



St Mark's C of E Junior School

Growing together, becoming all we are created to be

Behaviour and Character Development Policy

Living our Vision through this policy

The **FACE** of St Mark's: **F**orgive, **A**spire, **C**ompassion, **E**ngage

*Our **aspiration** at St Mark's is that learning more about ourselves, others and the world is seen as a joy and a huge privilege. We seek to follow the example of Jesus in our own lives, deepening our relationships with one another and showing **compassion** and **forgiveness** in all that we do. Our **engagement** with the local community and church will be strengthened and grow, leading to the mutual flourishing of all.*

We wish to provide a school environment where all children feel happy, secure, valued and respected. We aim to enable all children to grow and flourish in an atmosphere of praise and encouragement, developing pride in ourselves and our school.

Aims

Our behaviour policy aims to:

- embed the school's Christian values as being the very heart of how we behave
- involve all members of the school community, as appropriate
- provide a learning environment that is safe and secure
- ensure absolute clarity about the expected standards of behaviour
- encourage independence, self-discipline and a sense of responsibility towards themselves and others
- build a sense of belonging and pride in our school community
- develop children's ability to exercise choice in their behaviour, even in difficult situations
- develop a clear and consistent approach to teaching learning behaviours alongside managing misbehaviour
- ensure a clear system for rewards and consequences is applied consistently through a restorative approach, showing an understanding to the individual needs of child.

Principles and Practice

- We believe that children learn through a combination of good teaching, high expectations and good example. Our Christian Values teaching will be used to reinforce our expectations as a key part of daily school life.
- The quality and content of the curriculum together with the school environment offered to our children will have a fundamental influence on the behaviour of our pupils.
- We will work in partnership with parents to manage and support their children's behaviour as we know that behaviour is a form of communication; we want to ensure we gain a full picture as to what might be triggering the child to behave in certain ways.
- The school values and expected behaviours will be modelled by all adults at all times

The following principles will be instrumental in our practice (recommendations within research and documentation namely: **Improving Behaviour in Schools** published by Education Endowment Foundation [Improving Behaviour in Schools | EEF](#) and **DfE's guidance for Behaviour in Schools** [Behaviour in schools - GOV.UK](#))

In our commitment to developing positive behaviour we will:

- know our pupils well and what might influence their behaviour, aiming for every child to have a supportive relationship with a member of school staff
- ensure that pupils can access the curriculum, engage with the lesson content and actively participate in their learning
- use classroom management strategies to support good classroom behaviour
- use simple approaches as part of our daily routine

- use targeted approaches to meet the needs of individual children
- ensure consistency and coherence of our policy and practice at a whole school level

HeartSmart

We have adopted HeartSmart as a whole school approach to develop positive behaviours and resilience. We will use the five principles of HeartSmart to embed our Christian Values and to empower children to make good choices. The combination of taught lessons, whole school and class worship, together with reflective moments throughout the school day will be delivered to structure and complement our approach to behaviour and character development.

The Five Principles of HeartSmart

1. Don't forget to let love in -this principle is about learning how important, valued and loved we are. It teaches children about self-worth. Lessons deliver the messages 'You're important, you matter, you're one in a million and above all you're loved. The healthier our internal dialogue, the greater our sense of worth which is the cornerstone of character and resilience.' **Underpinning FACE values: Compassion & Forgiveness**

2. Too much selfie isn't healthy- this principle explores the importance of others and how to love them well. It teaches about empathy, working well with others, being a good listener and 'understanding that life is more about we than me' **Underpinning FACE values: Compassion & Engage**

3. Don't rub it in, rub it out- forgiveness is key. Learning how to process negative emotions, disappointment and hurt are explored through this principle. 'Don't Rub it in, Rub it Out! means choosing to forgive, leaving the pointing finger in our pocket and accepting that we too need grace just as much as we give it away. Everyone makes mistakes' **Underpinning FACE values: Forgiveness, Compassion & Aspire**

4. Fake is a mistake-Unpacking how to bravely communicate truth and be proud of who we are. This principle focuses on identity. Learning to be yourself and how to communicate truth well. 'Fake is a Mistake is about having the courage to tell the truth when we need to but it's also about knowing that we're enough as we are, that the whispers of shame are lies to be ignored. We don't have to pretend to be something or someone that we're not because we're enough as we are. Right now.' **Underpinning FACE values: Aspire & Engage**

5. No way through isn't true-Knowing there is a way through every situation no matter how impossible it may seem. This principle aims to develop grit and determination. Building resilience and how to learn and develop a growth mindset. **Underpinning FACE values: Aspire & Engage, Forgiveness**

Through the teaching of the HeartSmart principles, children learn how to make positive decisions, how to value themselves, show love and care towards others, to forgive and to be honest.

See PSHE policy for further information about our PSHE programme

A Relational Approach

We want to ensure that all members of the school community feel that they have a sense of belonging; that they are in a safe place and that they are valued and celebrated. All members of staff are intrinsically involved in helping children understand the impact of our behaviour on others, both positively and negatively. Our school behaviour expectations, therefore, are key in enabling all children to grow and flourish.

Pupils who show our school values and behavior expectations must have their actions acknowledged and rewarded. Those who do not need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. Our **Step System** and **Behaviour Ladder** shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are always working to create a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities. For example:

The school environment - Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors - Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship - Staff and children are expected to enter and leave the worship calmly and quietly, and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of worship in a positive and respectful manner. Members of staff who accompany their class into worship, and wish to issue instructions to children in worship should usually do this using signs rather than speech, and should lead their class in and out of worship from the front of the line.

The Lunch Hall - Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The Playground - At lunchtime, children are expected to respect any adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are having friendship difficulties or harassed.

The adults on duty are responsible for ensuring that the children are safe; there is a good range of play equipment is available for the children; that the supervision is spaced evenly across playground and playing field; that values are being followed to and that any incidents are being properly dealt with within the restorative framework. (We use the term restorative when related to 'restoring' the relationship.)

A senior member of staff will have presence at lunchtimes along with Teaching Assistants and Midday Supervisors. Midday Supervisors should seek support from a Teaching Assistant or senior members of staff for any persistent or significant behaviour incidents warranting Step 2 or 3 action. **Any Step 3 behaviour incidents should be reported to the Senior Leadership Team member after further investigation.**

Representing the school off-site e.g. school trips, sports events – we expect impeccable behaviour of all St Mark's children, particularly when off-site. Children must show they can listen attentively, follow instructions immediately and positively encourage others to do the same. Our school values will be shown at all times to enable everyone to benefit fully from the enhanced education opportunity. Those who show they cannot do this may be prevented from representing the school in the future. This will be decided through a collaborative conversation with parents, class teacher and senior members of staff as required.

School uniform - Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Expectations should be adhered to by all children unless agreed by SLT or specified in a MyPlan, according to level of need. Guidance for school uniform is detailed in the School Uniform Policy on the school website, or available in printed form from the school office.

Home and School Partnership

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers via phone / email
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We believe that children flourish when they know how they are expected to behave and develop a sense of themselves through interactions with warm, caring, adults who treat them with respect. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm- it breeds resentment;
- threatening children with someone else's discipline-it diminishes us
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school.

These include, but are not limited to:

- House Captains
- Pupil Voice Groups e.g School Council, FACE Comittee
- Classroom and school wide monitor jobs;
- Supporting office admin staff to with helpful errands
- Lunchtime Monitors **new in 2025*
- Playground Leaders **new in 2025*

Celebrating Successes

We deliberately celebrate success in the 'here and now' through direct, positive feedback as the children make each crucial step in their growth and development, achievement and progress.

Congratulating children through verbal and non-verbal praise will be the main way of celebrating success.

We want our children be self-motivated in their learning rather than working for a 'reward' only. Our relationships with the children enable them to recognise success and that this is seen as the reward in itself: the joy of learning.

There will be occasions when we want to specifically reward outstandingly positive learning behaviours towards others and / or in their personal development as a way of recognising success.

The below systems are used for this:

Personal Rewards

Friday Rewards - Each Class Teacher/TA will select **one child** for:

- **Individual Recognition Award** for outstanding effort and achievement in their learning and progress
- **Values in Action Award** – for outstanding demonstration of showing of one (or more) of our FACE values or another specific Christian Value e.g. Courage, Perseverance

Teaching and Learning Owls & Raffle Tickets - Children will be given a raffle ticket for a high level of commitment to their learning e.g. showing a specific example of applying one of our Teaching and Learning skills (as shown on the Teaching and Learning Tree in each classroom) in a way that is of particular significance to their learning journey.

Children to write their name on the back and store it in a safe place, according to the class's agreed system. Children collect raffle tickets, working towards gaining their Bronze, Silver or Gold Teaching and Learning Owl.

When a child has collected the below number of raffle tickets, they are rewarded with a laminated owl with their name on it. These owls are displayed on the Teaching and Learning Tree in the classroom. Children work towards earning 3 laminated owls each to achieve Bronze, Silver and Gold owl badge

Bronze Owl	20 raffle tickets per laminated owl	3 laminated owls: $3 \times 20 = 60$ raffle tickets to gain Bronze Owl
Silver Owl	20 raffle tickets per laminated owl	3 laminated owls: $3 \times 20 = 60$ raffle tickets to gain Silver Owl
Gold Owl	20 raffle tickets per laminated owl	3 laminated owls: $3 \times 20 = 60$ raffle tickets to gain Gold Owl
Star	30 raffle tickets per laminated star	3 laminated stars: $3 \times 30 = 90$ raffle tickets to gain a Star badge

This would equate to the adults working with the children to awarding between 7-10 tickets per day in their class. Members of staff should not award more than one ticket to each child at any one time.

Collective Rewards

House Points - These are instant, 'in the moment' positive feedback rewards that are collected for the House Team. House points may be given for e.g. excellent group work, carefully thought through oral responses, a group showing a keen readiness to learn, setting an example to others. House points are collected on each class' house points board. Totals are announced in Friday's Collective Worship. At the end of a seasonal term / at the beginning of the next, the winning House for that term will receive a treat.

Class Rewards - This is for the whole class, working as a team, demonstrating success in meeting high expectation of their learning behaviours. Each class will set up a marble in jar or equivalent system when the class can work collectively towards a meaningful reward. We would hope a class to be successful in collecting 30 marbles once a half term or thereabouts.

When behaviour is not ok: it impacts negatively on others or on the child themselves

We place high importance on the modelling of positive language and behaviour and we take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

When negative behavior occurs, pupils are supported to identify ways they can put right the harm they have caused. We believe that implementing the principles of Relational Practice* helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. The boundaries we set for the children supports them in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

Below outlines how this will be facilitated:

The Step System

Step 1: A Chance to Change – When low level behaviour is impacting on learning / relationships with others.

The Class Teacher / Teaching Assistant will say: *“The way you are (name the behaviour e.g. shouting out / talking over others) is (name the impact e.g. stopping others from learning / irritating people around you).*

***This is Step 1: A Chance to Change.** I know you can do better. Let’s see the change please.”*

Adaptive Practice* techniques will be implemented in line with Teacher / TA judgement to support the child to make the quick change as needed.

Step 2: Time to Talk – When behaviour has not improved and continues to impact on learning or on others.

The Class Teacher / Teaching Assistant will say: *“We are still seeing (name the behaviour) which is continuing to (name the impact).*

***This is Step 2. We need Time to Talk at break / lunchtime**” (whichever is next*).*

Adaptive Practice* techniques will continue to be implemented in line with Teacher / TA judgement to support the child to improve behaviour.

- During the **Time to Talk**, the child will be encouraged to reflect upon their behaviour and have the opportunity to make things right.
- The school Values and HeartSmart principles will be incorporated within a restorative discussion* to empower children to take responsibility for their behaviour and think about the change needed and how this will happen.
- Class teachers assume responsibility for this stage of the process.
- **Time to Talk** conversations should be recorded on CPOMS with brief summary of behaviour and outcome.

*If Step 2 is required during an afternoon session or if the class teacher is on break duty so cannot talk with the child, a restorative conversation will be had with the child at another appropriate time to ensure the day ends with the situation put right. The child will sit with a member of staff on duty during break time on the following day.

Step 3: The child continues with negative behaviour and has not been able to respond using the implemented support. Or the behaviour is serious*

“This is Step 3. Behaviour is continuing to.. (name the impact). Or name the serious behaviour*

We are now going to ..’ (explain next steps).

- The child may be taken to an alternative location to the classroom (i.e. the parallel class) where they can continue with work away from distraction.
- They will miss 15 minutes of their break or lunchtime supervised by a member of the SLT.
- Parents will be informed of the incident by the class teacher via phone and will recommend a meeting will be arranged with child, parent and teacher where restorative conversation will be had with agreed outcomes
- Step 3s will be recorded on CPOMS by the staff member who gave it. SLT will add any actions to this account.

Restorative Questions

What happened? Drawing out each person’s story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved:

<p>What happened ?</p>	<ul style="list-style-type: none"> • Can you go back to the beginning and help me understand us how it was that..... • If we had a video and we could replay it, what would we see happening? • If I was watching it on CCTV, what would I see? • If I was a fly on the wall, what would I see you doing?
<p>Thoughts & feelings then and since?</p>	<p>THEN</p> <ul style="list-style-type: none"> • When you (<u>name the behaviour</u>), what were you hoping would happen? • What was the purpose of doing that? • What were you expecting would happen? • If you did know what you were thinking, what might it be? • What made you decide to do that? • What was going on in your head at the time? <p>If the answers include something about: "I wanted to make her feel bad....." your next question becomes:</p> <ul style="list-style-type: none"> • Tell us some more about that? •..... So that? • Can you tell us the reasons for that? <p>SINCE</p> <ul style="list-style-type: none"> • What do you think now about what you did? • Since it happened, what have you thought about what you did? • Now that we are here talking about it, what do you think now about it?

<p>Impact?</p>	<ul style="list-style-type: none"> • What do you think it's been like for _____? • How do you think _____ feels about coming to school/into this class now? • How do you think things have changed for _____? • Who else has been affected? How? • Might other people feel threatened/scared when they see you doing that? <p>If parents are not present you could also ask:</p> <ul style="list-style-type: none"> • What have your parents said to you about what's happened? • How do they feel about what you've done? • How have they been affected? • If they were here right now, what might they be saying?
<p>Needs and Repair?</p>	<ul style="list-style-type: none"> • What needs to happen for this problem to be sorted out? • What do you need to do to make things better? • Is there anything you want to say to _____? • What would _____ need to hear from you to know that you're sorry? • What do you need? • What difference would that make?
<p>Options?</p>	<ul style="list-style-type: none"> • What do you want/need to do now? • What support so you need? • What will you do next time (<u>trigger happens</u>)? • What have you learned from this experience?

Language to use during the Restorative Conversation:

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking.....

Reflecting: So you..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....
Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

The Restorative Approach and use of Consequences within Step 2 and Step 3 conversations

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Consequences should be logical, natural and relational.

We aim to help the children look at any negative effects they have caused to others and see that consequences are a way of saying sorry, of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. The Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

When should behaviour incidents be logged?

The child's class teacher or Teaching Assistant should log Step 2 and Step 3 incidents, including:

- When a pupil damages property on purpose (belonging to school or to another individual in school)
- Racist, homophobic or any other discriminatory incidents (these also need to be reported separately to the HT)
- Severe swearing/verbal abuse
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
- Incidents in which another individual has been injured/ assaulted, on purpose, and there is a visible injury, whether or not intent can be proved
- Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the perpetrator should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the children's opinions differ about an incident, the perpetrator claims accident, and there are no other witnesses.

If any of the behaviours above occur during lunchtime, the Midday Supervisor (MDS) involved should report this and pass to the Class Teacher or SLT. The teacher will take responsibility for logging this on CPOMS and make any decision about whether to refer this on. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

Needs-based Approach

We recognise that all children are unique individuals and therefore we are somewhat flexible in the manner we address any incidences of negative behaviour. The stages of the Relational Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has been identified as having SEN (e.g. non-verbal autism), an alternative approach, will be discussed and decided upon through discussion

with parents and any other additional professionals. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Any agreed systems will link to My Plan outcomes as needed. The adapted plans for individual children will be communicated to all staff and alternative measures will be put into place. These will be reviewed every 6 weeks if not, more regularly as required.

Individual behaviour plans (or Personal Support Plans PSPs) will also be generated through the discussion and agreement with all those involved with the child.

Misconduct outside of the school day:

The school will investigate and where necessary, take action against any child who is reported for negative behaviour or bullying off the school premises, if

- a) the child is:
 - participating in a school-related activity;
 - travelling to or from school;
 - wearing the school uniform;
- b) the misbehaviour could:
 - pose a threat to another pupils;
 - affect the school's reputation.

Please refer to the Anti –Bullying Policy, Safeguarding Policy and the E-safety Policy for additional information relating to misconduct outside the school premises.

Any action taken will be proportionate to the misconduct and will include discussions with parents and the child themselves.

Children whose behaviour within school is such that it could pose a risk to themselves and/or others when on a school visit will be subject to an individual risk assessment. If the school judges that the child's safety and/or those of others cannot be assured as a result of their behaviour, the school reserves the right to withdraw that child from going on the visit.

Restrictive Physical Intervention (RPI)

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults will immediately report to the Headteacher who will determine the consequences.

However, in all situations pupils will be treated within the Relational Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- Cause personal injury to, or damage to the property of, any person (including the pupil themselves);
or
- Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is ‘the minimum degree of intrusion required to resolve the situation, for the minimum amount of time’. RPI will always be carried out with the child’s safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Please refer to the Restraint and Intervention Policy for full details.

Suspension and Permanent Exclusion:

The DfE states: “The Head teacher decides whether to suspend a pupil for a fixed term or permanently exclude, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”

In exceptional circumstances where a child has seriously breached the school’s behaviour policy or is involved in an extremely serious incident the Headteacher can make the decision to suspend the child either as a fixed term or permanent exclude. In all cases, permanent exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or any other members of the school community.

Where behaviour consistently falls short of expectations, the Head Teacher reserves the right to exempt a pupil from school trips, including residential activities. These type of sanctions must be proportionate and take account of pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

We recognise that permanent exclusion is an absolute last resort.

Safeguarding Statement

St. Mark’s C of E Junior School is committed to delivering good outcomes for children and young people by providing an outstanding safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

Accessibility Statement

St Mark’s C of E Junior School is committed to providing an environment that enables all pupils, staff parents and visitors’ access to the full curriculum and school information without discrimination of any kind regardless of their education, physical, sensory, social, moral, spiritual, emotional and cultural needs.

Related Policies

- Personal, Social and Health Education
- Teaching and Learning
- Safeguarding
- E-Safety
- Anti-Bullying and Hate
- Restraint and Intervention

Signed:  (Headteacher)

Date of this Policy: Autumn 25

Responsibly: SLT & Full Governing Board

Review: Autumn 26

Behaviour Ladder

	Behaviour	What will happen	Staff Responsible
Step 1 & 2	Shouting out	<ul style="list-style-type: none"> Reminder, praise good listening If repeated, Step 1: Chance to Change, firm warning; adaptive practice If repeated, Step 2: Time to Talk restorative conversation with child at the end of the lesson during playtime Teacher discretion for when to escalate to next step 	Class Teacher Teacher Assistants
Step 1 & 2	Walking around the room to deliberately disrupt learning	<ul style="list-style-type: none"> Step 1: Chance to Change, firm warning (“Name, sit in your place please. Thank you”) Reminder, praise good engagement; adaptive practice If repeated, Step 2: Time to Talk restorative conversation with child at the end of the lesson during playtime Teacher discretion for when to escalate to next step. <p>SUGGESTION: Explore alternative seating provision (Why do they keep getting up to leave?)</p>	Class Teacher Teacher Assistants
Step 2 & 3	Hitting / kicking	<ul style="list-style-type: none"> Calm involved children down. Discuss what happened, how they were feeling and what the situation was (Ensuring all children remain calm, respectful and do not talk over each other) Reminder that hitting/violence is never acceptable regardless of whether we’re cross or upset. If repeated, Step 3 log incident on CPOMS and inform parents of the incident via phone call 	Class Teacher Teacher Assistants MDS
Step 2 / 3 depending on severity	Deliberately damaging or misusing equipment.	<p>If own equipment:</p> <ul style="list-style-type: none"> Natural consequence of not having access to that equipment any more. <p>If equipment belongs to someone else or school:</p> <ul style="list-style-type: none"> Discuss feelings/situation then model careful use of equipment. Repair if possible e.g. clean table, mend book etc If repeated, incidents logged on CPOMS and discussion with parents at pick up. If it’s a high value item belonging to another child, log incident on CPOMS and have a discussion with parents (SLT to facilitate parent liaison with each other if necessary) <p>SUGGESTIONS: Introduce them to their classroom’s cleaner at the start of the year and talk about the affect of a messy classroom. Talk about the value of the items damaged. Explore reasons for behaviour</p>	Class Teacher Teacher Assistants MDS
Step 1, 2, 3	Refusing to follow instructions	<p>If they verbally refuse: Step 1, continue with Step 2 & 3 if needed</p> <p>If they physically refuse:</p> <ul style="list-style-type: none"> Use words ‘Name. Come and do X (e.g. sit in your carpet space) Thank you’ in a firm voice. This is Step 1: a Chance to Change If they still refuse say ‘Name. I’m going to do Y (e.g. “Go and get a book” to give them time and space) then ask you again’ This is Step 2: we need Time to Talk If they still refuse say We are on Step 3 ‘come and do X or you will have to sit out of playtime with SLT and will then work in another class. 	Class Teacher Teacher Assistants

		SUGGESTION: This can often cause heightened emotions from each party. Advise you take a moment to assess the situation before it “becomes an argument”. Firm boundaries and a relationship needed with this.	
Step 2, 3	Swearing	<ul style="list-style-type: none"> Establish what was said and by who. Step 2 - Firm verbal reminder that that language is unacceptable in school If repeated, Step 3 phone call home, report to parents, log incident on CPOMS and escalate. 	Class Teacher Teacher Assistants MDS
Step 3	Homophobia and Racism	<ul style="list-style-type: none"> Establish what was said and by who. Restorative conversation about the impact of language, a firm verbal reminder that that language is unacceptable in school. Step 3: Agree consequences. Report to parents via phone / email and log on CPOMS (even if first occasion) If repeated, continue to report to parents, log incident on CPOMS and escalate 	Class Teacher Teacher Assistants
Step 1, 2 & 3	Not engaging with learning (at an appropriate level for the child)	<ul style="list-style-type: none"> Reminders during lesson and provide support if necessary following Step 1 If repeated, Step 2 discussion with child about the value of education, the importance of trying your hardest or asking for help. If behaviour is repeated, Step 3 work sent home to be completed and discussion with parents. If it continues, discuss with SENCO 	Class Teacher Teacher Assistants
Step 3	Sexual Language	<ul style="list-style-type: none"> Establish what was said and by who (Use NSPCC resource to determine whether it’s deemed “problematic”) Restorative conversation about the impact of language, a firm verbal reminder that that language is unacceptable in school. Step 3 Agree consequences. Report to parents via phone or email and log on CPOMS (even if first occasion) If repeated, continue to report to parents, log incident on CPOMS and escalate 	Class Teacher Teacher Assistants
Step 1, 2 & 3 depending on severity	Verbal unkindness	<ul style="list-style-type: none"> Establish what was said and by who. Firm verbal reminder that that language is unacceptable in school. Follow Step 1 If repeated, follow Step 2, agree consequences. If persistent, follow Step 3: report to parents via phone or email and log incidents on CPOMS (Is it bullying?) If repeated, continue to report to parents, log incident on CPOMS and escalate to SLT 	Class Teacher Teacher Assistants MDS