

# Behaviour and Relationships policy and statement of behaviour principles

## St Mark's Catholic Primary School



<b>Updated by</b>	Michal Keller Headteacher	<b>Date:</b> July 2025
<b>Approved by:</b>	FGB	<b>Date:</b> December 2025
<b>Last reviewed on:</b>	March 2024	
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## INTRODUCTION

At St Mark's Catholic Primary School, we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual. Catholic Social Teaching (CST) underpins the framework of our school behaviour and principles such as dignity and solidarity teach the children to love and respect one another. Through partnership with parents, working together in a mutually supportive relationship, the school aims to make the mission statement our goal.

St Mark's Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child. We aim to equip children with the life skills to learn to understand the consequences and impacts of their actions. We believe, that in order to foster a climate of positive behaviour, it is our responsibility to ensure our children are continually and consistently supported to behave well and to always do their best. This policy sets out how we maintain high expectations and standards of behaviour, using a restorative justice and assertive discipline approach, rooted in the CST principles. Positive relationships lie at the very core of school life so that the children's time in our school is rewarding, enjoyable and successful.

Building strong relationships is at the heart of everything we do at St Mark's, so our Behaviour and Relationship Policy has a strong focus on rewarding positive behaviours and a Restorative Approach to resolving conflict and the development of intrinsic motivation. However, we recognise the need for assertive discipline: to teach children to choose responsible behaviour, thereby raising their self-esteem and academic attainment. It is an approach that can help create an optimum classroom environment conducive to good teaching and learning.

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management led by CST principles (ie. dignity of human being, rights and responsibilities)
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management,
- Outline our system of **rewards and sanctions**
- Enable pupils to self-regulate and be emotionally literate,

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Definitions

At St Mark's, through the delivery of the CST principles, we encourage children to value themselves and one another, to be responsible for their choices and actions, and to become caring members of the community. Fostering strong relationships between staff, children and parents is integral to helping children to achieve this. We regard the quality of relationships as being of paramount importance.

Our six **core values (6Rs)**, which are deeply rooted in the Gospel Values, support children to develop appropriate **learning behaviour** and are incorporated into the children's learning in the classroom, in assemblies, and through modelling. For example, the CST principles dignity and preferential option for the poor teach compassion and humility, recognised in both our Reasoning and Resilience values.

Good **conduct behaviour** is celebrated actively at St. Mark's. Courteous and generous behaviour, attentive listening and a proper code of personal and social etiquette ensures that children are free to grow, to learn and be happy and safe, uninhibited by disruption or bullying.

## Roles and responsibilities

### The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor.

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the school rules and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupil code of conduct - RULES AND ROUTINES

Children flourish when they feel safe, when clear boundaries are set and held. They have the right to feel safe and the responsibility to behave safely. At the same time adults need to be attuned to the needs of the children and respond to them calmly and sensitively.

Assertive discipline acknowledges that teachers have the right to teach, and children have the right to learn in a classroom free from disruptive behaviour. An assertive response style is one in which the teacher clearly, confidently and consistently states their expectations to the pupils and is prepared to back up these words with actions. When a teacher responds assertively, they tell pupils exactly what behaviour is acceptable and what is unacceptable, what will happen when the pupil chooses to behave and what will happen when the pupil chooses not to behave; they provide consistent boundaries.

School Rules are simple enough for all the children to understand. The agreed rules are referred to regularly, both in class and during assembly times and are **displayed in every classroom and communal areas.**

Class rules are established through discussion with the children each year. They are fully explained and displayed in the learning spaces, and children are supported to interpret them, and to understand how they relate to our school values and the CST principles. This is done very sensitively, taking into consideration the age and developmental stages of the children.

## Our 5 SCHOOL RULES

- We will be polite, respectful and kind to everyone in the school
- We will follow instructions, as soon as they are given, from all adults in our school
- We will keep our hands and feet to ourselves, giving each other proper space
- We will respect equipment and other people's property
- We will walk in the school building and in from our lines

## Rewards, consequences and sanctions

Good behaviour does not go unnoticed at St Mark's, and it is essential that we recognise it in a variety of ways. Appreciation and Praise are crucial to our policy; teaching and support staff recognise that consistently good behaviour is appreciated and communicate that to the children.

- Appreciation – tell children exactly what you appreciate about their behaviour
- Praise – be specific about what you are rewarding

### REWARDS

Lots of them and progressive!

1. Verbal/ non-verbal praise.
2. Dojo points awarded in recognition of excellent work or behaviour (ie. Children are not rewarded simply for following the school rules and expectations).
3. More exceptional learning or behaviour, children are sent to the Headteacher for a special Headteacher sticker or award.
4. Postcards are sent home for remarkable learning / behaviour from class teachers or SLT.

### Class Dojo

- Class Dojo awarded and praised regularly.
- Leaders monitor the class lists and awarded points.
- Every afternoon the class teacher resets the Dojo points.
- The Headteacher will present the child with a certificate at the end of every half term in a special celebratory assembly when achieving agreed Dojo points targets.

Each class will also have their own reward system that motivates their children so they can earn 'class points'. This will be recorded in the class file so anyone covering the class will be aware of each individual system although the essence will be the same - children earn 'class points'.

### CONSEQUENCES & SANCTIONS

The majority of our children are able to follow our expectations with little need for support. All staff throughout the school will follow the process of 5 warnings:

1 & 2 warning – referred to as a 'reminder' that the child is not following the school rules and behaviour expectations

3 warnings in class. Making it explicit to the child what they have/have not done using the Assertive Discipline approach. Remove them to another part of the classroom if necessary / time-out but within the classroom using Zones of Regulation areas.

4 warnings – The child is sent to a senior teacher or the behaviour supervisor on duty, as delegated by the Headteacher. Child misses playtime/part of lunchtime. The class teacher to ensure the consequence is in place. They will complete a reflection sheet with a person delegated by the HT. The child will lose next day one break. Parents/carers are informed at the end of the day by the class teacher.

5 warnings – The child will be removed from the class for the remainder of the day and is expected to complete all assigned work during this time. A letter concerning 5 warnings will be sent to the parents, and the child will lose breaks (morning and 30 minutes of lunch break) for the entire following day. Parents are informed by a member of the SLT. The Headteacher will organise and supervise the provision.

Physical or serious offence then straight to Warning 4 where they will have one more attempt to correct their behaviour using the restorative conferencing approach.

4 and 5 warnings to be recorded on Arbor as behaviour incidents.

**CONSEQUENCES after 4 warnings** – Sent to a senior teacher/behaviour supervisor on duty to complete a reflection sheet (see appendix 3) and reflect on their behaviour choices. A restorative meeting to be arranged when appropriate.

These are to be shared with the appropriate staff and stored in children's records in the class file. These will be monitored by the SLT and SENDCO. The Reflection/ Restorative Forms, alongside with Class Dojo/Arbor reports, will be used to track times, frequency and the nature of the incidents.

If more than two 4 warnings occur in one week then a member of the SLT will investigate further which may include consultation with the child, parents or class teacher.

**CONSEQUENCES after 5 warnings** – Sent to the Headteacher with work for the rest of the day. The headteacher will organise the provision.

If two letters are sent within the same week, parents are requested to attend a meeting with the Headteacher to discuss their child's behaviour. After the child has received 5 warnings 3 times within a half term, parents will be asked to attend a meeting to discuss what additional support their child needs from both the school and the parents. The support that the child is to be given will also be discussed and made clear.

See appendix 4 and 5 for sample letters to parents about their child's behaviour.

The headteacher may implement alternative, time-limited interventions that are proportionate and responsive to the individual needs of the pupil. Such measures could include, for example, a temporary placement in a different classroom environment, provided this is in the best interests of the child and consistent with their right to access an appropriate education.

If warnings have been given for behaviour that jeopardises the safety of pupils or staff, the pupil will be required to meet with a senior teacher/ behaviour supervisor on duty, regardless of the number of warnings to reflect on their behaviour. Any further warnings will jump straight to a fifth warning.

If insufficient progress seems to be taking place, the child may need individual support, such as

- Regular Catch Up with Parent at the end of school
- Personal Sticker Chart
- Pastoral Support within class from TA
- THRIVE Nurture Group or 1:1 support
- Positive Handling Plan/Behaviour Plan
- 1:1 Support

- External Professional Support
- Personalise Risk Assessment

The Headteacher, the SENCO (The Special Educational Needs' Coordinator), the child's class teacher and the parents/ guardians will contribute to discussing the content of this.

### Suspension and EXCLUSION.

If a child regularly disrupts other children and, despite being offered assistance from the school, is making no efforts to significantly improve the situation, the formal procedure may be applied.

A decision to suspend will only be taken in response to serious or persistent breaches of this Behaviour and Relationship Policy and if allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

A permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success – it will be seen as a last resort. However, in exceptional circumstances, the school reserves the right to exclude permanently a pupil for a first or one-off offence.

Where high incidents involve extreme violence and/or the use of restraint or classroom evacuation, the SLT/HT must be informed immediately. This will also be recorded in more detail on the Incident Report Forms/ Arbor which are stored by the Head Teacher, (Appendix 6). High incidents of behaviour will be reported to Governors, through the termly Headteacher's Report.

### 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, or when they could be identified as a pupil of St Mark's School.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Modelling the CST principles around the school
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical control and restraint

There are circumstances in which staff can legitimately intervene by using reasonable force in non-restrictive or restrictive physical interventions to prevent pupils:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff must adhere to the school's 'Use of Reasonable Force' policy. Where it has been identified that physical intervention may be necessary in dealing with a particular pupil (for example a pupil with SEN) when a risk assessment and behaviour plan will be developed and parents/carers will be informed.

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In particular, where a child has a disability (including but not limited to attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties) the school must make reasonable adjustments. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child; therefore, reasonable adjustments may be made when applying the behaviour policy. The alternative strategy will be formed in agreement with the child, their parents/carers and the relevant staff, shared with all adults who will have contact with the child in school and reviewed on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year/phase, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint as appropriate. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every three years/ At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board/committee name every three years.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Use of Reasonable Force
- Anti-bullying Policy
- Equality Information and Objectives Policy

## **Appendix 1: written statement of behaviour principles**

### Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour in Schools Policy at St Mark's School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

Staff should be confident that they have the Governor's support when following this guidance. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour in Schools Policy at St Mark's School, though they must take account of these principles when formulating this.

The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016). The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

### *Principles*

*Every child has the right to learn but no child has the right to disrupt the learning of others*

*Everyone has a right to be listened to, to be valued, to feel and be safe.*

*Everyone must be protected from disruption or abuse*

*St Mark's school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010*

*It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times*

*We seek to give every child a sense of personal responsibility for his/her own actions*

*The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; there is also guidance on the use of reasonable force*

*The behaviour policy is understood by pupils and staff*

*Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy*

*Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school*

*The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour*

*The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions*

*The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff*

*Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life*

*The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children*

*The school will fulfil the agreements set out in the Suffolk's Inclusion Statement, promoting inclusion.*

*The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations written statement of behaviour principles*

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every three years

## Reflection Sheet KS1

### Appendix 2: KS1 Reflection log

A Community of  
Faith and Learning

Name	Class	Date
I was sent out of class/the playground because I...	The rule(s) that I broke Was (were)...	
The reason for behaving this way was because	To make it better, in future I need to	
Signature of child .....		

## Appendix 3: KS2 Reflection log



## Reflection Sheet KS2

Name	Class	Date
<b>Step 1 (class team)</b>		
What I have done:		
<b>Step 1 (class team)</b>		
Why did I behave this way:		
<b>4 warnings (SLT)</b>		
What the other consequences of my behaviour are:		
What should I have done:		
How I am going to make this better:		
Signature of child .....		

## Appendix 4 letters to parents about pupil behaviour – templates

Diocese of East Anglia

### St Mark's Catholic Primary School

Stone Lodge Lane West, Ipswich, IP2 9HN  
Telephone: 01473 601748 / Fax: 01473 684588  
e-mail: admin@st-marks.suffolk.sch.uk / www.stmarks.catholicprimary.co.uk



Headteacher : Dr M. Keller

Date

Dear (parent/guardian name),

#### (CHILD'S NAME) – LOW-LEVEL DISRUPTION

(CHILD'S NAME) has progressed to the 5<sup>th</sup> warning in our Assertive Discipline framework today and I am writing to you to let you know what this means.

It has been necessary for teachers to remind (CHILD'S NAME) about their behaviour, followed by 2 warnings about behaviour which disrupts children around him/her. The fourth warning triggered a referral to the behaviour supervisor to have the opportunity to reflect on their behaviour, and finally the fifth warning meant they were sent to me.

Please understand that the intention of our Behaviour Policy is to help children to make the right choices and to protect other children from those who are not doing so. I do believe that (CHILD'S NAME) understands the situation and will be more aware of the need to modify his/her behaviour for his/her sake and in the interests of his/her friends.

Your support in this matter would be much appreciated. When children know that home and school are working together, they feel secure and are far more likely to respond positively in a lasting way.

Thank you again.

Yours sincerely,

Appendix 5 –  
Diocese of East Anglia

## St Mark's Catholic Primary School



Stone Lodge Lane West, Ipswich, IP2 9HN

Telephone: 01473 601748 / Fax: 01473 684588

e-mail: admin@st-marks.suffolk.sch.uk / www.stmarkscatholicprimary.co.uk

Headteacher : Dr M. Keller

Date

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to choose not to follow the school rules.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the Special Educational Needs and Disabilities Co-ordinator and class teacher, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Appendix 6

**PLEASE PASS THIS COMPLETED SLIP TO  
THE HEADTEACHER**

**Meeting with Parent/Guardian**

<b>Attending:</b>	<b>Date:</b>
<b>Matters discussed/concerns:</b>	
<b>Agreed Actions:</b>	
<b>Review Date Agreed:</b>	
<b>Review Comments:</b>	
<b>Signature:</b> .....	

Please ensure this form is copied to the headteacher.



## Our School Rules

- We will be polite, respectful and kind to everyone in the school.
- We will follow instructions, as soon as they are given, from all adults in our school.
- We will keep our hands and feet to ourselves, giving each other proper space.
- We will respect equipment and other people's property.
- We will walk silently in the school building and in from our lines. |