When relevant, we will consider whether sanctions are appropriate. Equally, in instances where reports of sexual abuse or harassment are proven to be invented or malicious, we will consider whether sanctions are necessary. We will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The Designated Safeguarding Lead will be alerted and referrals made to support services as appropriate.

## **Safe Touch and Positive Handling**

At St. Mark and All Saints C of E Primary School, we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure.

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body, it will be recorded on CPOMS under the heading 'Restraint' and parents will be informed. If a pupil requires restraint, parents will always be informed and a full debrief of pupil and staff involved, held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

(For more information see our safe Touch and Positive Handling policy and DfE Guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> )

## **Dealing with items that should not be in school**

The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets, searching lockers or other pieces of property. It may occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:

Because a pupil is acting suspiciously (e.g. attempting to hide something)

As a result of a 'tip off' – by a parent/carer or another pupil

Because of something said by the pupil.

- There will always be two members of staff present when a search takes place.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police and parents will be informed, in line with school procedure.
- All searches will be logged:

- ❖ name, year, sex, ethnicity of every pupil searched
- ❖ grounds of suspicion
- ❖ time and place
- ❖ who searched
- ❖ who else was present
- ❖ what if any reasonable force was used, and if so why
- ❖ how the search began and progressed
- ❖ the pupil's responses and how staff managed them (e.g. steps taken to calm the pupil)
- ❖ outcomes and follow-up actions

- Families will always be informed if a pupil has been searched and the result of that search.

For more information see DfE Guidance

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice.pdf>

We work closely with our local Police service. Contact details are:

Community Police – PCSO

Surrey Police, PO Box 101, Guildford, GU1 9PE 01483 630086

### **Confiscation and Disposal**

Staff at St. Mark and All Saints C of E Primary School have the power to confiscate any item which is illegal or is not appropriate to have in school, (see above) from school. In most circumstances staff will confiscate items and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of.
- High value items (£20+) e.g. mobile telephones, MP3 players etc, which are confiscated will be held securely until an adult family member makes arrangements to collect them.
- Low value items will be disposed of.

### **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

St. Mark and All Saints C of E Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St. Mark and All Saints C of E Primary School pupils.

### **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the

headteacher, the Chair of the Trust will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the LGC's Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

### **Removal from the classroom**

At times there will be the need for a longer period of time away from class for a child as a step before formal external exclusion. Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal will allow for continuation of the pupil's education in a supervised setting, although the education provided may vary from the curriculum taking place in the classroom. Removal from the classroom should be considered a serious sanction.

Removal will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It would be used for the following reasons:

- a) for repeated low level behaviour which is not responding to classroom behaviour strategies or playground behaviour, which if it were to carry on, would become bullying
- b) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- c) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- d) to allow the pupil to regain calm in a safe space

The headteacher will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

During removal, the child would complete all class work separate from the class with inputs given by a member of class staff and supervised by SLT and class staff, in a suitable location such as the office or intervention room. Playtimes and lunch may be taken with class or separately, depending on the reason for removal. The duration of the removal would never exceed a morning/afternoon or full day.

Removal will always be clearly explained to the child and family on the same day and will be used as a 'last chance' before exclusion in circumstances where behaviour is of serious concern but does not yet meet the terms for exclusion. There would always be a meeting held with the family where it would be made clear to the family and child that a repeat offence would lead to formal external exclusion. Before a return to the classroom, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure they can be reintegrated into the classroom and the issue does not arise again. We will consider whether the support for the child at school remains appropriate.

### **Exclusion**

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence.

Fixed term or permanent exclusion will only be used as a final sanction. Exclusion will only happen:

- in response to serious breakdown of the child's ability to meet standards of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

Instances of child on child abuse or racism will be dealt with in line with our exclusion policy and depending on circumstance will result in either removal from the classroom or external exclusion. The family will always be informed of these behaviours and the sanctions that have followed, as they are very serious and we will expect the family to work alongside us to ensure their seriousness is understood and they are not repeated.

External exclusion is a very serious matter which is recorded on a child's permanent record and reported on each occasion to the County Council and the Local Committee.

Following removal from the classroom and fixed term exclusion, there will be a reintegration meeting between pupils, family and if relevant, other agencies. Staff will meet with the pupil and family to remind the pupil of our behavioural expectations. We will consider what support can help the pupil return to their education in the classroom and meet the expected standards of behaviour.

We will consider whether any assessment of underlying factors of disruptive behaviour is needed.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker.

If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

We will ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

### **Data**

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, parents and pupils on their perceptions and experiences of the school behaviour culture

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school based interventions, Special Educational Needs & Disabilities, (SEND) arrangements and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure.

Data is presented to whole staff meetings, SLT meetings and the LGC in order to support the evaluation of the impact of the policy.

### **Review and Evaluation**

This policy is subject to regular annual review and evaluation by:

The Local Committee, SLT & Staff

### **Links to other documents**

Behaviour in schools: advice for headteachers and school staff 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Searching, screening and confiscation at school

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School suspensions and permanent exclusions

<https://www.gov.uk/government/publications/school-exclusion>

Use of reasonable force in schools <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Keeping Children Safe in Education 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



## **APPENDICES**

### **1.Strategies For Promoting Positive Behaviour**

**Consistency is the key** - at the heart of encouraging positive behaviour is ensuring that our values and behaviour policy is known and understood by all and consistently implemented, rooted in love, justice, trust and kindness. Children love consistency and routines. Positive professional relationships with pupils, parents and other staff are emphasised within the Teachers' Standards 2012. Staff know that they are the decisive element in their classroom and need to decide what behaviours need to be taught for the children to become successful learners.

#### **Teach and Re-teach Expected Behaviours**

- Children need behaviour recalled and re-taught as their contexts, curriculum and age change
- Children can't guess routines, what's in an adult's head or expectations for a set task – tell them!
- What works is **immediacy of response**, not the weight of the sanction

All staff are expected to do the following:

- model the behaviour we expect to see in our pupils and in particular to address pupils courteously, with respect and avoid escalating situations by shouting and failing to listen. Take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- Use the Thrive Approach and teach and use Trick Box strategies

#### **The Key Four**

- **Meeting and Greeting** - Staff are at the classroom door in the morning and speak with each child as they enter to show the children that they are important and that they matter. Teachers greet their class in the playground at the end of playtime and lunchtime
- **Legendary Line Ups** - in alphabetical order
- **Wonderful Walking** - hands behind your back, head high, walk tall. Praise it, use it – to collective worship, break, lunch etc
- **Tremendous Transitions** - give clear instructions as to what your expectations are

#### **Start of Lesson**

1. Ensure pupils understand every lesson is a 'fresh start'
2. Ensure pupils sit in allocated seats (planned seating).
3. Ensure the start of lesson routine is understood and kept to

#### **During Lesson**

1. Staff have high expectations of work and behaviour.
2. The school's teaching encourages good behaviour – paying attention to planning, pace, interest and variety, differentiation, visual cues. The teacher makes learning exciting.
3. The teacher creates a stimulating environment with motivating displays of pupil work and they pay attention to the layout of the room, ensuring that all can see the Interactive Whiteboard etc.
4. The teacher ensures rewards and consequences are visible to all – rules are used as a buffer and depersonalise behaviour.
5. Praise is used consistently and 'Catching them being good' is a feature of our teachers' language. Reward systems set up are consistently applied.
6. Pupils are known well and their needs understood, (SEND etc). Teachers use strategies recommended in Behaviour Plans.
7. Teachers are careful to watch language, tone, posture, body language etc. and remain calm and positive at all times.

8. The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.

### **End of Lesson**

Pupils are led out of class to break, lunch and for dismissal at front of school at the end of the day.

### **Out of Class**

1. All staff ensure responses are appropriate to time/place – follow up what you have noticed.
2. All staff are on duty are on time and in the correct place. They take the opportunity to build relationships with students.
3. All staff will intervene whenever incidents occur and follow correct procedures in order to resolve them.
4. Corridors are kept clean and tidy with motivating/informative displays.

### **Recognition Board approach**

We believe the most effective way of achieving our aims and expectations is to praise and encourage positive behaviour and to motivate pupils in realising that good behaviour is valued. We believe that if we reward children for going 'over and above' then there is no limit to their excellent behaviour.

Examples include: giving up free time to help someone, putting in outstanding effort, producing outstanding work, working hard in interventions, outstanding behaviour, demonstrating resilience and perseverance when faced with something they find challenging.

**The Recognition Board approach** is designed to recognise positive **personal** examples of going 'Over and Above' and as such all children in class have the ability to move up in every session/day as this looks different for every child. It also serves as a visual reminder for staff of children who may otherwise miss out on verbal praise/ rewards (the quiet, hard working, 'average' etc.) in a busy classroom. It empowers all adults in the school to contribute and this means all children realise that all adults are to be respected equally across the school day.

#### **Gold Learning Behaviours**

All children who reach this recognition receive a Star of the Day certificate at the end of the day

#### **Silver learning behaviours**

All children who reach this recognition receive a silver star sticker and positive praise/recognition at the end of the day

#### **Bronze learning behaviours**

Verbal praise (specific) to highlight to class desired learning behaviours which student has modelled

#### **Today is a new day**

All students start at this level and stay here until positive behaviours/effort is recognised and rewarded by being moved up the board by all adults in the room.

If a student's behaviour starts to become disruptive/negative and a private verbal warning does not reframe their behaviour they may be moved back to this starting point from a higher level. This should be very unusual.

- Every child starts on the 'Every day is a new day' central part of the class recognition board.
- When a child behaves well and/or does good work throughout the day they move up the board culminating in Silver and Gold/ reward levels.
- Children can also move down the chart when displaying negative behaviour i.e. disruptive behaviour or not responding to verbal reminders.
- A verbal warning is given before moving down the chart and the opportunity is taken privately to remind children of the school rules and a previous occasion when they behaved well.
- If children continue to disrupt the lesson, staff will use a stepped approach to helping them refocus

## Examples of scripted conversations to use alongside recognition board:

**First warning** – Non-verbal cue / verbal rule reminder and /or praise for someone modelling the desired behaviour/value

### Second Warning

I saw/heard you chose to .....This is your warning. You now have the chance to make the right choice. Please go to the ...(thinking space) and think about your choices. Thank you for listening.

### First sanction - Go to Thinking Space

I saw/heard you chose to ..... Because of that choice, please go and sit on the thinking chair for 2 minutes. Think carefully about your next move. I know you can make good choices. Thank you for listening.

### Second sanction - Go to work station with adult

I saw/heard you chose to.... This is the third time I have had to speak to you. Please take your work and go to the ...workstation/table and work with... (adult). Think very carefully about your next move. I know you can make good choices.

### Third sanction – Miss 5 minutes play

I saw/heard you chose to ..... You have broken our rule about..... You have chosen to miss 5 minutes of your play when you and I will discuss this calmly.

## Refocusing the conversation using Emotion Coaching

When students try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.
- Or use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

### Student

It wasn't me

But they were doing the same thing

I was only.....

You're not being fair.

It's boring

You're (name calling)

### Adult

I hear what you're saying.

I understand.

Maybe you were... and yet....

Yes, sometimes I may appear unfair.

Yes you may think it's boring, and yet...

There may be some truth in that, I'm not perfect.

## If the conversation is becoming unproductive, say:

I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have a polite and productive conversation.

## 2. Rewards

Reward systems follow an agreed format where all children start afresh each day on the class recognition board and move up or down according to behaviour and effort. Children are regularly praised for specific learning or behaviours that are observed and can also be sent to the Headteacher or SLT for good work or good behaviour.

**Star of the day** is linked to our class reward systems and is based on continued effort throughout the day and is rewarded with a note sent home to parents at the end of the day.

A '**Star of the Week**' is chosen each week by the class teacher, this reward recognises school values which have been demonstrated that week.

An '**Academic Star**' is chosen from each class which rewards academic effort and achievement.

For both these awards families are informed and invited in for the celebration assembly, where the children receive a certificate. Both of the above are also detailed in our fortnightly newsletters so that parents and carers can also celebrate all the awards with the children.

**House Points** are awarded to children when they demonstrate good behaviour, good manners, taking on responsibility, showing a good attitude towards learning and a positive reflection of our school ethos.

**Attendance** is also celebrated weekly with the class whose attendance is highest being celebrated in assembly and taking Sam Bear into their class for the week. Children with 100% attendance for the week receive a sticker before celebration assembly and all classes work towards class rewards for attendance by building the word 'ATTENDANCE' on their boards letter by letter each time the whole class is present. Unavoidable medical appointment absence or similar is not counted against these targets or rewards.

## 3. Sanctions

Sanctions at St. Mark and All Saints have a learning focus, build relationships and encourage students to take responsibility. We use sanctions only as a form of appropriate, proportionate and positive intervention.

We keep in mind that any sanction used is to resolve rather than escalate a situation, whilst preserving the dignity of all involved and that sanctions must be applied compassionately and in a fair and consistent way.

All students must be given 'take up time' in between steps so our actions and words help and give children and young people time and space to resolve the situation. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

We focus on the values, rules, rights and responsibilities of the school when establishing boundaries in conversation with children and young people.

We remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights

We use restorative approaches so that resolution and learning can take place.

We follow up every time, retain ownership and engage in reflective dialogue with students

ALWAYS PRAISE IN PUBLIC AND REPRIMAND IN PRIVATE – PIP RIP

## **There are 6 consistencies that all staff will uphold in all interventions:**

1. Model positive behaviours.
2. Meet and greet at the class door.
3. Use School Rules which promote being ready to learn, these are displayed and taught.
4. Engage and challenge students during every lesson
5. Step students calmly and slowly through sanctions steps, giving 'take up time', (every time) to prevent escalation, before sanctions
6. Follow up every time, retain ownership and engage in reflective dialogue with students

### **4. Seeking support with an incident**

SLT carries out Learning Walks during the day to support staff with daily teaching and to ensure we are a positive learning community. They are available to support teachers and maintain a positive learning environment around the school where everyone feels safe. Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards.

Ask another adult to supervise the child until you have time to speak with them properly – If you need support, ask a leader to stand alongside you, not to take the situation away from you.

To support staff the school operates a 'Red card' system, supported by senior staff. This is only to be used for very serious incidents needing a quick response, for example student/staff at risk of harm. The role of the 'Red card' is to support, not always simply to remove students. The classroom teacher is still responsible for the child's learning, even if they are removed.

### **Red Card behaviours**

- Physically attacking another child or adult
- Extreme disruption in class or violent outbursts

Staff are to use the red card to send for a member of the SLT. CPOMS must be completed as soon as possible and certainly the same day. Parents are to be informed by the teacher or SLT, if at lunch/break time.

**Behaviours which may be dealt with in class, in the first instance, but which you will need to record on CPOMS. Parents should always be informed by phone or in person, on the same day:**

- Racist/sexist/child-on-child abuse/ homophobic/anti-faith/ language incidents must always be recorded on CPOMS as soon as possible and SLT alerted
- Stealing, spitting, deliberately breaking resources, disobeying instructions, swearing (including gestures)

Teachers must log all incidents on CPOMS as soon as possible and alert the SLT and DSL. Parents are always informed by the teacher by phone or in person, on the same day.

If the above behaviours are repeated or frequent, parents/SLT would need to work together to identify a plan to move forwards.

### **Amber card**

We also have an amber card in each class for the teacher to alert another class, when they don't have a second adult but need support for whatever reason.

Both these cards should be stuck by the door ready for a child to take and use as directed by the teacher

## 5. Restorative Justice

This is used by all staff, when trust is broken or behaviour has fallen below minimum standards.

Walk and talk or engage in a collaborative activity – take the pressure off  
Focus on the main thing, timing and end well:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did your actions make people feel?*
- *Who has been affected? How?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*