St Mark's CE Primary School

Behaviour and relationships policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Local Governing Body
Policy ratified:	5th February 2026
Policy review date:	1st September 2026

1. **Aims:**

At St Mark's Primary School, we believe that our core vision and values and a creative learning environment enables everyone to feel nurtured, take responsibility and are courageous. We aim to promote high standards by modelling positive behaviours at all times and ensuring the following three positively phrased rules are always followed across the school:



At St Mark's, we recognise that in order to teach valued behaviour and modify detrimental behaviour, adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support they may find beneficial.

As a school we promote positive behaviours and ensure that our school's vision 'Opening doors to the journey of life' and values are symbiotic with our practice. The school values are: Love, Trust, Respect and Inspire.

All adults working at the school are given training as part of their induction process and are expected and supported to reflect on their practice regularly. If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided.

2. **Responsibilities:**

Governors are responsible for:

- Reviewing the policy annually.
- Monitoring the effectiveness of the behaviour policy and reviewing its implementation in practice.

Senior Leadership Team are responsible for:

- Ensuring that all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour.
- Supporting colleagues to reflect on and continually develop their practice.

All staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Creating positive experiences for pupils
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers. The school will inform parents / carers about their child's valued and detrimental behaviour.
- Implementing this policy consistently and understanding the principles and approaches to pupils' behaviour as described in this policy.

Parents and carers are responsible for:

- Engaging in the life of the school and its culture
- Collaborating with the school around the support provided for their child and raise any concerns about teaching of valued behaviour or reduction of detrimental behaviour with the school directly

Pupils understand that:

- They will be recognised and celebrated for valued behaviour.
- They must engage in taught sessions about valued behaviour, and that by attending St Mark's Primary School, they understand these values.

3. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

Behaviour Curriculum – Intent

At St Mark's CE Primary School, our school values are love, respect, trust and inspire, which all children and staff will demonstrate alongside our school rules, 'Ready', 'Respectful' and 'Safe'.

LOVE

When we root our practice in the value of **love**, we create an environment where every child feels safe, comfortable, seen, and heard. Love in action means building relationships that honour each pupil's dignity and potential. It is expressed when pupils are supported and enabled to:

- Attend school regularly and arrive on time, knowing they are welcomed, wanted, and cared for.
- Share their experiences freely because they trust that their voices matter and will be met with warmth, respect, and understanding.

Love is not abstract here—it is the daily commitment to nurture belonging, to notice each child, and to ensure they feel held within a community that believes in them.

RESPECT

Respect is shown when we nurture a culture where children develop a love of learning, optimism, and confidence. When pupils feel respected, they are more willing to challenge themselves and grow. We demonstrate this value by supporting and enabling pupils to be respectful through:

- Showing respect to themselves by taking pride in their work and effort and always trying their best, even when something is tricky.
- Showing respect to others by listening carefully, taking turns in conversations, using kind language, including and celebrating others.
- Showing respect towards adults by following instructions first time, speaking politely and asking questions respectfully when they don't understand.
- Showing respect to the learning environment by looking after books and equipment, tidying up after activities and treating the school areas with care.

TRUST

We want children to feel trusted, valued, and appreciated and a school culture where telling the truth is safe and supported. Pupils are supported and enabled to be trusted by:

- Being honest about what happened in a situation
- Taking responsibility for their actions
- Showing reliability by completing tasks they've agreed to do
- Asking adults for help when they need it.

INSPIRE

We want children to feel inspired by sparking curiosity, pride, imagination and a sense of possibility. When children feel inspired, they engage more deeply and begin to see themselves as capable, creative contributors to their community. Pupils are supported and enabled to feel inspired by:

- Showing enthusiasm and curiosity during lessons
- Taking ownership of their learning.
- Taking pride in their work
- Showing initiative and demonstrating resilience when something feels difficult.

Behaviour Curriculum – Implementation

Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At St Mark's, we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases, the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at St Mark's are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: postcards, phone calls, Dojo points
- Celebration certificates

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours

- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school system My Concern.
- Termly reviews of celebrations and recognitions. All staff should record postcards, phone calls, certificates, praise points and Dojo points.
- Collection of pupil voice through debrief reflections, school council meetings, PSHE lessons, circle times etc.

4. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At St Mark's Primary School, we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils their known additional / special educational needs may influence their behaviour.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental

behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Responding to detrimental behaviour

Some detrimental behaviours may not be unusual at St Mark's and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you*.
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. E.*g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or

other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those listed above. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
    - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
    - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
    - increasing adult input / supervision for a defined period of time
    - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')

- increasing / adapting praise and celebration of valued behaviour when it is displayed

More detail on the steps taken when addressing detrimental behaviour can be found in the behaviour blueprint in Appendix A.

5. **<u>Dangerous behaviour:</u>**
   This could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at St Mark's CE Primary School and the school will always take action to address it. A full description of the school's response can be found in Appendix C.

ii. **Prohibited items**. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix D.

iii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at St Mark's CE Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using My Concern, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At St Mark's CE Primary School, we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including collective worship provision, modelling anti-discriminatory behaviour.

iv. **Child-on-child sexual violence and sexual harassment**. This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at St Mark's CE Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Appendix A:

Coastal Learning PARTNERSHIP

ST MARK'S CE PRIMARY SCHOOL BEHAVIOUR BLUEPRINT

Our School Vision:Opening the doors to the journey of life.
"I am the light ofthe world. Whoever followsme will not walk in darkness,but will have the light of life." John 8:12.

Our core values:

Love	Trust	Respect	Inspire
Love	Trust	Respect	Inspire

Visible consistencies:
- Meet and greet every child with a smile each day
- Star card boards in every classroom
- Restorative approaches to behavioural concerns/conflict
- Manners matter
- Relentless Routines
- All adults are emotionally available.

Be ready
Be respectful
Be safe

ready respectful safe

Rewards:
- Star cards
- Dojos and praise points
- Praise group rewards
- Golden tickets for reading
- Postcards home to parents/carers
- Christian value awards and stars of the week.

Consequences:

Be ready, be respectful, be safe

ready respectful safe

Step 1 · Non verbal reminder given. (non verbal)

Step 2 · Quiet verbal reminder. (quiet verbal)

Step 3 · Verbal warning. (verbal warning)

Step 4 · Yellow card issued. 5 minutes reset outside the classroom might be needed. (yellow card 5 minutes outside classroom)

Step 5 · 2nd yellow card issued. 15 minutes working in different classroom. Reflective conversation at break/lunch. (yellow card 15 minutes different class)

Failure to follow instructions = further consequences and red card issued

What happens when a red card is issued?

-Restorative conversation with adult involved.
-Related consequences.
-Completion of missed work.
-Parents/carers informed.

red card

Instant red card behaviour:

-Intentional physical behaviour.
-Intentional swearing/insulting language.
-Intentionally upsetting others with words or actions.
Any other dangerous behaviours.

red card

Refusal to follow instructions or move to a different classroom may result in an internal suspension.
Individual behaviour plans will be written, in conjunction with parents and carers as needed.

Restorative conversation: 5 R's.

Relationship: I'm here to listen and want to help. What happened?

Respect: How were you feeling? How do you think others felt/ who has been affected?

Responsibility: What could do differently next time?

Repair: What should we do to put this right? How can I help you with this?

Reintegration: Are you ready to learn/ return to the class?

30 second script:

I noticed you are... (having trouble getting started/struggling to get going/ wandering around the classroom.)

It was the rule about... (lining up/staying on task) that you broke.

You have chosen to (move to the back/ catch up with your work at lunchtime)

Do you remember last week when you... (completed your work/ got a dojo)

That is who I want to see today. Thank you for listening.

Appendix B:

Definitions of key terminology

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Appendix C:

Preventing bullying

- Teach explicit lessons on kindness, empathy, and respectful behaviour through PSHE and assemblies.
- Establish clear school-wide expectations for behaviour and model them consistently.
- Supervise high-risk areas such as playgrounds, corridors, and lunch halls with active adult presence.
- Encourage cooperative games and structured play to reduce conflict during unstructured times.
- Promote a culture where differences (e.g., culture, ability, SEND, appearance) are celebrated.
- Train staff to recognise early signs of relational conflict before it escalates.
- Provide opportunities for pupil voice through school councils or worry boxes.
- Build strong relationships between staff and pupils so children feel safe to speak up.

Reporting bullying

- Make sure pupils know who they can talk to and how to ask for help.
- Provide multiple reporting routes: trusted adults, worry boxes, online forms, or peer mentors.
- Reinforce that reporting bullying is responsible behaviour, not "telling tales".
- Ensure staff respond calmly and take every concern seriously.
- Offer clear communication channels for parents to raise concerns.
- Display posters and reminders around school explaining how to report bullying.

Recording bullying

The school uses MyConcern for reporting any incidents of potential bullying. These are then reviewed by DSL (Designated Safeguarding Lead) and SLT (Senior Leadership Team) and any patterns over time are identified and follow up with necessary actions. All records are securely kept and confidential in line with data protection requirements.

Responding to those subjected to bullying

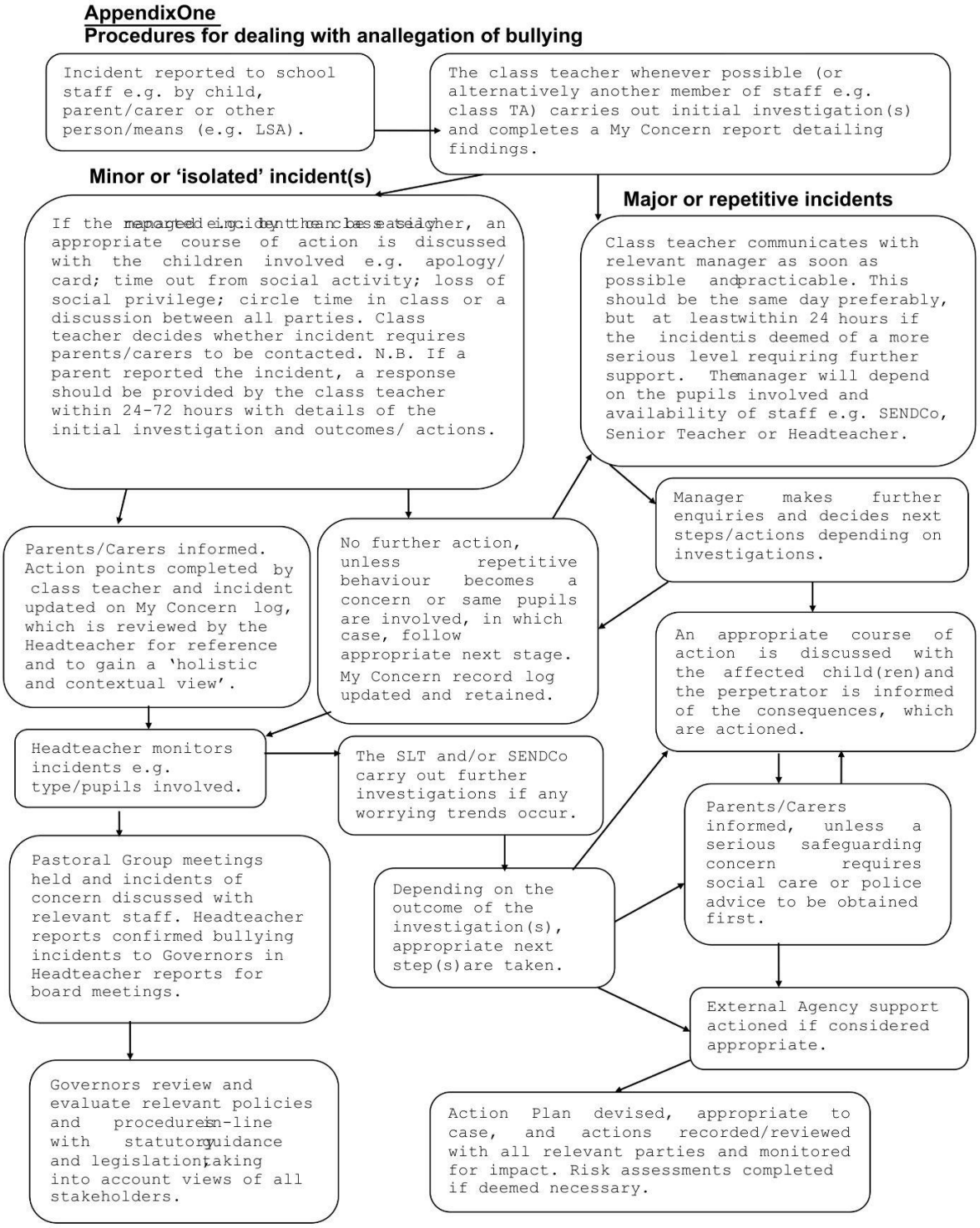
- Listen attentively and reassure the child that they have done the right thing by speaking up.
- Validate their feelings and ensure they feel believed and supported.
- Explain clearly what will happen next and keep them updated.
- Provide safe spaces or trusted adults they can check in with.

- Offer restorative conversations only if appropriate and the child feels comfortable.
- Monitor their wellbeing and check in regularly to ensure the bullying has stopped.
- Involve parents/carers and agree on a plan for ongoing support, with regular review meetings.

Responding to perpetrators of bullying

- Address the behaviour promptly and calmly, making expectations clear.
- Explore underlying reasons (e.g. emotional needs, friendship issues, regulation difficulties).
- Apply consequences in line with the school's behaviour policy.
- Use restorative approaches to help them understand the impact of their actions.
- Teach alternative behaviours and provide support for social skills or emotional regulation.
- Maintain communication with parents and involve them in behaviour plans.
- Monitor behaviour over time and reinforce positive changes.

Procedures for dealing with an allegation of bullying



Appendix D: Searching and confiscation

i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.

v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.

vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

vii. A member of staff may search a pupil's outer clothing, pockets, possessions, trays or bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted

immediately and where it is not reasonably practicable to summon another member of staff.

viii. Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.

ix. Parents will always be informed of any search for a prohibited item listed that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.