



## St Mark's C of E Junior School

*Growing together, becoming all we are created to be*

### Behaviour and Character Development Policy

*A Summary for Families*

#### 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
- **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



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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.

#### **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

#### **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:



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#### 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 x 20 = 60 raffle tickets to gain Bronze Owl
Silver Owl	20 raffle tickets per laminated owl	3 laminated owls: 3 x 20 = 60 raffle tickets to gain Silver Owl
Gold Owl	20 raffle tickets per laminated owl	3 laminated owls: 3 x 20 = 60 raffle tickets to gain Gold Owl
Star	30 raffle tickets per laminated star	3 laminated stars: 3 x 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



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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 Step1: 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.



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- **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.

#### **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.



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Below is a summary of our Behaviour Ladder

(complete version detailed in the full Behaviour and Character Development Policy)

Behaviour Incident	Step 1 : A Chance to Change	Step 2 : Time to Talk	Step 3
Refusing to follow instructions	X	X	X
Verbal unkindness	X	X	X
Not engaging	X	X	X
Deliberately damaging equipment		X	X
Hitting / kicking		X	X
Swearing		X	X
Racism or discrimination			X
Sexual language			X

An example of some the questions staff will use during a Restorative conversation:

**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?



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#### **Language that will be used 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

#### **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.

#### **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.

**Signed:**  (Headteacher)

**Date of this Policy:** Autumn Term 2025

**Review:** Autumn Term 2026

**Responsibly:** SLT & Full Governing Board