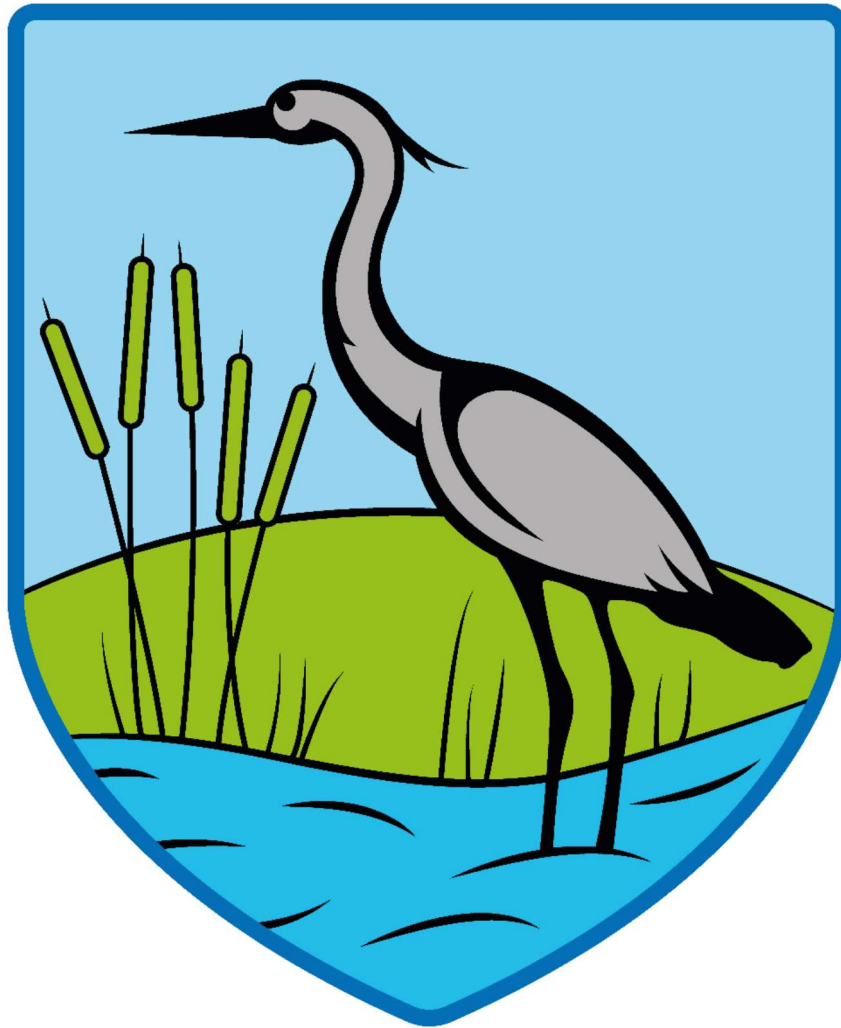




Behaviour Policy



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Main Principles

Mark First School is committed to creating a happy, safe and inspiring environment where exemplary behaviour is at the heart of productive learning. Our vision is that we will 'create a love of learning' where everyone feels valued and respected. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy echoes our Christian values, which will enable children to flourish, grow in confidence and reach their full potential.



We have 3 simple rules, which are: **Be Ready, Be Respectful, Be Safe** which are adhered to by the whole of our community, can be applied to a variety of situations and are taught and modelled explicitly.

Aims of the Policy

- To provide a happy, safe and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected behaviour
- To ensure that all adults use a consistent and calm approach to ensure that excellent behaviour is a minimum expectation
- To support children to take control over their behaviour and be responsible for the consequences of it
- To ensure that adults take responsibility for managing behaviour and follow-up personally with restorative conversations

Purpose

- To provide simple, practical procedures for staff and children that:
- Recognise and teach expected behaviours as behavioural norms and respond appropriately
- Encourage children to recognise that they can and should make 'good' choices
- Foster the belief that there are 'bad' choices not bad children
- Are consistent throughout the school
- Promote self-esteem and self-discipline

Roles

Senior Leadership Team

In addition to the expectations of all staff Senior Leadership will support staff in the following ways:

- Be a visible presence around the school and will meet and greet at the beginning of the day as much as possible
- Regularly celebrate staff and children whose effort goes 'above and beyond' expectations
- Encourage use of positive praise for children who go above and beyond using Headteacher Awards, phone calls home, messages on home and positive postcards
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

Teachers & Support Staff

We believe that consistent adult behaviour will lead to pupils consistently conforming to our behavioural expectations. We also recognise that a clear structure with predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and 3 staff follow.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded privately.

Therefore, we expect every adult to:

- Follow the school behaviour policy
- Welcome children personally at the beginning of every morning and afternoon
- Refer regularly to our school rules of Ready, Respectful and Safe
- Model positive behaviours and build relationships
- Use a visible recognition board throughout every day
- Remain calm, always allow take up time when following steps and try to prevent escalation before sanctions
- Always address children who are not following expected behaviour and never ignore bad behaviour
- Follow up every time, retain ownership and engage in reflective conversations with children

Strategies to Utilise for Behaviour Management

Developing Excellent Behaviour

The following strategies will be used to develop excellent behaviour:

- Identify the behaviour we expect
- Teach the behaviour explicitly
- Model the behaviour we expect
- Practise the behaviour
- Notice excellent behaviour

- Create conditions for excellent behaviour

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. We have a system of recording and monitoring patterns that is regularly reviewed.

Our Rules	Visible Consistencies	Above and Beyond Recognition
Be Ready Be Respectful Be Safe	Daily Meet and Greet Persistently noticing children doing the right thing Picking up on children who are not meeting expectations Wonderful walking around the school Lovely lines at the end of breaktimes Praise in public Remind in private Using consistent language linked to behaviour	Recognition board in every classroom House points-given out mostly learning effort and achievement in books or helping staff with tasks. Winner of house points each half term will have a non-uniform day Dojo points-Given for learning behaviours, values and school rules. Class teachers to decide on class reward when a number of points is achieved Gold Award, (Parents Invited to Celebration Worship), Learning Behaviour or Value certificates Contact with home by the staff member, positive postcards-all staff to send at least one each week

Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message		
Step 1	Actions	Language
Redirection	Non-verbal cue-pointing to book to remind child to focus, hand on ear to remind child to listen, looking at child as a reminder to stop talking	None at this stage
Reminder	Reminder of 3 rules- Ready, Respectful, Safe or routine that is not being followed delivered as privately as possible Give praise if action is completed immediately focusing on correct behaviour De-escalate by distraction where possible and if necessary to keep things at this stage No set number of reminders	"I notice you chose to...(noticed behaviour) This is a reminder that you need to be (Ready, Respectful, Safe). You now have a chance to make a better choice. Thank you" "Well done. You have followed what I have asked you to. You have been (Ready, Respectful, Safe."
Step 2	Actions	Language

Caution	<p>Use a firmer tone</p> <p>Reminder of 3 rules-Ready, Respectful, Safe or routine that is not being followed delivered as privately as possible</p> <p>Draw attention to another child who is following the rule</p> <p>Remind of previous good conduct as an example that they can make good choices</p> <p>Give take up time and walk away if possible</p> <p>Make them aware of what the next step will be: In the classroom, moving to another table, in the playground 5 minutes on the thinking time bench</p>	<p>"I notice you chose to...(noticed behaviour) This is the second time I am speaking to you about this. If you continue to make the wrong choice, you will be on your last chance. Do you remember when...(model good behaviour) That is what I need to see today. Thank you for listening."</p> <p>"Well done. You have followed what I have asked you to. You have been (Ready, Respectful, Safe."</p>
Step 3	Actions	Language
Last Chance	<p>Speak to the child privately and give them a final opportunity to engage</p> <p>Use the 30 second scripted intervention and move to another area of the classroom if necessary</p> <p>Child needs to spend 2 minutes discussing the behaviours that led to this at the end of the lesson (even if behaviour improves)</p> <p>Give take up time and walk away if possible in the classroom</p> <p>Spend 5 minutes on the Thinking Time Bench as a chance to make a better choice</p>	<p>"I notice that you are (having trouble settling to learning. You are breaking our school rule of (Ready, Respectful, Safe)</p> <p>Because of that you need to move to another table to do your learning and see me for 2 minutes at breaktime. Do you remember last week when you....That is what I want to see now. I know you can do this. We will talk about it at breaktime/in 5 minutes. Thank you for listening."</p> <p>"Well done. You have followed what I have asked you to. You have been (Ready, Respectful, Safe."</p>
Step 4	Actions	Language
Reflection Time	<p>Sent to another classroom to complete learning for a specified amount of time/to Headteacher depending on behaviour shown.</p> <p>If the child is not ready to return to the classroom without disrupting learning of others, they should spend time in the Headteachers office for the remainder of the lesson</p>	<p>"I noticed that you chose to...(notice behaviour) You are breaking our school rule of (Ready, Respectful, Safe) You have now chosen to go to....class for 10 minutes to complete your learning. I will speak to you at breaktime/in 10 minutes. Thank you for listening"</p> <p>"Well done. You have followed what I have asked you to. You have been (Ready, Respectful, Safe."</p>

	<p>Payback of lost learning time at next breaktime to include a follow up conversation</p> <p>At playtime or lunchtime, spend 10 minutes away from playground (in classroom or Headteacher's Office) They may then need a movement break at a different time</p> <p>Do not describe a child's behaviour in front of another adult</p>	
Step 5	Actions	Language
Repair and Restore	<p>Most important part of the process</p> <p>Can be an informal chat at breaktime, a walk and talk in the playground or a more formal restorative conversation with Headteacher present as well</p>	<p>Key Questions</p> <p>What happened? What were you thinking or feeling at the time? What have you thought since? How did this make other people feel?/ Who has been affected/how? How can we do things differently next time? What should we do to put things right?</p>
(Wessex Learning Trust Behaviour and Inclusion Stage 1)		
Consequences	<p>If a child has 2 incidents of behaviour reaching Step 4 in one week, the class teacher will inform parents (phonecall or face to face) These incidents and conversations will need to be recorded and added to provision map.</p> <p>If a child has 3 or more incidents of behaviour reaching Step 4 in one week, a meeting with the Deputy Headteacher or Headteacher and parents will be arranged. These incidents and conversations will need to be recorded and added to provision map. Specific targets for the child will be agreed and monitored for the following 2 weeks.</p>	
Extreme Behaviours	<p>Some children exhibit extreme behaviours for a variety of reasons. As a school, we acknowledge that behaviour is a way of communicating emotions, which sometimes manifests in extremely inappropriate behaviour and reasonable force is required to maintain the safety of children and adults.</p> <p>More information about this is included in the Physical Intervention Policy. These incidents will be recorded on Provision Map and staff are trained in the safe handling of children who may be endangering themselves or others.</p>	

Suspension

(Wessex Learning Trust Behaviour & Inclusion Stage 2)

At Mark, we believe that suspensions are not an effective means of moving behaviour forward. However, in order for all children to achieve their potential they need to feel safe from disruption and physical and verbal aggression. If there is a serious breach of our behaviour policy and the child remaining at school would seriously harm the education or welfare of other children, the

Headteacher can take the decision to suspend a child for a fixed period. Behaviour which may warrant suspension includes:

- Aggression, fighting or physical attacks towards other children or staff
- Use of offensive and inappropriate language towards others
- Forms of persistent bullying

This list is not exhaustive as each situation will be considered individually.

When a suspension is issued, the Wessex procedures will be followed, whereby a letter is issued to the parents on the day of exclusion, work is set for the child to complete while they are at home and an important part of the process is the re-admission meeting with the child, parents and Headteacher on the morning of return to school. The purpose of this meeting is to discuss incidents and ways that the child can be supported.

Exclusion from School

At Mark, permanent exclusion from school is considered to be a last resort and a decision will only be taken when there are a number of serious breaches of the school's behaviour policy and allowing the child to remain in school would seriously harm the education or welfare of the child or others in school.

In cases where this becomes a risk, the school will work in close partnership with families and outside agencies to intervene and support at the earliest opportunity to avoid escalation.

For persistent concerns and a number of suspensions, stage 3 and 4 procedures from the Wessex Learning Trust Behaviour and Inclusion Stages will be followed.

Linked Policies

In order for the positive behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with:

- The Wessex Learning Trust Behaviour and Inclusion Stages
- Anti-Bullying Policy
- Physical Intervention Policy
- Safeguarding Policy
- Home School Agreement
- Wessex Learning Trust Relationships Policy (And Promoting Positive Behaviour)