

St. Mark's Catholic Primary School



Behaviour Management Policy

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Approved by:	Review date: September 2025

St. Mark's Catholic Primary School

Behaviour Management Policy

Mission Statement:

In a caring Christian community, together we love, learn, laugh and achieve.

Aims:

We are very proud of the behaviour of all our children within St. Mark's. Visitors to the school often comment on the excellent behaviour and attitude of our children. Ofsted have always graded behaviour and safety of children as either good or outstanding. We aim for our school to be a safe, secure and supportive environment, to enable all our pupils to live our Mission Statement and achieve their full potential.

We have school rules so that we can ensure that all members of St. Mark's community feel valued and respected and all children can learn to the best of their ability. We teach the children our rules from the time they start at St. Mark's and it is vital that parents support us by encouraging their child to keep these rules in order to make our school a happy and secure place of learning for all pupils and adults.

Our pupils will be taught about positive behaviour choices and school rules during PSHE / RSHE / Come and See and opportunities will always be taken in other subjects as and when they arise. We aim to develop our children to be self-disciplined, self-motivated and respectful citizens whilst promoting positive well-being for ALL.

Mental Health Statement:

We are creating a shared vision of collective responsibility for mental health – one that enriches our own lives as well as those around us.

What Mental Health looks like in our school:

- St. Mark's is responsive and flexible to everybody's needs.
- Children feel safe and are able to express how they feel without feeling judged. We acknowledge that a 'voice' comes in many forms, not just spoken and we seek to understand each other.
- We are able to seek help and receive and use strategies when feeling and dealing with difficult emotions.
- We know there is a spectrum of emotions and mental health, and that this can change at different times and situations.
- Children should feel supported, heard, respected, valued and empowered.

School Rules:

At St. Mark's we are:

Motivated

Achievers

Respectful

Kind

Safe

Our rules provide clear expectations of the behaviour we want to see from our children. We emphasise the following:

- a) We have rules to ensure that children can learn safely and happily.
- b) Each child makes a choice to break a rule.
- c) The consequences are non-negotiable and all children start afresh each session / day.

We give lots of praise, rewards and reinforcement for responsible behaviour.

Restorative Practice:

We believe good relationships are at the heart of good behaviour. Our strategies include:
Circles – Class circle time to build trust and strengthen relationships.

Welcome – pupils are welcomed at each entrance point. Learning Mentor, Deputy Headteacher and Headteacher welcome pupils every morning on the school gate / entrance doors. Children are greeted at classroom doors by their teacher or teaching assistant.

Rewards:

Within our school we have rewards for good behaviour and good work. Some examples are:

Verbal praise – our whole school philosophy is based on celebrating and praising children being “good”. All staff highlight, encourage and praise children whenever possible.

Golden Time – This takes place each weekly and links to our attendance reward system. Any class that has achieved 96% attendance or above will enjoy 20 minutes Golden Time.

Class / rewards House points – We have 6 houses which run from Reception to Year 6. Pupils are given house points for going above and beyond, striving to achieve their personal best and for being a positive role model for our school rules. House points are collected weekly and the winning house is announced in assembly. The pupils from the winning house are invited to a ‘Bonus Break’ with the Headteacher or the Deputy Headteacher. Our houses are named after children’s authors – Wilson, Morpurgo, Dahl, Blackman, Donaldson, Rosen.

Individual certificates – these are presented each week in Assembly to one child in each class who has worked hard or made a significant achievement in:

Maths / Reading / Writing / Science (alternate weeks)

We also present:

Good Manners Award / Pupil of the week / Lunch Time Award / Headteacher’s Award.

Attendance and Punctuality:

We celebrate good attendance in many different ways including:

- Weekly 100% attendance class certificates sent via school app every Friday.
- Golden Time for classes with 96% or above.
- Own clothes day for classes who achieve 100% attendance for a full week.
- Half termly attendance reward cards for individual pupils.
- Bronze, Silver and Gold badges for 100% attendance across a term.
- Termly prize for the class with the best attendance.
- Weekly 100% attendance draw in assembly each week.

Sanctions:

Listed below are the sanctions, which may be used depending on the seriousness of the incident.

In Class:

Each teacher will use appropriate sanctions in their classroom. These may include:

- verbal reprimands
- loss of break time / lunchtime / golden time – reflection sheet to be completed (**appendix 4**).
- discussions with parents

Any incidents will be recorded on CPOMS.

Escalation strategies will include:

If a child's behaviour is deemed more serious or persistent:

- phone call home explaining unacceptable behaviour (class teacher)
- letter home (**appendix 1**) explaining continued unacceptable behaviour (class teacher)
- if no improvement seen parents will be invited in for a meeting with the class teacher and learning mentor (**appendix 2**).
- Letter home to invite parents for a meeting with DHT / HT (**appendix 3**). Pupil courting exclusion.

Any incidents will be recorded and letters home will be uploaded on to CPOMS.

Playtime / Lunchtime:

Misbehaviour at playtime is dealt with by the teacher or teaching assistant on duty, who will inform the class teacher of the children involved.

At lunchtime the Learning Mentor, Teaching Assistants and Welfare-staff deal with problems as they arise and will inform the class teacher of any concerns.

All serious incidents are recorded on CPOMS.

Any Racist or Homophobic Incident is recognised as very serious and are recorded as such.

Playground Consequences:

- Verbal warning – child should apologise to those concerned.
- If behaviour continues then time out will be given to allow reflection time and time to calm – recorded on CPOMS.
- If the rules continue to be broken, the child will be sent to the Learning Mentor or Deputy Head – recorded on CPOMS.
- If there is a serious incident or continual misbehaviour the child will be excluded from the playground, for a period of time, depending on the severity of the incident – recorded on CPOMS.
- If a child is involved in fighting, parents will be notified – recorded on CPOMS.

Bullying:

Is usually defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social media)

- We do not tolerate any form of bullying whether physical or verbal.
- We encourage children to tell us if they feel they are being teased or hurt in any way.
- We always speak to the children involved and inform parents if it does not stop
- We do all we can to help the child who is being bullied.
- All incidents of bullying are recorded on CPOMS.

Racist / Homophobic Incidents

- We do not tolerate racist or homophobic behaviour in any form and will always challenge it.
- We will explain to children why it is not acceptable and if it is repeated, parents will be notified.
- All incidents of racist or homophobic behaviour are recorded on CPOMS.

Physical Intervention / Reasonable force

Staff have a duty of care for all pupils in the school and may, as a last resort, have to physically intervene in order to safeguard the welfare of children in their care.

Early years providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful. Staff should also be mindful of the significant impact that a physical intervention may have on a child with special educational needs or disabilities.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, the incident will be recorded on CPOMs with subsequent actions and reported to a manager and the child's parents.

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

Staff at St Mark's have undertaken Team Teach training (de-escalation strategies and safer restraint techniques – Autumn 2022).

Powers to Screen and Search

Headteachers 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, or any other item that the school rules identify as an item which may be searched for. Parents will be informed where possible prior to a search having to take place. If no contact can be made, parent's will be informed as soon as possible thereafter.

The list of prohibited items is:

- knives and weapons;
- alcohol;

- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil) an article specified in regulations:
- tobacco, vapes and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Exclusions

At St Mark's we try different strategies in order to help a child who finds keeping to the rules difficult. However the wellbeing and health and safety of all children and staff has to be our priority as well as the effective education of every pupil. If a child is affecting others' safety or education, we may have to exclude him or her from school, either for a fixed term, or in exceptional circumstances, permanently.

We may exclude from school if the pupil:

- Does not keep the rules so that a class is disrupted to the extent that other children's learning and/or safety is affected.
- Is extremely aggressive, physically violent or rude to a pupil or member of staff.
- Persistently refuses to obey instructions from a member of staff.
- Continues to bully another pupil, whether physically or verbally
- Is involved in behaviour that brings the school into disrepute by being involved in any of the above behaviours outside school, or while taking part in a school visit.

We do all we can to work with parents to prevent serious sanctions having to be used. If children have extreme behavioural difficulties, we would expect them to be on our Special Educational Needs Register, have an Individual Education Plan and/or an Individual Behaviour Plan with targets and support for improvement. We also seek guidance from Knowsley Authority to provide external support for such pupils. In the rare event that a child is excluded from school, where a fixed term exclusion is for more than five days, the Governors' Discipline Committee will meet to consider the exclusion. If a pupil's fixed term exclusions amount to more than fifteen days in one term, the Governors' Discipline Committee will meet to consider the exclusions. Parents are informed of their rights to appeal in the letter notifying them of the exclusion. As soon as a decision to exclude a child is made, the parents or carers are contacted by telephone and are expected to collect their child from school immediately. The parents or carers are also expected to meet the Headteacher to discuss their child's behaviour before he or she returns to school.

How can parents help the school?

It is very important that parents always report concerns to the school, especially if they involve another pupil. It is not appropriate for parents to approach someone else's child or another parent about an incident that may have occurred in school. Matters should always be referred to the school for investigation so that appropriate action may be taken.

We teach the children to:

- Always tell the truth.
- Say sorry and to forgive.
- It's not right to fight.
- Tell an adult if they are worried or upset.

We would like parents to:

- Discuss school rules with their child/ren.
- Tell their child to seek adult help if they have a problem.
- Tell their child not to hit back.
- Tell the school if their child is worried about anything.
- Let the school deal with any problem rather than contacting other parents.
- Ensure their child arrives at school on time.
- Ensure their child wears the correct school uniform / PE kit.
- Read our newsletters and any other information sent home.
- Acknowledge letters sent home by signing and returning where applicable.
- Respond to any messages sent out via the school app as appropriate.
- Be positive and praise their child for their achievements, however small.
- Share any relevant information about a pupil's circumstances at home to enable us to offer appropriate support.

At St. Mark's we need parental support to uphold our Catholic / Christian values. We know that with your help, we can achieve our stated aims so that all children and adults feel valued, respected and can work to the best of their ability.