



ST.MARK'S CE SCHOOL

ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

Behaviour Policy

Policy Statement and Guidelines

Policy Date: Autumn 2025

Review Date: Autumn 2026

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Our school vision:

St Mark's C of E School is to be a place where students acquire the knowledge and skills to become confident, resilient, lifelong learners who can contribute to the world they live in. Through our core Christian values of love, service and belonging students will be supported by the whole community, to achieve excellence.

Rationale:

At St Mark's we want our children to behave because it is the right thing to do. We want our children to live our core Christian Values of Love, Service and Belonging as we believe that this is what will make them great active citizens in the community as children as they grow into adulthood. The relationships between our children and staff are what makes our children feel safe. We believe that maintaining consistent boundaries with our children helps them to feel safe. They know what is expected and what rewards they will receive if they behave and conduct themselves well and the consequences when behaviour falls below the expected standard. We explain and teach our rules and the reasons behind them. This makes it really clear to the children.

We treat our children with dignity and respect whilst holding authority. Our strong behavioural ethos is to ensure that good behaviour becomes intrinsic in our children and not just because they want to please adults in the school.

Aims

- As a school we believe that teaching students how to behave is as important as teaching the students curriculum knowledge and skills.
- Grounded in our Christian values, we explicitly teach behaviour to show our expectations through age appropriate lessons.
- Leaders expect staff to form strong positive relationships with students and to apply this policy consistently to all students, so it is fair and equitable. Through the building of strong relationships and understanding between staff and students, we aim to promote the belief in all learners about the value of positive behaviour so they have a sense of belonging.
- Staff will be role models in the building of relationships and in behaviour towards each other
- All students are expected to listen to the adults who hold the authority in the school.
- We aim to understand the triggers underlying poor behaviour choices and to look for solutions, including the repairing of relationships.
- We will teach students about choices regarding behaviour and make it clear as to the consequences of the choices they make.
- We will all actively seek to acknowledge students being good in class and around school

- Our behaviour policy will be delivered through PBS (Positive Behaviour Strategy) supported by use of the behaviour board in years R – 5 and through merits and demerits in years 6 -11.
- Leaders will monitor the behaviour of individuals and groups through the analysis of CPOMS [internal management system] and sims [pupil database] to ensure no group is unfairly targeted and actions are put in place to improve behaviour.

Code of Conduct (Appendix A)

- A code of conduct written in appropriate language has been constructed as an aide memoire for children and staff to help to guide positive behaviour and as a point of reference for negative behaviour. These are displayed in classrooms and in secondary students' planners.

The purposes of positive behaviour is:-

- To prioritise strong relationships between adults and students.
- To enable students to study in a safe and disciplined classroom environment
- To provide a consistent approach to classroom behaviour management
- To reward good behaviour and attendance in a consistent way.

Procedure for teaching positive behaviour

- As a staff we collectively determine our behaviour expectations
- We explicitly teach all expected behaviour through Positive behaviour Strategy (PBS) lesson plans during our 'Boot Camp' session.
- All staff are supported in delivering behaviour plans and all members of staff are expected to know our behaviour expectations.
- All staff recognise the importance of having a well organised environment in class and around the school in which students can learn and behave
- All staff will actively praise students when they are seen to be demonstrating PBS
- Students will be encouraged to praise each other and influence peers positively
- Behaviour for learning in all above areas will be returned to regularly to remind students about expectations and to help them to practise these behaviours
- There will be staff training for the delivery of PBS and active supervision with lunchtime staff
- PBS lesson plans will be regularly revised and updated.

There are PBS lesson plans for:

- Entering school
- Classroom behaviour to include SLANT and SHAPE (Appendix 1)
- Behaviour in the cloakrooms
- Behaviour in the toilets
- Behaviour in the dinner hall
- Behaviour on the stairs
- Behaviour during transition
- Behaviour during collective worship
- Behaviour during independent walking around the school.
- Hygiene behaviours.
- When speaking to staff: STEPS (appendix 1)

Recognising good behaviour

- We will recognise efforts made by students in promoting behaviours for learning and safety, including respecting the right of other students to learn and be safe and teachers to teach and be safe.
- Recognition and praise are rewards in themselves. We will also reward students through the use of a variety of non-material rewards such as phone calls/text messages home, special assemblies.

Primary Phase

St Mark's Learning Behaviours and Reward System

R.A.P.I.D: Journey to Excellence

RESILIENCE	ADAPTABILITY	PRIDE	INNOVATION	DISCIPLINE
				

RESILIENCE	ADAPTABILITY	PRIDE	INNOVATION	DISCIPLINE
<i>Being resilient means persevering and not giving up, even when we face challenges. It's about experiencing difficult situations, learning from them, and continuing to move forward with determination.</i>	<i>Being adaptable means being able to adjust to new situations or changes in a way that helps us succeed. It's about being flexible, open-minded, and ready to make the best of whatever comes our way.</i>	<i>Having pride means striving to be the best version of ourselves and feeling good about our efforts and achievements. It's about taking care in what we do and being proud of who we are and what we accomplish.</i>	<i>Being innovative means being curious and confident to think in a variety of ways, explore new ideas, and come up with creative solutions to problems. It's about finding better ways to do things.</i>	<i>Having self discipline means staying focused, working hard, and sticking to a routine. It's about being organised and making smart choices to help us reach our goals, even when it's not easy.</i>
Associated vocabulary: Determination Risk taking Learning through mistakes	Associated vocabulary: Acceptance Flexibility Reflection	Associated vocabulary: Self-worth Achievements Aspirations	Associated vocabulary: Creativity Critical thinking Courageous	Associated vocabulary: High expectations Being organised Self-motivation

All classes will use the same language and systems for promoting positive learning behaviours and the merit system.

All classes will display the five St Mark's rings in their classrooms with the strapline:
R.A.P.I.D journey to Excellence.

KS1 and Year R

In KS1 and Year R children will have individual names tags that they will put on the appropriate circle if they are spotted evidencing one of the Learning Behaviours.

Daily certificates

The teacher may choose any number of children at the end of the day to receive a 'quick recognition' mini certificate and learning behaviour sticker to take home.

KS2

All KS2 classes will display the five St Mark's rings. Alongside these, each class will have a

'Merit' chart. When children are spotted evidencing one of the learning behaviours, they will record a tally mark on the merit chart using the first letter of the identified learning behaviour.

Daily certificates

3 merits a day will lead to a 'quick recognition' mini certificate and a learning behaviour sticker.

Collective Worship Certificates

At the end of the week, teachers will choose a maximum of two children to receive a certificate for the appropriate learning behaviour in Collective Worship. The children will have gone 'above and beyond' the normal expectations of the 'quick recognition' rewards. These certificates will replace the current star learner and outstanding effort awards. Teachers can still choose to give children a 'Values' certificate in Collective Worship.

Positive phone call home

These will be made where children have gone over and above usual expectations.

Golden ratio of positive to negative interactions in a classroom should be 5:1 for relationships to flourish.

Merit System at St Mark's School - Secondary

At St Mark's School, merits are awarded to pupils as a form of positive reinforcement. These are given when a student makes a positive choice, demonstrates one of the school's core values, **Love, Service and belonging**. Merits may also be awarded for actions such as (but not limited to):

- Demonstrating exemplary behaviour in corridors, classrooms, and during unstructured time.
- Consistently following the school expectations of SLANT, SHAPE, and STEPS.
- Producing outstanding work or putting in exceptional effort.
- Demonstrating the school's core value in their actions/behaviours

While we aim to foster intrinsic motivation in all our students, we also acknowledge the role that extrinsic motivation can play in supporting and encouraging academic and personal growth.

The merit system at St Mark's will be used to recognise and reward positive behaviour and achievements throughout the academic year. Students will have opportunities to earn rewards in the following ways:

- **Individually (annually):** Based on their cumulative merit totals for the year in each combined categories
- **Individually (termly):** Based on the total number of merits earned each term in each and combined categories.
- **Individually (life-long)** Through the course of their time at St Marks.
- **As part of their tutor group:** Rewards will be given for attendance, punctuality, and the collective merit scores within each year group.

Management of persistent, challenging behaviour

At St. Mark's, we believe that challenging behaviour is any behaviour that inhibits learning, is detrimental to the learning of an individual or peers or impacts on the safety of other students. This can be overtly disruptive behaviour or overly passive introverted behaviour. Through active support we aim to minimise the impact on the other students as well as helping the identified students. At St Mark's we acknowledge that our youngest students and those with SEND, due to their age and maturity, need additional time to understand and learn school rules. The teachers are the experts and will apply the policy appropriately to the age group.

All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson.

Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice unless doing group work. As soon as any *slouching, daydreaming, non-tracking or distracting* occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head or sharp pause.
2. **Unnamed:** *'We're tracking. Just waiting for 100%. We need one person ... and 100%.'*
3. **Named:** *'David, we listen so we can learn. Thank you.'*

Our high expectations for the personal development of all our students means that students will be challenged and sanctioned if they breach the behaviour expectations.

We firmly believe that students must learn to manage their own behaviour and whilst staff will support them to do this, we expect them to attend any detention as requested. There will be an increased level of sanctions for any student who fails to take responsibility for managing their behaviour.

Parents/Carers have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life.

The school will work with parents / carers and the student to resolve any difficulties. This 'partnership' is cemented through the Home School Agreement.

Primary Phase system:

Demerits – KS1 and KS2

All teachers will have a 'Demerit' tally chart discreetly on their desks so that demerits are not public. Whilst we do not want to necessarily promote the negative term 'demerit', this will be used to support with behaviour management expectations.

Children are able to earn back merits. This will promote accountability and provide them with a chance to turn their behaviour around.

Verbal warning = opportunity to turn behaviour around

1 demerit = 5 minutes off break time

2 demerits = miss an entire breaktime

3 demerits = Internal exclusion (sent to another class) and a phone call home. Incident is recorded on CPOMS

Restorative conversations

A restorative conversation supports children in understanding the impact of their actions on others as well as repairing the harm that has been done. A restorative conversation should be had before a child goes back to their own classroom. It should be carried out in a quiet, private space. If possible, the poor behaviour choice should be reframed so that the child can consider his/her actions, the impact and how they can prevent it from happening in the future.

Restorative conversation script:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Internal isolation

When a child has received 3 demerits, this will lead to an internal isolation either that afternoon or the following morning. Children will be sent to an appropriate, alternative class with work to complete. If considered necessary, following a number of restorative attempts, a child may be put into the Secondary isolation space for an agreed period of

time in order for them to consider their behaviour and actions.

Time out

Time out may be needed to give a child time to reset and refocus. This might be for 5 or 10 minutes in another class. Children then return to class when requested or when they are ready to learn. This is not the same as an internal exclusion.

Red Triangles

Red Triangles can be called for in the event of an emergency. This might be due to dysregulation, defiance, refusal etc.

Suspension is at the discretion of the Executive Headteacher or Head of School primary or secondary and can include but is not limited to the following:

- i. Breach of school's code of conduct.
- ii. Violence to adults or children in or out of school.
- iii. Persistent disruptive behaviour
- iv. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- v. Extreme defiance
- vi. Extreme rudeness
- vii. Possession and/or use of unlawful and illegal items, including weapons or disruptive items not required for school activity
- viii. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
- ix. Antisocial behaviour in school, out of school or online
- x. Online behaviour against the values of our school
- xi. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- xii. Inappropriate use of social media and/or technology, including serious cases of bullying
- xiii. Damage to property, vandalism, graffiti,
- xiv. Use of discriminatory language
- xv. Cheating, including plagiarism
- xvi. Sexual harassment
- xvii. Sexist, Racist or Homophobic abuse in school or online
- xviii. Bringing the school into disrepute.
- xix. Behaviour that endangers the health and safety of themselves or other members of the school community.

Reintegration

Following a suspension, a reintegration meeting will be held involving the pupil, parents, a member of senior staff and other staff as appropriate.

This meeting will focus on the restoration of relationships and the safety of the pupil in returning to school. When a pupil returns from a suspension, the

following measures may be implemented:

- agreeing an individual behaviour plan
- putting a pupil 'on report'
- access to onsite support systems (e.g. inclusion team, emotional support)
- internal isolation or the loss of break/lunch times for a period of time

Managed Moves are voluntary processes that lead to the transfer of a pupil to another mainstream school. DfE and Local Authority guidance is followed in arranging these. These are for:

- xx. Pupils at risk of permanent exclusion
- xxi. Pupils who persistently break the school rules and require a fresh start elsewhere

Offsite direction may be used to arrange time-limited placements at another school where interventions or targeted support have not been successful in improving a pupil's behaviour. The decision to direct a student to education offsite will be communicated to the parents no less than two days before the start of the provision. Parents may request that the governing body hold a review meeting.

This is used for:

i. pupils who require time away from school to reset their behaviour could be offered a temporary move to another school as an intervention and as an alternative to a longer period of suspension.

Governors' Hearing & Permanent Exclusion is for:

- xxii. Persistent refusal to follow school rules of school rules
- xxiii. Persistent disruptive behaviour
- xxiv. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- xxv. Extreme defiance
- xxvi. Extreme rudeness
- xxvii. Possession or use of weapons
- xxviii. Malicious accusations against a member of staff
- xxix. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- xxx. Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
- xxxi. Gang affiliation
- xxxii. Any other act that risks the safety of our students either consistently or as a one off breach of school rules or law

Primary parents will be informed at the end of the day by the class teacher that a child has had a lunchtime detention/ removal from class, or if this is to take place the following day.

Secondary Phase System:

1. A **warning** or **demerit** is given as a corrective reminder if after informal intervention a pupil makes a bad choice, breaks a school rule, or for:
 - Minor misbehaviour in corridors or around school (running, wrong side, etc.)
 - Persistently not following the basic rules of SLANT, SHAPE, STEPS
 - Careless work in lessons
 - Messy uniform (untucked shirts etc.)
 - Anything else that a pupil has previously been reminded about by a teacher.
2. **30 minute detention** is given for 3 warnings or demerits in a lesson or across a day, or for:
 - Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
 - Disobeying a teacher
 - Talking in the corridor to a peer
 - No homework completed
 - Incorrect equipment or uniform (e.g. no ruler, pencil case, reading book, no blazer, PE kit)
 - Note-passing in class
 - Hesitating in handing over confiscated items
 - Chewing gum
 - If a phone is confiscated
 - Over 15 minutes late to school
 - Being late (under 15 minutes) to school 10 times.

If a secondary pupil is under 15 minutes late to school, then they will serve a minute for every minute they are late. Failure to attend a break time detention will lead to a 30 minute after school detention served on that day. If late over 15 minutes, a 30 minute detention will be issued.

a) **referral** is removal from lessons to complete work independently and serve detention. The resultant action will be determined by the intervening senior member of staff

3 demerits within one lesson (secondary) or for persistent defiance.

b) Two detentions issued in one day

Students need to sit 2 lots of 30 minutes that evening or the following evening if after 2pm.

c) Senior detention is from 3pm-4pm. It is given to pupils who receive three behaviour detentions in the week OR who have been in referral more than once during the past seven days. Once a child has sat a senior detention in a week for 3 or more detentions, the process will revert to 30 minute detentions for the rest of the week, until 3 more have been reached.

c) Internal isolation 9.30am-4pm for secondary students or for a time as determined by the senior team. A member of the Senior leadership team, will determine the length of time in isolation. The reasons for being placed in isolation may include:

- Failing to attend lunch time or after school detention
 - Failing to complete Senior detention
 - Serious misconduct
 - Severe refusal to follow instructions
 - Arriving to school in incorrect uniform or with an inappropriate hair style
 - Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
 - Discrimination or prejudice towards another pupil or member of the community.
 - Major incident, or damaging the School's reputation
 - Possession of forbidden items.
 - Disrespectful behaviour towards a member of staff
 - Play fighting
 - Absconding from after school detention
 - Receiving 6 or more demerits in one day at leaders discretion
 - Multiple on calls in one day
 - Extremely bad reactions
 - Swearing- verbal or in writing

Pupils who are added to internal isolation for uniform finish the school day at 2.30pm.

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a. Reintegration

Following a suspension, a reintegration meeting will be held involving the pupil, parents, a member of senior staff and other staff as appropriate. This meeting will focus on the restoration of relationships and the safety of the pupil in returning to school. When a pupil returns from a suspension, the following measures may be implemented:

- agreeing an individual behaviour plan
- putting a pupil 'on report'
- access to onsite support systems (e.g. inclusion team, emotional support)
- internal isolation or the loss of break/lunch times for a period of time

b. Managed Moves are voluntary processes that lead to the transfer of a pupil to another mainstream school. DfE and Local Authority guidance is followed in arranging these. These are for:

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- xxi. Pupils who persistently break the school rules and require a fresh start elsewhere

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- xxxi. Gang affiliation
- xxxii. Any other act that risks the safety of our students either consistently or as a one off breach of school rules or law

Secondary parents will be informed by 2pm if their child is to serve a detention for that day via email. They will be informed via the number of emails how long the child remains in detention. If behaviour for detention falls after this time, detention will be served the following day.

A member of the Leadership Team, Head of Year or a pastoral support officer will inform parents if the child is in internal isolation as a consequence of their behaviour and the expectations for this.

If a child is due to do an after school club or to take part in a sports fixture, the detention will take place and they will miss the club or fixture. Any financial loss for missing a club will not be reimbursed.

Procedure for supporting those with behaviour difficulties

For those pupils who struggled with behaviour we have a process as outlines in Appendix B for ordinarily available provision for behaviour support. Below is a summary

- Students who find it difficult to respond to the school behaviour policy and who are persistently struggling with behaviour will be supported through IBPs (Individual Behaviour Plans). Students who may have additional identified needs or conditions and who may be struggling with complex physical, social, emotional needs or life crises will have additional support to meet our behaviour expectations. These Students will already be known to the Senior Leadership Team and will already be monitored through CPOMS and SIMS. The teachers will be supported to apply their support consistently.
- The identified student will be observed by all key personnel through direct observations in a variety of situations. School will facilitate this procedure by releasing staff to observe and meet as a team
- The staff team will analyse these observations to generate an IBP (individual learning plan)
- The IBP will be implemented and behaviour will be monitored to see if there is a decrease in challenging behaviour and an increase in pro social/educational behaviour
- IBPs will be reviewed and new ones written if there is no change in behaviour and new approaches need to be considered
- IBPs will be shared with parents.
- Referrals will only be made with the consent and involvement of parents and carers.

Support for students

Students who have difficulty with adhering to the behaviour policy are supported in a number of ways as outlined below. This is not an exhaustive list:

- Misbehaving pupils are given reflection letters to write.

- Pupils will have restorative conversations with the teachers who gave them the consequence.
- Pupils may be given self-control mentoring.
- Persistently disruptive pupils are positioned in every subject at the back of the room on an individual table to reduce the temptation to misbehave.
- Pupils who persistently fail to complete their homework are supported with reading club and homework club after-school.
- Persistently late pupils have phone calls and letters home from the attendance officer and Senior Accountability Team.
- Restorative Conversations
- Pastoral Support Reports to staff
- Mentoring and Enrichment Programme
- Peer mentoring
- Anger Management
- Counselling
- Educational Psychologist Interventions
- Speech and Language Therapy
- Social Communications Interventions
- CAMHS referral
- Referral to Local Authority Early Help interventions including the Youth Offending Service intervention
- ELS referral
- MAST referral
- A variety of support is given to pupils who are routinely receiving demerits or detentions as a consequence of their behaviour falling short of the community's standards:

The use of Internal Isolation

Leaders will use isolation for the following purposes:

- As a consequence for behaviours as outlined above in our sanctions outline
- As a supportive area to collect statements for an alleged incident
- To separate pupils who might cause conflict if allowed in the wider community.
- As a safe space if students have been asked to be removed from a lesson due to their behaviour, but will return to the next lesson.

Leaders have the responsibility to ensure our community is a safe environment and do not need to seek approval from parents to ensure this happens. However parents will be informed if a student is in isolation for behaviour outlined in the policy above. Parents will not be notified if students are placed to write statements for an investigation or as time out from class.

Internal isolation is from 8.30am - 3.00pm for Primary students and 9.30am-4pm for secondary students. Students should not be in the

vicinity of the school until 5 minutes of their isolation time.

However, if a pupil is only told that morning that they are to be in Isolation then they will begin isolation at 8.00am(secondary)/8.20am (primary) or when they arrive – whichever is sooner.

In isolation, students are provided with work during this time in the isolation room. If a student refuses to go to isolation, or if their parent opts to take their child out of isolation against the wishes of the School, they will be placed in isolation on their return.

The use of restraint

- There may be times when staff feel that physical intervention is needed to keep students or staff safe
- We will follow the Ofsted guidelines and legislation which requires us to consider whether the action was legal and necessary and was the action reasonable and proportionate
- Our starting point will always be the 'rights, needs and safety of the student and other students and adults if present
- We have staff trained in 'positive handling' who will be used in situations where physical restraint is necessary
- Physical restraint will only be used if all other de-escalation approaches have been used e.g. the use of IBPs over a period of time, understanding of triggers and finding solutions, giving a child time out, internal isolation, defusing the situation, counselling, working with parents, taking advice from the educational psychologist, CAHMS, a change of personnel.
- Where possible staff who are carrying out restraining practices will wear full PPE for their own protection and that of the child.
- Sometimes a child may be placed in a room away from other children to help the situation to de-escalate. This may be the Isolation Room or another room supervised by staff
- Any separate room should only be used when it is in the best interests of the child and other pupils
- As a school we will adhere to legislation in the Disability Discrimination Act
- Reasonable adjustments will be made to ensure that expectations of pupils who have special educational needs and or disabilities are developmentally appropriate and fair
- On extreme occasions we may need to respond to a crisis situation where none of the above have been applied
- After any situations of internal physical restraint, we will inform and meet with parents/carers

Risk assessments will also be instigated when there is a heightened risk of physical intervention and will be shared with all key staff to ensure safe practice

- We will record all restraints in a bonded book and log on CPOMS where actions will be explained
- This information will be used to inform future practice
- We will take into account the views of the child
- The emphasis will always be on repairing relationships.

Mobile phones

Mobile phones are an unnecessary distraction for students. Research shows that students who spend too much time on their phones do significantly less well on their learning. We want our children to succeed, therefore at St Mark's we will not allow mobile phone use by students on the school site.

Reasons for confiscation

1. A pupil's phone is seen or heard on the school site.
2. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).
3. A pupil's phone is found to be turned on while on the school site.

Time period

- Confiscated phones will be returned at the end of the day on the first breach, at the end of the week on a subsequent breach and at the end of the half term for all other breaches of the phone policy.
- However, if an item is confiscated in the last week of the half-term, it will not be returned until the last day of the *following* half- term.

Further consequences

- If any phone is confiscated, the pupil will receive a detention.
- If they refuse to hand it over or if they pretend it was not theirs, the item is confiscated until the end of the half-term.

Some families like their children to ring home to confirm that they have arrived at school. Please be assured that if a child does not turn up for school the school will contact the family directly within an hour of the morning register being taken. This reduces the need for pupils to carry phones.

Clothing and other accessories

Class teachers/tutors check uniform in morning registration, and after lunch. Parents must inform the school if they have had an issue with uniform, as we are aware that sometimes unavoidable situations occur. Primary pupils will have a letter given to the parent to outline expectations on uniform. If the lack of uniform is due to the older students'(KS2/KS3/KS4) refusal to wear it or because they forgot, the student will receive a detention and a parent will be requested to bring in the correct uniform or they will be placed in isolation.

Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, can be confiscated by teachers and will be returned to parents if they come to school to pick it up.

On-line Behaviour

- In school we monitor our students on-line behaviour
- We also expect parents and carers to support us and also monitor their child's on-line behaviour at home
- Any on-line behaviour that compromises safety and brings the school into disrepute will be dealt with robustly. That may also necessitate contacting the police
- We will teach safe on-line behaviour and also support parents and carers in delivering this.

Sport Kit

On Sports days, secondary students should arrive in uniform but bring in their sports kit. Details of the sports kit are listed on our website. If a primary pupil fails to attend school with the correct kit on this day, they should be sent to the Senior accountability team and the parents will be called to bring this in. If a secondary student does not have correct kit, will result in the same consequences as for failure to have the correct equipment for the day. Subsequent PE kit failings will lead to senior detentions which are 2.30 - 4pm. All pupils will still complete the lesson given appropriate spares as learning can not be lost.

Primary students can wear their PE kit to school, however this is the standard school PE kit, no alternatives allowed. Contact will be made with parents to provide the correct PE kit.

Policy on bag and pockets checks

In order to deter pupils from bringing contraband items on to the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given the opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets and bags are searched.

In rare and extreme circumstances, usually when the School has received information that a pupil may have brought an offensive weapon to School, such as a knife, members of staff may undertake a search using a metal detector. In this instance, a search is undertaken by at least two members of staff of the same gender as the pupil, one of whom will use the metal detector to search for metallic items on the pupil.

Parent behaviour across the school

Exclusion from the site for parents can also be used where one of the following is evident:

1. Parental breach of contract with the school
2. Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff, other parents or students (including via social media or electronic communication) or bringing the school into disrepute
3. Failure to follow school protocols for raising concerns about another student and taking matters into their own hands.
4. Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality

Discretion

No Behaviour Policy can cover all eventualities. The Senior Leadership Team reserves the right to use discretion to help pupils make better choices and learn the right lessons.

Appendices

Appendix A

PRIMARY CODE OF CONDUCT

In the St Mark's community you serve , you are expected to:
Be punctual
Be co-operative
Be considerate
Be focused
Be ambitious
Whenever you are in St Mark's uniform, you represent and belong to our loving school community and are expected to:
Love yourself
Love others
Love the environment

SECONDARY CODE OF CONDUCT

In the St Mark's community you serve , you are expected to:	
Be punctual	Arrive on time, fully equipped for school and the start of all lessons.
Be co-operative	Accept advice and guidance from your teachers and school staff and their follow instructions.
Be considerate	Show respect for other people and their property. Consider how your actions help or upset others. Listen respectfully to others.
Be focused	Remain on task and try to improve on your previous best.
Be ambitious	Make a real effort and aim for excellence in your learning. Be the best version of yourself.
Whenever you are in St Mark's uniform, you represent and belong to our loving school community and are expected to:	
Love yourself	Wear the correct uniform and kit. Be truthful. Use kind words and take positive actions. Take pride in all you do.
Love others	Show kindness and care. When travelling to or from school be polite and co-operative and respect our community. In school, be aware of others, and their needs, walk in corridors. Talk and behave respectfully.
Love the environment	Treat the school and environment with respect; put rubbish in the bin, leave chewing gum at home, use resources carefully and recycle where possible, look after property of yours, the schools and others.

Appendix B

Ordinarily available Behaviour support strategies

Teacher level

- Quality First Teaching
- Communication with home
- Reward charts
- Subject report
- Student of the week
- Seating plans
- Time out/discreet conversations
- Hot Seating
- Observing key students/similar classes in other lessons
- Tactical jobs
- Demerits
- Detentions
- Restorative practice
- On-call

Class Teacher/ Tutor level

- Class teacher/ Tutor report
- Communication home
- Class/Tutor rep/monitors/ambassadors
- Observing class/ tutor group lessons & sharing guidance with teachers
- Round robins via COP (secondary)
- Class/ Tutor group report

Key stage leader/ HOY level

- Key stage leader/ HOY Report
- Round robins via COP (secondary)
- Observations
- Tactical removals
- Restorative practice
- Extended detention
- Community service
- Isolation
- Time out card
- Restorative practice
- Peer group intervention
- Mentoring
- Mentoring primary or younger students

- ELSA
- IBP

School level

- SLT mentoring
- SLT attached isolation
- IBP/PSP
- Suspension
- Partial timetables
- Isolation
- Off site direction
- PRU outreach
- Therapeutic support
- Alternative provision
- External services support - YOS, School Nurse, CAMHS, MASH, Re-Minds, early help, Jigsaw, No Limits, Yellow Door

S.T.E.P.S.

S	Sir/Miss
T	Thank you
E	Excuse me
P	Please
S	Sorry

We know that manners and politeness are not something that people are born with, we also know how important and how highly regarded they are in society. S.T.E.P.S is our acronym to easily remember the basics of this important characteristic. If a student makes a request and doesn't say 'please' for example, a member of staff would simply say STEPS to identify that something was missing and warmly prompt the student to try again. Please and Thank You are still 'magic words', they have a positive impact on the person you are communicating with, and will continue to do so for the rest of a student's life, whatever they choose to do.

S.H.A.P.E.S.

- S Speak in full sentences
- H Hands away from your mouth
- A Articulate words clearly
- P Project your voice
- E Eye contact
- S Smile

Similarly, being able to clearly communicate to people is an important life-skill to master. At some point, to be able to achieve anything in life you will need the help of others along the way and if you are a master at communicating, you will be more likely to get others on board. Like STEPS, SHAPES is an acronym, listing the basics needed for clear communication and staff will use this acronym to develop students' communication skills throughout their time with us.

S.L.A.N.T.

- S Sit up straight, arms folded
- L Listen
- A Answer questions
- N Never interrupt
- T Track the teacher

In other schools, it takes vital minutes to get the attention of the whole class if a teacher is about to teach. Add these minutes up over the years that students are with us and you get days of missed opportunities for learning. SLANT is our code for informing the students that the teacher needs the attention of all of the class. The teacher will say '3-2-1, SLANT', at this point all students immediately stop what they are doing and pay 100% attention to the teacher. We fold arms because this takes away the temptation to play with equipment or poke the person sitting next to you which takes away a percentage of concentration from their learning. Students will only be SLANTing for a couple of minutes at the most as, with no behaviour issues to deal with, the teacher can work through their explanations a lot quicker. This, in turn, provides more students with more time for guided and independent practise.