Regulation & Engagement Policy

Including reward and consequence systems,

and anti-bullying information

(Formerly Behaviour Policy)

Loving God - Serving others - Flourishing together

RESPECT – ASPIRE – REJOICE

Approved by:	Full Governors	**Date:** 17 September 2026
Next review due by:	September 2027	

*"**Encourage one another and build each other up.**"*

1 THESSALONIANS 5:11

1) Our School Vision and Values

At St Mark's C.E. Primary School, we recognise the importance of a positive, supportive approach to the regulation and engagement of our students. This policy has been renamed to reflect our evolving understanding of good practice that recognises the root causes of 'behaviours' that challenge to be poor regulation and engagement as a result of unmet needs.

Regulation can be defined as '*the ability of an individual to manage an emotion or set of emotions or sensory experiences'*. Good regulation leads to students exhibiting appropriate emotional responses to situations and being able to (with or without support) move between emotional states using a range of strategies.

Engagement can be defined as '*the ability to pay attention to an activity, lesson or person*'. Positive engagement leads to improved relationships with others and achievement of personal, social or academic goals.

Our vision is applied across all policies and guides our work: **Loving God - Serving others - Flourishing together**. Our school values are extremely important in supporting and guiding us in our actions and interactions with others. Our school values are verbs. They are things we do to help us live out our vision, to: **Respect, Aspire, Rejoice.** This policy has the school vision and values at its heart and is rooted in a philosophy of 'praise in public, remind (or reprimand) in private' and using the language of 'ready, respectful and safe'.

2) Key principles

- All students, staff, parents/carers, visitors, and members of the school community have the right to feel safe.
- Staff will act with the wellbeing and safety of all students as a priority.
- High quality relationships are essential
- Staff recognise the effect of high-quality teaching and learning on regulation and engagement
- It is vital that staff, child/young persons and parents/carers work together in the promotion of positive regulation & engagement
- All adults model and uphold good behaviour in their interactions with adults and children
- All interactions happen in a model of mutual **respect** and trust where individuals are understood and valued
- Children **aspire** to be the best that they can be, inside and outside of school.
- Positive relationships and achievements should be rewarded, shared and **rejoiced** in

3) Aims of this Policy

The policy is designed to provide a simple, effective framework to supporting students in their own regulation and engagement

Our school is invested in supporting the very best possible relational health between all members of the school community (parent & child/student & student, student and school staff/parent and school staff/school staff/school staff and senior leaders/school staff and external agencies)

We are committed to educational practices which:

- Promote students' regulation, supporting their engagement and respond systematically and consistently to their needs

- Sustain a positive ethos and atmosphere including enabling environments (a rich and varied space where risks are minimised and well managed, and children are protected from harm and abuse).
- Develop and foster the ability of students to be responsible for their own regulation and engagement, to ensure support is available for children who find regulation difficult.
- Work in partnership with all stakeholders in supporting children's regulation and engagement

4) Definitions

Unwanted behaviours are defined as, for example:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Typically these may be instances where we may see low-level behaviours that go against our vision and values. A pupil-speak indicative list can be found in Appendix 1.

Serious concerns are defined as:

- Repeated breaches of the school rules including the unwanted behaviours outlined above
- Any form of bullying
- Sexual violence or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content, including that generated using AI.
- Vandalism
- Theft
- Fighting/physical aggression
- Passive aggressive behaviour and coercing children into making poor choices.
- Smoking, vaping or the bringing of related paraphernalia into school
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Mobile devices not handed into the school office (see mobile device policy)
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's concerns over behaviour, regulation and engagement may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **Child Protection and Safeguarding Policy** for more information

6) Roles and responsibilities

The governing board is responsible for:

- monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (with support of, or delegated to, other senior leaders) is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour expectations and in every interaction with pupils
- Teaching strategies (e.g. Colour Monster, Zones of regulation, Trick Box) which support and promote positive self-regulation
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact or influence of their own behaviour on the school culture and how they can uphold high standards and expectations
- Recording behaviour incidents promptly (Using Arbor behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Support the school in its approaches to managing behaviour, regulation and engagement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following issues linked to behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following regarding our behaviour culture during the start of the year induction, and at regular points (at least termly) in the year:

That they are valued and their safety and wellbeing is important. In order for flourishing together to happen they are reminded of;

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

7) Bullying

It is important to distinguish between rude, mean and bullying behaviour so that all stakeholders all know what to pay attention to and when to intervene.

Rude is: Inadvertently saying or doing something that hurts someone else.

Rudeness might look more like burping in someone's face, pushing ahead in a line, bragging, or throwing a crushed up pile of leaves in someone's face.

On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean is: Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone.

Mean behaviours may include making comments about clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger - impulsive cruelty that is often regretted in short order. Very often, mean behaviour in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Bullying is: Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse, even when targets of bullying show or express their hurt or tell the aggressors to stop. Bullying may be physical, verbal, relational or carried out via technology.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is not tolerated at St. Mark's C.E. Primary School. It undermines our value of **Respect**, does not embody **Serving others**, does not enable us to **Flourish together** and is antithetical to our underpinning bible quote to '*Encourage one another and build each other up*', 1 Thessalonians 5:11.

- We teach pupils about what bullying looks like through our PHSE curriculum and how to recognise and report concerns.
- All pupils are encouraged to report concerns to their class teacher or another trusted adult.
- Parents and other adults can also report concerns directly to school staff or via the office.

- All reports of bullying will be investigated and recorded on My Concern and monitored termly.
- Investigations of bullying will usually be carried out by a Phase Leader or other senior leader.
- Appropriate consequences will be applied, if necessary, in line with this policy. This may mean that individual incidents may incur orange or red card consequences but a series of events which constitute bullying may involve sanctions such as internal exclusion, fixed-term or permanent suspension.
- The Deputy Headteacher is designated as our anti-bullying champion and ensures staff receive training and updates about promoting a positive anti-bullying culture.

8) Values-based rewards

The collection of personal merits leads to the award of Team points. All staff can award merits to children for going above and beyond. Bronze/Silver/Gold certificates will be presented in Celebration Worship and Team points awarded each time a child achieves 50 merits. For children achieving reaching 200 merits, they will be awarded a Headteacher's certificate and sticker, presented by the Headteacher in whole school worship.

Value Ambassadors

Each week, teachers will recognise two Value Ambassadors, who are pupils who have demonstrated significant effort or achievement linked to our values of **Respect, Aspire** and **Rejoice.** A Team point is awarded to each Value Ambassador both promoting and rewarding excellent attitudes to learning.

The names of the Value Ambassadors are displayed on the 'flourishing together tree' display in the hall. Each half term, all the recipients of the award are entered into a draw for a limited-edition Value Ambassador Award. Two award winners are selected at random.

Exceptional achievements are also shared with the Headteacher or Deputy Headteacher..

Team points

Team points foster a sense of belonging for all children. By receiving Team points, children can begin to develop and understand that their attitudes and behaviour can positively impact a wider group. Children across the school are vertically divided into six Teams. Year 6 Team Captains and Vice captains lead their teams by example and are involved in planning termly rewards. Weekly Team points and sporting events contribute to termly Team rewards.

Marvellous Me

We use an e-praise system called Marvellous Me, where parents are notified via an app of their children's achievements. These can be sent by class teachers and the senior leadership team in recognition of great work, good choices and for going above and beyond. See https://marvellousme.com/

Class Rewards

As a class, children work together to receive a whole class treat. For working hard and achieving expectations, class teachers can award a letter which builds toward the phrase 'We deserve a treat'.

Wednesday half-wower of wonderful work

This is a weekly opportunity where class teachers select a few children to visit Mr Bright to share wonderful work and be rewarded with a special Headteacher's sticker.

Additional motivators

Other external rewards or motivators are encouraged to support students who are experiencing dysregulation or difficulties in engagement with their learning. This is done in a variety of meaningful and relevant ways to support the needs of an individual student. These are carefully planned and delivered to ensure consistent, relevant and quality interventions/motivators are being used. Examples of these include: stickers to encourage small step targets or a motivating physical activity, such as basketball or access to a school iPad for an agreed amount of choice time.

9) Consequences

We use an escalating consequence system to promote positive behaviour choices.

EYFS & KS1 escalation:



5 – For further behaviours to **DHT/HT for internal exclusion; parents notified.**

4 – For continued low level behaviours, or more significant events[1], child given **RED** **'ready, respectful and safe' card. 10min** lunchtime reflection, including restorative discussion with the staff member who actioned the consequence (who also informs parents at end of day). Child may go to a partner class for a short re-regulation break if they are dysregulated.

3 – For further behaviours, or individual significant event, child given **ORANGE** **'ready, respectful and safe' card** and **5min timeout, with 5mins catch-up** of lost learning at the start of the next break/lunch with year team adults and inform parents.

2 – YELLOW **'ready, respectful and safe' card** as a **second warning** (with no teacher interaction). The child is then given up to 5 minutes 'take up time' to rectify the behaviour. The card is removed once behaviour is meeting expectations. Should this happen repeatedly during a session, escalation to orange may be necessary.

1 – A private verbal warning

KS2 escalation:



5 – For further behaviours to **DHT/HT for internal exclusion; parents notified.**

4 – For further behaviours, or individual significant event[2] child given **RED** **'ready, respect and safe' card.** A **55min** lunchtime reflection, including restorative discussion with the staff member who actioned the consequence (who also informs parents at the end of the day). Child may go to a partner class for a short re-regulation break if they are dysregulated.

3 – For further behaviours, or individual significant event, child given **ORANGE** **'ready, respect and safe' card.** They attend a **25min** lunchtime reflection, including restorative discussion with the staff member who actioned the consequence (who also informs parents at the end of the day).

2 – YELLOW **'ready, respectful and safe' card as a second warning** (with no teacher interaction). The child is then given up to 5 minutes 'take up time' to rectify the behaviour. The card is removed once behaviour is meeting expectations. Should this happen repeatedly during a session, escalation to orange may be necessary.

1 – A private verbal warning

[1] See Appendix 1

[2] See Appendix 1

Restorative Reflection

Based on an approach by Paul Dix, we encourage pupils to engage in restorative reflection with the adult who actioned the consequence, to engage children in thinking about their recent events. Questions include:

- *What happened?*
- *What were you thinking at the time/Why did it happen?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

Time in Restorative Reflection is recorded and monitored half-termly.

Reflection 3 times in a half term –Letter to parents/carers with optional meeting, meeting with child, discussion with class teacher.

Reflection 6+ times in a half term - Letter to parents/carers and meeting; report card

Further intervention by Deputy Headteacher and Headteacher will follow if behaviours continue.

See Appendix 3

Outside of the classroom

For low level issues during social time, children spend time on the reflection bench, again engaging with a member of Senior Leadership Team in reflection about the events.

For significant events[3], a **'ready, respect and safe' card** can be issued, to be actioned in line with the escalation procedures above at the next lunchtime.

Reflection bench time is logged and monitored half-termly.

Outside of social time/during transitions/in communal spaces: if adults have to speak to a child, adult issues a **'ready, respect and safe' card** and informs class teacher; actions in line with escalation process above.

Individualised systems

To meet the needs of some children, Individual Regulation and Engagement Plans (**IRE**) may be in place that work outside of this system; this may also apply to children working in the Woodland Class (Inclusion Base). This may take the form of, for example, scripted conversations, coloured visual charts, earning stickers or individual rewards and not receiving card-based consequences.

Internal exclusions, suspensions and permanent exclusion

There are times when more severe consequences are necessary including suspension or exclusion from school. For further details on procedures for this please refer to the school's Exclusion Policy.

[3] See Appendix 1

We take the impact that dysregulation has on other students very seriously. We ensure the impact on other student's wellbeing and learning is reduced by:

- Recognising the root cause of 'behaviours' that challenge as poor regulation and engagement as a result of unmet needs and then proactively finding approaches and solutions that support students. This fundamental belief is communicated to the school community and is an approach that is guided by our values.
- Actively promoting a positive ethos and atmosphere including enabling environments
- Developing the ability of students to be responsible for their own regulation and engagement through approaches such as Zones of Regulation
- Partnership working with families and governors in supporting their child's regulation and engagement through shared Regulation and Engagement meetings and parent workshops
- Supporting students positively with the promotion of our values-based reward system and individualised motivators
- Providing a robust and contextualised PSHE curriculum that teaches students important empowering concepts including when things are safe and unsafe, bullying, consent, appropriate and inappropriate relationships and harmful sexual behaviours.
- When a child is dysregulated and presents as unsafe and causes damage and disruption in class, they may be supported outside the classroom so that the safety and education of others is not compromised.

10) Recording & Reporting

All incidents resulting in a consequence should be recorded on our electronic MIS – Arbor. Staff working with students are given training on completing these records as part of their induction training.

Significant events should be recorded in detail and these records should be a factual report of the incident and give some detail of the triggers for the incident, environmental factors, staff responses as well as the behaviour presented by the student.

Where an incident has involved Positive Handling strategies (physical intervention or restraint) this will be recorded in the Integris report.

All significant incidents should also be reported to and discussed with parents/carers and other professionals, if necessary.

Where dysregulation is regular, an on-going log may be created in MyConcern to more easily facilitate collaboration regarding recording events.

11) Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Headteacher.

The data may be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12) Mobile Phones in School Statement

St Mark's CE Primary School fully complies with the Department for Education's guidance *Mobile phones in schools*.

We are a phone-free school and have operated this approach successfully for several years. Pupils are not permitted to access or use mobile phones during the school day.

Mobile phones may only be brought to school (Year 5 & 6) where they are essential for a child's personal safety when travelling to and from school. In these circumstances:

- parental permission must be obtained in advance;
- phones must be handed directly to the school office before the start of the school day;
- phones are securely stored by the school throughout the day;
- phones may only be collected once pupils have been dismissed at the end of the school day or after an authorised after-school club.

At no point should a pupil have a mobile phone in their possession, bag or locker whilst in school. Any phone found in school will be confiscated and must be collected by a parent or carer.

We would strongly encourage parents and carers to consider delaying the purchase of a smartphone for their child. Where a mobile phone is needed for safety reasons, we recommend a simple phone capable of making calls and sending text messages, rather than a smartphone. This enables children to remain contactable when travelling to and from school whilst reducing exposure to social media, online risks and unnecessary distractions.

These arrangements ensure that mobile phones are not used during the school day and support a calm, safe and focused learning environment. Our arrangements fully comply with the Department for Education's guidance on mobile phones in schools.

13) Monitoring this policy

This policy will be reviewed by the Headteacher and full governing board/committee name at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

14) Training/Research/Supporting Information

All staff working directly with students receive regular training as part of their induction and during staff meetings and INSET training throughout their employment with the school.

As well as the training organised by the school, staff are encouraged to explore CPD that would be supportive for them in their roles. Staff who attend training are asked to share their knowledge.

15) Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy
- Child Protection and Safeguarding Policy
- Mobile device policy

Appendix 1 – Examples of behaviour

This list is an indicator, in pupil-friendly language, of the types of behaviour which could trigger a consequence. This is not an exhaustive or prescriptive list. In all cases context and professional judgement will inform decision-making:

Yellow	Orange	Red
Any low-level disruption that slows learning down	**Repeated Yellow behaviours**	**Continued, repeated Yellow behaviours after reaching Orange.**
Calling out	**Not going outside at social time**	**Repeated Orange behaviours**
Disrespect towards school property (e.g. littering)	**Playfighting**	**Swearing (direct or indirect)**
Lack of engagement with learning	**Causing injury by unsafe behaviour**	**Intended physical violence**
Answering back	**Damaging school equipment**	**Spitting at another person**
Talking in the corridor during learning time	**Verbal abuse, short of swearing and bullying**	**Intimidating/threatening behaviour**
Talking coming in from social time	**Rude/disrespectful behaviour**	**Deliberate use of racial/discriminatory language**
Not listening when others are talking/talking over people	**Refusal to follow instructions**	**Leaving the classroom without permission**
Flicking/throwing objects to distract others	**Deliberate incorrect uniform**	**Stealing**
Swinging on chair		
Talking in worship		

Appendix 2 – Reflection monitoring and follow-up

Reflection 3 times in a half term –Letter to parents/carers with optional meeting, meeting with child, discussion with class teacher.

Dear parent/carer,
We have noticed that _____ has regularly been asked to reflect on his/ her behaviour this half term. This means that he/ she has had his/ her learning disrupted several times and that their behaviour could have affected other children's learning. I trust that your child's teacher has informed you that this is the case, that you have taken the opportunity to talk to your child about what might have been going wrong and share with their teacher if there are any concerns that you might have.
We are now considering what steps we can take to improve the situation and I will be talking to your child's class teacher as well as to _____ with regard to this. I would like you to use this opportunity remind ____ of the high expectations we all have of him/ her.
If you have any questions please speak to me on the gate or make an appointment via the office.
Mr Bright
Headteacher

Reflection 6+ times in a half term - Letter to parents/carers and meeting; report card

Dear parent/carer,
Unfortunately since writing to you previously, it appears that the situation regarding _____'s behaviour has not improved. At St Mark's, we strive to create an environment where all our pupils respect, aspire and rejoice in themselves, their peers and as part of the whole school community. Since _____ has fallen below these expectations, I would like you to meet with me on _____ at _____ so we can work out a way forward and give any appropriate support.
We will now be giving _____ a report card for the next two weeks so that we can monitor what is going on during every school session. This card will be kept in the back of the School Planner so we can all be aware of what is happening and the progress _____ is making. Although this is a serious matter, I hope that eventually it will be seen as a positive turning point and will help _____ to make the right choices in future.
Mr Bright
Headteacher

Report Card for				
Target				
	Morning	Break to lunch	Afternoon	Phase Leader check in
Mon				
Tues				
Weds				
Thurs				
Fri				