

RELATIONSHIPS AND BEHAVIOUR POLICY



ACADEMIC YEAR 2023/24

HEADTEACHER: MR K RONDEAU

LOVING, GROWING and SUCCEEDING TOGETHER

RELATIONSHIPS & BEHAVIOUR POLICY

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WHY?

"Our Christian vision is Loving, Growing and Succeeding Together. We put our hope in God, where every day counts and seeds are sown in fertile soil. We lay up a foundation for the future so we can enjoy life which is life indeed. This we do together, with love"

HOW?

We have three school rules at St. Mark's that are consistent throughout the school. These are:

Ready, Respectful, Safe

Our school rules are aligned with our Christian values and our school vision. Each phase/ class has these rules displayed and what these words mean to them in their classroom. As adults, we describe and model the behaviour we want to see from our children to ensure a safe, calm school environment.

WHAT?

The aims of the Relationship policy are as follows:

- To provide clear guidelines and ensure clarity of approach
- To ensure there is a consistent approach across the school
- To foster, nurture and value positive relationships
- To create clear systems for praise and reward
- To create clear systems for maintaining relationships
- To ensure all stakeholders are clear about the restorative approach of the school

RIGHTS & RESPONSIBILITIES

Our relationships policy is also aligned to UNICEF's right of the child which include the right to learn, the right to be safe and feel safe and the right to respect.

At St. Mark's, our relationship policy places children at the centre of our practice. Therefore, we aim for children to:

- Feel valued and part of the St. Mark's school community
- Have a sense of belonging, feel safe and feel supported when at school
- Respect other children's/ adults points of views and feelings

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- Take responsibility for one's actions and their impact on others
- Know that each child is loved by God and are individually unique

As a staff, we are committed to ensuring relationships are at the heart of the school and therefore all staff will:

- Ensure all children feel a valued part of our school community; they are respected and listened to
- Model the behaviour we expect to see from our children
- Seek support for children when it is felt a more personalised approach is needed
- Be supported in decisions they make regarding children's behaviour

Parents, carers and stakeholders play an essential role in our school community and together, we ensure we can live our vision and Christian values. As a result, our community will:

- Seek advice from the school to support the wellbeing of their child/ children
- Work together with the school to support their child/ children
- Respect decisions made by the school to support behaviour and relationships
- Honest, transparent conversations that enable their child to be supported in school

CHURCH OF ENGLAND VISION

Part of the Church of England's vision for education is that children are grounded in teachings about Hope, Dignity, Wisdom and Respect; creating a culture where children can grow to be content and happy. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people. At St. Mark's, we aim to create a school community that is aligned with the above vision and underpinned by the knowledge that all our children are uniquely gifted individuals.

Praise and Reward at St. Mark's

We believe in celebrating the success of our children and this happens in a number of ways:

What?	How?	Who/ When?
On the spot praise	Positive praise Air high 5s Stickers Shout outs	Any adult in school
Golden Book	Linked to the value of the month Stamp to be given when child is showcasing value	Any adult in school
Star of the week	Celebrating learning achievements and Christian Values.	Class teacher choses one child per class and their work is showcased in our Star of the Week assembly led by Mr Rondeau.
A Team	Celebrating children who are always going above and beyond to live out school rules and values	One child to be chosen by class teacher/ adults in class to attend a special A Team party in the Safari room.

SHOUT OUTS

During our weekly Star of the Week celebration worship, we proactively celebrate and acknowledge how children have lived out the Christian Values. During the course of each week, adults recognise children who actively live out a Christian Value. This is then shared during the Star of the Week Worship each Friday with the child standing up and receiving a 'shout out' and round of applause.

A-TEAM



Aligned with our vision of succeeding, each half term, teachers chose one pupil that has exceeded our expectations in school. 'A' stands for 'Always going above and beyond.' The chosen pupil is one that always demonstrates of school rules and Christian values and is a role model for others in the school. Positive praise postcards are sent home through the post so that parents can celebrate their child's success. The children are rewarded with a special treat afternoon in the Safari room with Miss Fullwood & Mrs Morris.

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MAINTAINING RELATIONSHIPS

Our inclusive ethos ensures that we will always aim to support children in making positive choices in order for their time at school to be safe and happy. Our SMSC and PSHE curriculums, alongside British values, teach our children about tolerance and respect for people's beliefs, lifestyles and personal choices; aiming to prepare our children for a life in Modern Britain so they go into their future as responsible citizens.

At times, children may need reminding of our school expectation. We will always describe the behaviour actions and not the child themselves as we aim to explore their thoughts and feelings in order to repair and restore relationships. We support the Church of England vision for education and offer hope, forgiveness and compassion when wrong choices have been made to enable our children to make more positive contributions to their school and wider communities.

We have two stages to maintaining relationships: Stage 1 and Stage 2

	What?	How?
Stage 1	<ul style="list-style-type: none">Class standard/ School rules not being followed which may result in disruption to own learning or the learning of others	<ul style="list-style-type: none">Reminder of class rule – reinforce expectationsMoved in class to refocus and re-engageMoved to next door classroom to refocus (class teacher to inform parents)Restorative conversation with class teacher before returning to class

STAGE 1 – RESTORATIVE CONVERSATIONS

Restorative conversations ensure the child remains at the centre of any decisions that are made regarding behaviour in school. Children are given the chance to reflect and consider their choices from alternative viewpoints and develop personal skills so that our children aim to become solution focused. This process also provides an opportunity for the child and their class teacher to re-connect before they return to continue their learning. If required, the school may notify parents and families to inform them that a restorative conversation has taken place, providing appropriate details.

Restorative conversations follow the same pattern of questioning:

- . What happened?
- . What were you thinking at the time? How have you felt since?
- . Who do you think has been affected by your choices/ actions?
- . What can we do now to make sure you are ready/ safe/ respectful.

STAGE 2:

	What?	How?
Stage 2	<ul style="list-style-type: none">Physical behaviour with intent to harmBullying including E-Safety and homophobiaRacism	<ul style="list-style-type: none">Senior Leader investigates incidentDHT/ HT informed and a decision made in relation to what has been concluded from the investigation

Stage 2 behaviours are classed as serious incidents in school and this may result in decisions being made by the Headteacher, Mr Rondeau, as to whether or not the child who has made these choices can remain in school. Safety of our children is of paramount importance and if this has been compromised through behaviour choices, a decision will be made and communicated to parents by either the Headteacher or Deputy Headteacher, Mrs Smith, in his absence.

Permanent Exclusion can happen as a result of the following:

- In response to a serious breach of the school's behaviour and relationship policy
- If allowing the pupil to remain at school would seriously harm the education or welfare of the pupil or others in school.

Any periods of suspension, whether fixed term or permanent will always be communicated to the governing body of the school and relayed to the Local Authority. These are monitored alongside stage 2 behaviours so that the necessary steps can be put into place, proactive support for the child.

Please see Anti-Bullying policy for further information relating to all forms of prejudice and bullying.

PUPIL WELLBEING

Consistency of approach does not always mean responding in the same way to each child, it means responding in a way which is consistent to the values and beliefs we hold as a school. We aim to ensure that every child is supported in a personalised way which meets their needs.

If an adult or parent is worried about a child in school, a wellbeing consultation form is completed which outlines the changes in behaviour that have been evident. The form is then passed to Mrs Smith, Deputy Headteacher, who will consult with our Community and Wellbeing Leader – Miss Fullwood. Together, they will decide on how best to support the child. This may be that we give strategies to the class teacher, speak to parents or speak to the child themselves. All wellbeing consultations are reviewed the following week so that we can ensure the child's needs have been met and they feel happy and supported by the school.

WELLBEING CONSULTATION



Please complete this form and hand it to Gemma Smith, Deputy Headteacher. Once submitted, a decision will be made about the practical next steps. This could include:

- A Wishes & Feelings assessment
- Practical suggestions to support the child in class
- Conversations with parents or carers
- Opportunities to work with other adults in school

NAME OF CHILD		DATE	
CLASS		YEAR GROUP	

REASON FOR REFERRAL	Changes in behaviour? Relationships with peers and/or adults?
SIGNATURE	

On occasions, there may be a need to support the child through a more personalised approach. If this is the case, the child has a more in-depth conversation with Miss Fullwood and a wishes and feelings assessment takes place to identify the area of need the child feels they need the most support with. A positive support plan is then implemented so that the child, the school and the family know how we are working together to support their child to be safe, happy and successful in school. All positive support plans are reviewed at the end of each term to assess if they still meet the needs of the child.

If a child needs support from an outside agency to support their wellbeing, the consultation will be shared with our Special Educational Needs Co-ordinator, Mrs Smith, who will make the necessary referrals in consultation with the child's parents/ carers.

COMMUNITY & WELLBEING SUPPORT

We are aware that sometimes our families need support, or a space to talk through any worries or concerns they may have and we ensure that this can be fulfilled at St. Mark's. Miss Fullwood is the school's community and wellbeing leader and, alongside Mrs Morris, they work with families and children to provide high quality support for emotional wellbeing. They provide advice, strategies, and structured interventions to explore behaviour, feelings and emotions with the aim of impacting positively on children's resilience, independence and confidence.

They are contactable by email (please see below) or by contacting the school office who can arrange a return call.

jfullwood1@st-marks.dudley.sch.uk

kmorris@st-marks.dudley.sch.uk

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