



ST MARK'S CE PRIMARY SCHOOL

Title of policy	St Mark's CE Primary School Positive Behaviour Policy (including Suspensions and Exclusions)
Author	Rachel Jones
Approved by	AQC
Effective from	September 2025
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Table of changes:

Changes to grammar, punctuation, spelling and sentence structure have been made throughout the document. In addition to these minor changes the following have been made.

Date	Page	Section	Changes
Nov 24	3	Core Values and Beliefs	Paragraph added to include the importance of relationships when helping children with their behaviour Paragraph added to highlight the possible links between behaviour and safeguarding
	6	List of rewards	Combined into one list (previous headings were no longer relevant)
	9	Responding to children who are experiencing difficulties with their behaviours or relationships	Addition of paragraph to explain the use of ABCC logs at St Mark's
	10	Recording behaviour incidents	List extended to ensure all key serious behaviours are included
	10	Prohibited items	New section included to cover Dfe guidance from July 2022
	11	Mobile phones	New section included to cover Dfe guidance from February 2024
	11	Suspensions and Exclusions	Section revised to ensure up to date and in line with Dfe guidance from August 2024
	12	Behaviour at school organised events beyond school hours	New section included to cover Dfe guidance
	12	Behaviour beyond the school gates	New section included to cover Dfe guidance
12	Online Behaviour	New section included to cover Dfe guidance	
Sept 25			Governors changed to AQC members throughout
March 26			Addition of paragraph regarding use of physical intervention, reasonable force and seclusion

***Love one another as I have loved you that my joy might remain in you, and that your joy might be full.
(John 15:12)***

Introduction

This positive Behaviour Policy has been produced by the school community, working together and it underpins and complements the Christian values and ethos of our school.

At St Mark's CE Primary School, we believe that children thrive, and then in turn learn best, when they feel safe, secure, valued, listened to and understood in an environment rooted in mutual respect and conducive to learning.

Aims

This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where pupils feel loved, safe and interact well. In turn, this helps them to be successful in our world, in order to make a positive impact on society.

The aim of the positive behaviour policy is to encourage children to become responsible and caring adults, who show respect and consideration towards others whatever their race, religion, culture, gender, ability or disability and to treat all property sensibly and responsibly.

Core Values and Beliefs:

St Mark's CE Primary School is an inclusive, friendly and safe place to learn. We believe our approach, ethos and curriculum helps each pupil develop into well rounded citizens of the future. We aim to equip all children with a range of skills and strategies so they can face and overcome any challenges with resilience and be proud of their achievements.

At St Mark's, we believe that behaviour, both positive and negative, is a form of communication. A child's behaviour is telling us something. Endeavouring to understand this communication is essential if we are to meet the needs of all the children. We are also aware that certain behaviours over time, or sudden changes in behaviour, could indicate a safeguarding concern. Changes in behaviour can indicate abuse. Children's behaviour and how it presents in school and at home can also be an indicator of their emotional wellbeing. Their wellbeing and mental health is considered carefully in all aspects of school life and when supporting them with ongoing difficulties.

Children will always be encouraged to take responsibility for their behaviour; they are responsible for following the CIRCLE Values (see below). Adults will support the children and help them understand positive ways to behave. Staff will consistently use the language associated with the CIRCLE values when exploring behaviour choices with the children.

We explicitly teach what good behaviour looks and feels like with reference to our CIRCLE Values. Good behaviour is expected in all areas of school, so that each child can meet their full potential. Staff strive to manage behaviour through positive relationships with all members of the school community. We help children to develop positive behaviour characteristics.

Our Christian CIRCLE values outline the responsibilities for pupils, adults and AQC members at St Mark's:

	The Children	The Adults	AQC
CIRCLE Values	I...	I...	We...
Challenge	<ul style="list-style-type: none"> • will always strive to be the very best I can be throughout my life • believe that I can achieve my dreams • set myself the highest standards • will face the challenges that life will bring me positively and with hope 	<ul style="list-style-type: none"> • believe that everyone will succeed • will not accept anything less than that of which we are capable • will set challenges which bring out the best and develop our resilience • will strive for excellence and be committed to achieve this • will work in partnership to secure a strong future for everyone 	<ul style="list-style-type: none"> • will take responsibility for ensuring that the highest expectation for all are met • will create a safe, secure and caring environment which allow everyone to fulfil their learning potential • will make a positive and explicit contribution to the growth and uniqueness of our school, through its many challenges • will unite all parties on our journey to excellence, fulfilling our roles with care and consideration and holding ourselves and others to account.
Integrity	<ul style="list-style-type: none"> • can be relied on - 'What I say is what I mean and do' • am confident in myself and am prepared to 'own up' when I need to • will be honest with myself and strive to be honest and open with others • will hold true to my word and stand firm in my beliefs and values which guide my actions 	<ul style="list-style-type: none"> • build open and honest relationships with everyone, showing sincerity and empathy • carry through the things that I promise, avoiding disappointments and explanations when things change and cannot be seen through • set an example to others in my interactions and communications which reflect my values and dependability • will work together with others to secure trust, understanding and honesty in the best interest of every child. 	<ul style="list-style-type: none"> • clearly recognise our role which is to make a positive and sincere contribution to the growth of our school • will uphold a position of trust as we respond to important issues which affect the lives and expectation of everyone • will commit to knowing the school, giving our time and working in partnership so we have an accurate understanding of the school achievements and areas for development • will show loyalty, pride and commitment in our important role of working together as a united Governing Body.
Respect	<ul style="list-style-type: none"> • will show positive regard for everyone, respect their beliefs and being open to accepting difference • will be polite, courteous and show care • will be considerate, act with dignity and stay true to my principles and values • will show generosity of spirit, concern for my well-being and that of others and care for my surroundings 	<ul style="list-style-type: none"> • will listen with understanding and compassion and respond thoughtfully • will treat everyone with dignity, be considerate with the feelings of others and be generous of spirit • will instill a culture of tolerance, support and good manners • will show care for my surroundings, taking collective stewardship for the environment, to make it a better place for everyone 	<ul style="list-style-type: none"> • will be respectful of each other's perspectives and aspirations showing we listen and care, knowing we hold a collective responsibility • will embrace our responsibilities with commitment, deepening understanding and the need to work as one to achieve our vision

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community</p>	<ul style="list-style-type: none"> • belong to my school community and I know we will work together to give me the best start on my learning journey • will contribute to my learning community, accepting responsibility and working together to secure harmony and goodwill • will play my part in making my school a happy place of which I will have fond and treasured memories 	<ul style="list-style-type: none"> • will work together and in partnership to establish a cohesive and secure community • will respect everyone as a unique individual but recognise that our community is about uniting us as one • will work with our wider community to share our aspirations and encourage their contributions • will acknowledge the central part our church plays in our lives and work to create meaningful relationships as we establish our Christian partnership 	<ul style="list-style-type: none"> • recognise we are key representatives of our local community coming together to create a strong identity and instilling confidence in those we serve • will work with our children's parents and carers in a joint endeavour to secure the highest standards and expectations of all • will secure purposeful interactions and a growing understanding of the life and work of the school by 'walking with' our children, staff and wider community • respect the distinctive Christian ethos that underpins our school and work with a common purpose and sense of unity for the benefit of all • take collective responsibility to work with the members of the church community to promote and maintain the Voluntary-Aided status of our school
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Love</p>	<ul style="list-style-type: none"> • will respect and nurture myself recognising I am an unique being worthy of respect and attention • will show my affection and compassion for others in ways which strengthen my character and self-belief • will seek meaning in my life through exploring what it means to have faith • gain a sense of fulfilment and emotional security from knowing that others care and believe in me 	<ul style="list-style-type: none"> • will respect and nurture myself so that I can build positive and enabling relationships which reflect and embrace our Christian Values and ethos • will give my commitment to others on their journey of living and learning together • will encourage mutual respect an understanding of each other which conveys a profound belief that everyone is worthy, and can achieve, given support and encouragement 	<ul style="list-style-type: none"> • will articulate a vision for our school strongly routed in a distinctive Christian ethos, and actively promote this in what we do and say • accept a responsibility to promote the well-being of all in our school community, recognising and celebrating achievement, hard work and commitment • will grow together with the school community in understanding our roles and responsibilities and pursuing a course of continuous improvement through self-evaluation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Equity</p>	<ul style="list-style-type: none"> • know that everyone should have the same opportunity to succeed and demonstrate their talent • know that everyone needs different support to have the same chances • will be treated fairly and given recognition, irrespective of any different views I may have • will show understanding and tolerance when things do not go my way knowing there will always be another chance 	<ul style="list-style-type: none"> • will demonstrate an inclusive ethos, giving all children the chance to excel and to realise their potential • will take into account different children's needs so they can be treated fairly • will offer everyone the support they need to have the same chances • will maintain a consistent approach to my behaviour and relationships • will encourage everyone to contribute and will show appreciation and value their efforts 	<ul style="list-style-type: none"> • will promote an inclusive culture that takes into account different children's needs so they can be supported to have the same chances and be treated fairly • will ensure all children are offered the opportunity to engage in a wide range of enriching experiences. • will nurture and promote the development of staff, engaging in dialogue and discussion • will embrace the whole school community, celebrating differences and valuing the contributions of every member

Promoting Positive Behaviour

At St Mark’s we think it is important to offer praise, recognition and rewards for children who consistently exhibit good behaviour. The school promotes positive behaviour and recognises children’s individual efforts, as well as their attitudes to school and their learning.

At the start of the school year in September, together, each class negotiates their own class charter in positive language appropriate to the age of the children which is underpinned by our CIRCLE values. These will be reinforced regularly by all school members through praise, rewards and the use of sanctions, if necessary. These charters are displayed in each classroom.

We believe that the best way to promote positive behaviour is through example, acknowledgement, praise and rewards. At St Mark’s CE Primary School we encourage positive behaviour in the following ways:

Recognition & Rewards

Examples of rewards given
<ul style="list-style-type: none"> • Thumbs up or a smile • Verbal Praise • Sharing of learning with class/other adults • Displayed learning • Applause • Stickers • Caught being good tickets (last two weeks of each term) • Weekly Headteacher award • Weekly Star of the Week nominations from Class Teachers • House Points / Dojo Points • Class marble jar (Class reward) • Praise comments at pick up, email or phone call home • Celebration worship includes achievements from outside of school • Annual Class Star Awards (celebrated in the summer term) • Termly AQC Awards

Sanctions

St Mark's staff are well skilled in behaviour prevention and de-escalation techniques and will employ a range of strategies to support regulation. However, there are times when a sanction may be needed to help or support a child in monitoring their own behaviour, particularly if their behaviour continues. Sanctions should be fairly and consistently applied across the school.

Agreed School Sanctions- *(The list of behaviours is not exhaustive)*

Level of Behaviour	Sanction
<p>Low level (eg.)</p> <ul style="list-style-type: none"> • Preventing others from learning • Off task – not completing expected work • Tapping, banging, distracting by noise • Inappropriate talking/chatting/humming • Interrupting • Calling out • Arguing with peers • Not playing safely • Using equipment inappropriately • Using unkind words 	<p>1) Non Verbal A look, standing near the child, reminder of school agreement. Praise positive behaviour Verbal Request - 'Name' your (describe action) you need to (desired behaviour) thank you. This is your warning. Praise positive behaviour.</p> <p>2) Visual Warning 'Name' you have (describe action) your name will now be on the board. You are now taking the right of others to... The child's name will remain on the board for the duration of the day.</p> <p>3) Final Visual Warning 'Name' you have continued to (action), you will now have a tick against your name. You need to make the right choice by (desired behaviour) or you will need to go on reflection. You are now taking the right of others to... Praise positive behaviour.</p>
<p>Medium level (eg.)</p> <ul style="list-style-type: none"> • Continuation of low level behaviour • Being untruthful • Damaging equipment/ misuse • Name calling • Use of inappropriate language • Rudeness (back chat, body language, tone, facial expressions, tut etc) • Deliberately tripping others • Continual talking • Refusal to follow instructions • Being unkind to peers • Deliberate pushing, physical contact • Inappropriate behaviour in toilets • Shouting • Inappropriate play • Inappropriate actions that make others feel uncomfortable • Deliberate searching of inappropriate words online • Inappropriate use of school IT (not as directed by the teacher) • Any of the above via online gaming or social media platforms 	<p>4) Reflection 'Name' you need to go to (sent to another class) for a reflection, thank you. Then you need to (Desired behaviour). Reflection will be an age appropriate duration.</p> <p>5) Restorative conversation with adult that requested the reflection</p>

<p>High level (eg)</p> <ul style="list-style-type: none"> • Continuation of medium level behavior • Taking other people’s property • Damaging property • Fighting, biting, spitting, kicking, hitting, pinching, punching • Swearing • Threatening behaviour towards other children/staff • Anti-Social behaviour • Homophobic/racist language (First incident) • Upturning furniture • Continued inappropriate play 	<p>6) Time out</p> <p>‘Name’ you need to have some time out, thank you. Then you need to (Desired behaviour). Class teacher will be informed</p> <p>Time out will age appropriate (5 - 30 minutes).</p> <p><u>Incident logged on CPOMs</u></p> <p>Head informed</p> <p>Parents informed</p> <p>Individual Behaviour Plan written if not an isolated incident</p>
<p>Extreme level (eg.)</p> <ul style="list-style-type: none"> • Continuation of high level behaviour • Violence towards another child • Violence towards a member of staff • Deliberate, serious accusations against a member of staff • Repeated homophobic/racist language • Leaving the school grounds • Climbing on school property • Actions that put themselves and/or others in danger 	<p><u>Isolation</u></p> <p>‘Name’ you need to go to (SLT) for an isolation. (Time dependent on severity of the incident). Parents will be informed.</p> <p><u>This will be recorded on CPOMs.</u></p> <p>Isolation will be at least an hour.</p> <p><u>Sent to the Head</u></p> <p>Meeting with parents/ carers</p> <p>Individual behaviour plan written</p> <p>The Head will then decide possible sanction:</p> <p>Lunchtime exclusion</p> <p>Internal exclusion</p> <p>Suspension</p> <p>Exclusion</p> <p><u>This will be recorded on CPOMs.</u></p>

As a school, our staff reserve the right to use the removal of a proportion of break time / lunch time, as a sanction, in response to inappropriate behaviour. Where appropriate, staff will clearly explain to the child that their behaviour is not in line with the school agreement.

As a school, we reserve the right to use any sanctions that we deem reasonable and proportionate in relation to the behaviour from a child.

Reflection Time

The purpose of reflection time is to allow time for the child to reflect and regulate, time for the adults to regroup if necessary and time for the class to re-establish a positive learning environment. This reflection time reinforces to the children the importance of our calm learning environment.

Guidelines for reflection time:

- Reflection time happens generally in another classroom
- Reflection time will be an appropriate duration for the age of the child
- During reflection time, a child will complete a reflection: What happened? How am I feeling? What do I need now? What do I need to happen next? This will be dependent on the age and maturity of the child, and their ability to access a written reflection. It might need to be differentiated by using a visual prompt, for example
- Reflection time will be followed by a restorative conversation

- If three reflection times are needed in a half term, parents will be informed

As with any behaviour system there will always be situations that arise which require members of staff to use their professional judgement when applying the consequences listed above.

Depending on the severity of the behaviour, there may be times when there is the need for a senior member of staff to work with the child immediately.

Responding to children who are experiencing difficulties with their behaviours or relationships

Where staff notice a change in behaviour, they will attempt to unpick with the child what their behaviour is communicating, before introducing any sanctions. Relationships and communication are paramount to managing behaviour. Staff will always consider and take account of the needs of all pupils.

Children with ongoing difficulties with behaviour will be identified and incidents of poor behaviour choices will be recorded in a personalised 'ABCC' log; this will be stored on the school's server so it is accessible by all relevant staff. The ABCC log helps identify potential patterns of and triggers for behaviour, and therefore informs plans to support the child.

If none of the above positively impact the child's behaviour, the class teacher will work with the SENCO (Special Educational Needs Coordinator) to write an Individual Behaviour Plan. The Individual Behaviour Plan will be shared with child and parent. The plan will be structured to clearly identify the triggers to the behaviour concerns, the expectations of how they should respond in those situations, and a positive rewards plan if improvements are seen. The plan will then be reviewed on a regular basis.

How the school works with outside agencies

When necessary, the school works with outside agencies, such as the Primary Behaviour Service (PBS) and Child and Adolescent Mental Health Services (CAMHS), to support children with their behaviour.

Where a child is supported by an external agency, the expectation is that relevant staff maintain the overview for that child and put into place agreed interventions and actions. In order to maintain the overview, staff may be required to attend off-site provision where a child is being educated. They might also be expected to attend review meetings, or to at least contribute to review meetings through written or verbal reports. As part of the support offered, and the assessment process for the child, external agencies may observe teaching.

Recording behaviour incidents

Each class teacher keeps their own record of low level and medium level behaviours.

For any of the more serious behaviours (high or extreme level), or a combination of the behaviours listed below, details of the incident should be recorded on CPOMS in a timely manner. A member of the Senior Leadership team, in consultation with the class teacher, will decide on the appropriate course of action, following the relevant procedures, including the sanction, and will inform the parents /carers.

- High or extreme levels of behaviour
- Serious physical or verbal abuse towards an adult or child
- Allegations of bullying
- Racial incidents
- Sexist incidents
- Homophobic incidents
- Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment
- Cyber incidents
- Gender identity

Bullying

Bullying is not tolerated at the school. If an allegation of bullying is made, the teacher will investigate thoroughly. Where it is deemed to be bullying, the Senior Leadership Team will also become involved and relevant support will be put in place for all those pupils involved. Parents will be informed, and all incidents will be reported on CPOMS.

Prohibited Items

In line with the DfE Guidance, 'Searching, Screening and Confiscation' (July 2022), the following items are not permitted in school at St Mark's:

- 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)
 - Tobacco, cigarette papers, e-cigarettes or vaping equipment
- fireworks
- pornographic images

If a pupil is thought to have brought a prohibited item onto school premises, the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The school will follow the DfE Guidance, 'Searching, Screening and Confiscation' (July 2022) at all times.

Mobile Phones

In line with the guidance 'Mobile phones in schools' released in February 2024, we understand that some pupils and their parents have made the decision for pupils to bring mobile phones with them to school. On entry to the school each pupil hands in their device to school office staff and these are then collected by pupils at the end of the school day.

Suspensions and Permanent Exclusion

Failure to comply with the school's behaviour system and associated strategies could result in a suspension or an exclusion from school. The headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. Suspension and permanent exclusion are always used as a last resort and the decision to suspend or exclude is not taken lightly.

Suspension: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. On return to school after a suspension, a reintegration meeting is held with the pupil and parent. A DSL is always present at these meetings.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When a child could face a suspension or permanent exclusion, the school will always follow the DfE guidance: 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' (August 2024).

If a child is away from school for a prolonged period of time for a suspension or permanent exclusion, the school will ensure the safeguarding of the child by ensuring regular contact.

The school may also issue a Social Exclusion or an Internal Exclusion as follows:

Social Exclusion: a pupil is removed from a period of social times whilst at school.

Internal Exclusion: a pupil is moved away from their peers for a set period of time to work in isolation under supervision of an adult.

Use of Touch and Physical Intervention, including the use of reasonable force and seclusion

Our 'Touch and the use of Physical Intervention Policy' reflects the expanded definitions and expectations within the DfE guidance 'Restrictive interventions, including the use of reasonable force, in schools – April 2026', including prevention and de-escalation, lawful and proportionate use of restrictive interventions, statutory recording and reporting duties, and specific consideration for pupils with SEND.

Working with parents and carers

We value and recognise the importance of working in partnership with our parents. Through developing and maintaining positive and honest relationships with parents, we are better able to support the children and their families. Through working with parents, we are able to gain a more rounded view of a child, in order to best understand them and their needs.

The expectation of parents is that they will support and uphold our decisions in school. When parents have areas of concern regarding particular incidences, the parents raise these appropriately, respectfully and being mindful that their child will still need to have a relationship with the adult in the school.

All parents/carers, and pupils at St Mark's, annually sign our Home School Agreement which outlines the behaviour expectations of both parents/carers and pupils.

Parents are kept informed of their child's behaviour through annual reports, parents evenings and, when necessary and appropriate, through regular discussions with the class teacher and or the SENCO.

Behaviour at school organised events beyond school hours

During all wrap-around care, including extra-curricular clubs, children are expected to uphold the school CIRCLE values, and comply with the behaviour policy.

Behaviour beyond the school gates

The school is committed to ensuring our pupils act as positive ambassadors for us. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate, including online behaviours. In line with DfE guidance, a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Online Behaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and/or the day to day running of the school. At the headteacher's discretion, school may address pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Associated policies:

- SEND
- Equal Opportunities
- Anti-Bullying
- Touch and the Use of Physical Intervention

Please see the following Appendices:

1. St Mark's Expectations
2. Playground Expectations
3. Reflection Sheet template
4. Individual Behaviour Support Plan
5. ABCC log

Appendix 1 - St Mark's Expectations

Start of the day:

- Gates open at 8:35am
- Children come onto playground and are supervised by their parent/carer; including putting away scooters/bikes
- Playground expectations apply
- The door is open at 8:40am
- Children put belongings away quickly and quietly and walk quietly to classrooms to complete a for morning task (ensuring uniform is complete and shirts are tucked in)
- Gates close at 8:50am
- If children arrive after 8:50am, they should be signed in at the School Office by their parent/carer

Collective Worship:

- Children line up in classroom prior to the Collective Worship start time
- Children walk silently to the Hall
- Adult leading the Collective Worship will ensure music is playing and they are standing at the front of the Hall to welcome classes in
- Children enter the Hall calmly and sit in their class rows in silence
- Children show respect at all times during Collective Worship (listening actively, sitting smartly and raising hand to speak)
- Music is played at end of the Collective Worship as lead adult dismisses classes one at a time
- Children walk silently back to their classrooms

Breaktime:

- Adults on break duty will open the doors to the playground at 10:40am
- Children will follow the adults onto the playground
- All snacks will be eaten first before the children begin running around or playing games- adults on duty to remind children of this expectation
- All rubbish and waste to be placed in the bins
- Children will follow our Playground Rules at all times
- Children to wear a green lanyard if they have permission to go inside during playtime
- 1st whistle blows and all children stand still, silently
- 2nd whistle blows and all children line up, silently
- When prompted by an adult on duty, children walk silently to classrooms
- Children should be encouraged to go to the toilet at break time
- Lessons begin at 10:55am

Lunchtime:

- Adults on duty will open the doors to the playground at 12:00pm
- Class teachers will send their classes either to the Hall or playground at 12:00pm
- Children will follow the adults onto the playground or walk quietly to the Hall, where they will be eating their lunch
- During play time, children will follow our Playground Rules at all times
- 1st whistle blows and all children stand still until they are asked to tidy away the equipment
- 2nd whistle blows and all children line up, silently
- When prompted by an adult on duty, children walk silently to classrooms, with shirts tucked in
- Afternoon registration and lessons begin at 1:00pm
- (YrR go into lunch at 11:50am and the whistle is blown in the playground for the to line up at 12:45pm)

When eating inside the Hall:

- Children will queue up quietly to receive their school meals before sitting down at their allocated table- hot dinners/packed lunch
- Children with packed lunches will sit down at their allocated table and begin eating. Packed lunch boxes are emptied onto plates
- Children are reminded to use indoor voices and of table manners
- Children will remain in the hall until they have finished their lunch
- Then children will ask a member of staff to send them out
- When they finish their meals, children in Years 2 to 6 will work together to clean the table, put their plates and cutlery away and return lunch boxes to the trolley. Tables are cleared by a member of staff for Reception and Year 1
- All rubbish from a packed lunch is to be placed in their lunch box and all rubbish from a hot dinner is to be placed in the bin
- Children will then tuck their chairs in and walk out of the Hall to the playground to begin their play time

When playing outside:

- All Teachers and LSAs to be in allocated slot during playtime on the playground
- All trained adults to administer first aid if a child comes to them
- Adult to stand on duty by the large play equipment, if in use
- Children to wear a green lanyard if they have permission to go inside during playtime
- Quiet areas and activities for children available

End of the day:

- Class teacher sends children to collect their belongings before 3:20pm dismissal
- Children line up quietly in the classroom
- Class teacher leads line out to designated area on the playground
- Children are dismissed one by one by the adult, pointing out the adult who is collecting them
- Playground expectations apply at all times
- Children who are not collected on time will be taken to the office to wait to be picked up



St Mark's Playground Expectations:

Follow the CIRCLE Values, be kind, take turns and play fairly

Wear appropriate clothes and shoes

Keep outside areas clean and tidy

Walk and do not play in the quiet zone

Play games that are safe and appropriate for the space

Do not interrupt others' games

Use equipment safely and appropriately, for its intended purpose

Look after equipment and tidy away after use

Ask permission and wear a lanyard if you need to go inside

Follow instructions from adults on duty

Speak to an adult when support is needed

Stand still and silently when the whistle is blown

Reflection

What behaviour was I responsible for?	
How did it make others feel?	
Was it the best way to communicate what I needed?	
What could I have done differently?	
Agreed action with staff member:	
Name:	Date:

Appendix 4 - Individual Behaviour Support Plan template

BEHAVIOUR PLAN PUPIL NAME: CLASS: YEAR GROUP:	
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
<p>Challenging behaviour</p> What does it look like? <ul style="list-style-type: none"> • • What triggers it? <ul style="list-style-type: none"> • • 	<p>Targets</p> What are we working towards? <ul style="list-style-type: none"> • • How do we get there? <ul style="list-style-type: none"> • •
<p>Strategies for positive behaviour</p> How do we maintain positive behavior? Preventative approaches <ul style="list-style-type: none"> • • • 	<p>Early warning signs</p> How do we prevent an incident? <ul style="list-style-type: none"> • • How to respond (reminders, alternative environment) <ul style="list-style-type: none"> • •
<p>Reactive strategies</p> How do we diffuse the situation? <ul style="list-style-type: none"> • What not to do: <ul style="list-style-type: none"> • Calming techniques <ul style="list-style-type: none"> • At what stage should another member of staff be informed? Who should this be? <ul style="list-style-type: none"> • 	<p>Support after an incident</p> How do we help the pupil reflect and learn from the incident? <ul style="list-style-type: none"> • •

Appendix 5 – ABCC log template

Date	Antecedent – what happened before the behaviour?	Behaviour –what was the behaviour?	Consequence – what happened after the behaviour?	Communication – what was the behaviour telling us? What can we learn from it?