

St Martin's School



BEHAVIOUR POLICY

Autumn 2023

This policy was created in collaboration with staff, parents/carers and governors. It will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance or procedure.



INTRODUCTION

At St Martin's School, we aim to create a community of lifelong learners who, in a safe environment of mutual respect, acquire and develop the knowledge, skills and attitudes to lead happy, productive and fulfilling lives.

We encourage children to relish a challenge, demonstrating a resilient approach that enables them to find success through valuing each step of their progress.

We develop young people who take responsibility for themselves and foster a curiosity about the world. We strive to ensure children contribute positively, now and in the future.

At St Martin's School, our vision is:

"For children to be happy, successful and confident, with enquiring minds and a natural desire for learning"

In order to achieve both our aims and our vision, our staff, children, parents and wider community strive to uphold a core set of values:

Happiness

Respect

Responsibility

Motivation

Courage

We use the following school value characters to help our children relate to these:



This behaviour policy aims to encapsulate our school aims, vision and values. Children will be taught about the meaning of these core values and both encouraged and expected to display these at all times.

Our values are reflected in our school rules:

Be a Happy Hippo – be positive and help others feel happy.

Be a Respectful Rhino - treat others and property with respect.

Be a Responsible Rabbit – be responsible for everything that you say and do.

Be a Motivated Monkey – aim high and always try your best.

Be a Courageous Cat - take risks and challenge yourself in your learning. Have moral courage, making the right choices, even when this is difficult.

RESPONSIBILITIES

We firmly believe that every member of our school community, including staff, trustees, governors, parents/carers and visitors have a responsibility to promote positive behaviour in line with our core values.

They do this by:

- Ensuring the school's values are upheld at all times
- Having high expectations of oneself and others
- Ensuring that approaches to managing behaviour are consistently followed by all
- Providing routines for pupils to support positive behaviour
- Ensuring the learning environment, as well as the learning itself, is well-suited to each individual to reduce the likelihood of undesirable behaviour
- Following restorative approaches to ensure positive behaviour management and relationships between individuals
- Celebrating difference and diversity
- Actively working to prevent bullying, using trained Anti-Bullying Ambassadors in line with The Diana Award project (see also Anti-bullying Policy)

PROMOTING GOOD BEHAVIOUR

At St Martin's School, we have a system of rewards in place to promote the highest expectations of our pupils. We encourage, praise and reward good behaviour through a variety of rewards which run through the school.

Class Charts

In every classroom, there is a visual display to encourage children to follow our value-based rules. Each child has a name peg that attaches to this display. All children begin the day on 'Ready to Learn'. If a child consistently demonstrates our school values, their peg will be moved towards the top of the chart. Children who end the day at the top will be given a star sticker, which they can wear home so that their success can be shared with parents/carers.

Individual Rewards

At times, praise may be given individually, either verbally or in the form of a sticker.

Certificates and Celebration Assemblies

Every Friday, children attend a weekly Celebration Assembly. During this assembly, certificates are awarded to children who have demonstrated our school values over the course of the week. Certificates may also be given to recognise pupil effort and achievement in curriculum areas such as reading, times tables, sport and other areas.

At the end of every term, a Golden Book Assembly is held to celebrate excellence, achievement and progress in all areas of learning. Golden Book certificates and other awards will be given at this time.

Sharing Success with our Senior Leadership Team

Children consistently displaying exemplary behaviour, learning or work ethic over the week may be sent to share this with a member of the Senior Leadership Team by attending 'Hot Choc Friday', whereby they will – as part of a small group of children - enjoy a hot chocolate with the Headteacher, Assistant Headteacher or a member of the school Leadership Team. (Milkshake or sugar-free squash may be used in the summer months.)

House Points

There are four houses at St Martin's School: Rubies, Emeralds, Diamonds and Sapphires. Children can earn house points by displaying the school values in their behaviour and conduct around the school. Points are collated and celebrated regularly during assemblies. Termly totals will also be shared on the school newsletter. There will be house captains elected from Year 6 for each of the four houses. These house captains will help to promote positive behaviour, encouraging their house team to earn points. House captains also support in the running of events such as sports day and any inter-house competitions within school.

MANAGING POOR BEHAVIOUR

If at any time a child is not displaying our school values/rules, the procedures outlined below will be followed.

For low level or disruptive behaviour:

- Should children fail to demonstrate the school values, the child will verbally be asked to modify their behaviour and will be reminded of the school value/rule that has not been adhered to.
- If the behaviour continues, the child's peg will move down on the Class Chart to 'Stop and Think'. At this point, the teacher will have a restorative conversation with the child about which value was not adhered to, as well as supporting the child in understanding what needs to be done to rectify the situation. They will be supported to reflect on the impact this has had on themselves and others. The child will have the chance to move back up to 'Ready to Learn', should their behaviour show **significant** improvement.
- If the behaviour further continues, the child's peg may be moved to the 'Reflection' section on the Class Chart. At this point, the child will require a 'reflection' with a member of the key stage, pastoral or leadership team. This will usually happen during the next break or lunch time play. If behaviour is disrupting the education of others, the child may be removed from class to work in another class or area within the school. A restorative circle may be required if others have been impacted by the behaviour so that relationships can be repaired.
- If behaviour continues to disrupt the learning of others, the child's peg will be moved again to the final section of the Class Chart and they will be asked to leave the class to work in another area within the school. To ensure parents are aware, we will communicate this via text message or phone call.

If a child reaches the final step of the chart regularly (more than three times in a term) we may consider the use of after school detentions, in liaison with, and with agreement from the parents.

Serious Incidents:

- Following an incident that is deemed serious, including physical or abusive behaviours, the child's name peg will move **directly** to the bottom sections of the Class Chart. The Senior Leadership Team will always be informed of instances where serious, physical or abusive behaviour has taken place. The consequence will be decided on by a member of the leadership team, based around the circumstances of the incident and the severity of this.
- We understand the importance of fully investigating behavioural incidents and staff will always work to find out what has happened before imposing any sanction or consequence. We use a restorative approach to behaviour management, using

Restorative Justice (RJ) Circles. (See Appendix 1 for further information about Restorative Justice.)

- Parents/carers (of both the child who caused the harm/was harmed) will be advised about more serious incidents, where significant upset or physical harm has been caused. We will endeavour to do this on the day of the incident.

In cases of extremely disruptive behaviour over a prolonged period of time, or in the case of violent, dangerous, or aggressive behaviour, the Headteacher, in consultation with the Executive Headteacher, may impose fixed-term or permanent suspension (as per guidance in: DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – from September 2023').

RECORD KEEPING

Clear, factual record keeping is vital to ensure that incidents are dealt with fairly. When any member of staff deals with a serious incident an 'Incident Report Sheet' is used. RJ Circles are used to establish the facts of the incident, with all children involved having the opportunity to state their point of view and express their feelings. Sanctions are agreed, in accordance with this policy and parents are advised when the incident is serious.

Incident reports are filed centrally in order that links can be made and any patterns which may indicate that bullying behaviours can be spotted.

For children presenting with frequent behavioural difficulties, we will use 'ABC' (Antecedent, Behaviour, Consequence) forms to help us track and understand patterns of behaviour shown, which will allow us to put support arrangements in place.

WORKING WITH PARENTS/CARERS

We work closely with parents to help support children's behaviour. Behaviour is routinely reported to parents at parent consultation meetings, with a colour coded system to indicate excellent, good or poor behaviour over the term.

In cases where a child is struggling to maintain expected behaviour or there has been a significant incident, an early meeting may be arranged with parents. During these meetings the school's expectations and values are reinforced and ways forward are discussed – both to support the child/family and agree the sanctions which will be imposed. Through such meetings school may suggest Early Help or sign-post to other services which may support the child.

PASTORAL AND SPECIAL EDUCATIONAL SUPPORT

Our school provides high levels of Pastoral Support for all pupils. This is achieved through our Zones of Regulation and Thrive approaches used to support the social and emotional education and regulation of pupils. Further to this, we offer the provision of teaching assistants and pastoral support staff, as well as through the specialist advice from our SENCO, Learning Mentor and FLO, who work across all Key Stages. All senior managers promote and take an active role in pastoral support to ensure pupil well-being is at the forefront of all we do. All children in our school have access to a trusted adult to whom they can talk.

CHILDREN BEYOND THE BEHAVIOUR POLICY

Where children are experiencing difficulties with regulating their behaviour, the pastoral support offered can be increased and arrangements can be put in place to offer additional support in consultation with the SENCO. This may include - but is not limited to – a named TA to monitor incidents, closer support in class, visual timetables and task planners, additional playtime support, small group lunchtime support, special arrangements for the beginning/end of the school day, learning breaks, bespoke reward systems, more regular liaison with parents, carrying out recommendations from outside professionals and the use of a time out space.

SUPPORT PLANS AND RISK ASSESSMENTS

Where children fail to respond in a positive way to the rewards and sanctions outlined in this policy and continue to experience difficulties with their behaviour, the school will work closely with parents to attempt to find solutions. A Personalised Provision Plan and/or a Pastoral Support Plan will be drawn up with parents and the pupil, stating clear targets for and consequences to behaviour as well as detailing the support in place to encourage positive behaviour. Pastoral Support Plans will clearly determine the expectations of all parties involved (school, pupil and parents), as well as clearly outlining consequences and how these may build, should behaviours be repeated on further occasions. Risk assessments are carried out for any pupil whose behaviour may cause risk to themselves or others. Risks are minimised as much as possible.

CHILDREN GOING OFF SITE

Children removing themselves from school site represents a serious Health and Safety risk. Such incident will be dealt with as per the following procedure:

- 1) Try to encourage the child to stay on site and discuss the problem.
- 2) **If the child is off site but in close proximity:** watch the child discretely. Maintain communication with school via walkie-talkie or mobile phone. Deal with the incident in accordance with this policy once the child is safely back on school grounds.
- 3) **If the child leaves site and runs off:** It is important that staff do not chase children who leave the school site as being near a road could pose additional risks to the

child's health and safety. In these incidences dynamic risk assessments would be made and if necessary Police and parents would be called.

THE USE OF REASONABLE FORCE

'School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' (DFE Use of Reasonable Force July 2013).

In accordance with the above document, staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Restrain a pupil at risk of causing significant damage to school property.

Force will only be used to either control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Pupils with Special Educational Needs will be given special consideration and this will be detailed in their individual risk assessment, personalised provision plan or SEN Support Plan. Reasonable force, however, will still be used where deemed necessary.

Members of St Martin's School staff that have been trained in the use of Positive Handling techniques. Whenever possible, these members of staff will be used should a restraint be necessary. There may be occasions when trained member of staff may not either be available or present at the time of an incident and it is the duty of all members of staff to intervene if necessary. There is no requirement for parental consent to use force on a pupil.

Any use of reasonable force will be logged using the school's positive handling recording system. A copy of these records will be filed centrally.

We will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil, as recognised in DfE Guidelines Use of Reasonable Force (2013).

SEARCHING, SCREENING AND CONFISCATION

School staff have a statutory power to search a pupil or their possessions, confiscate any prohibited items found and screen pupils, including their electronic devices, where

necessary (DfE Searching, Screening and Confiscation July 2022). Where there is reasonable grounds to suspect a pupil had prohibited items they will, in the first instance be asked to hand the item(s) to a member of staff. If they refuse to do so the head teacher may exercise the power to search the pupil, in accordance with these guidelines.

Searching of pupils' electronic devices will only be undertaken by a Designated Safeguarding Lead and only where there is no likelihood of illegal content being viewed. Caution should be exercised – especially when viewing images on a pupil's device. Where there is any suspicion that illegal content may be present, the device will be confiscated and the police informed.

RACIST OR DISCRIMINATORY BEHAVIOURS

St Martin's School is committed to an inclusive ethos based on respect for, and celebration of, diversity. The school strives to prepare all pupils for living in a diverse society. The school will strive to promote equality in all dimensions of the school's life and community. Discrimination in any form will not be tolerated.

We will:

- Take positive action to eliminate discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relationships between all, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

St Martin's School uses the definition of racism from The Stephen Lawrence Enquiry Report. This defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture, or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Any racist incidents will be fully investigated, logged and filed centrally to enable any patterns of behaviours to be identified. Sanctions, support and education will be put in place for those involved in any racial incident. Parents/carers will be notified where incidents of racist behaviour occurs.

SEXUALISED BEHAVIOUR

Sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and will be dealt with quickly and fully. Any sexualised behaviour incidents will be fully investigated, logged and filed centrally to enable any patterns of behaviours to be identified. Sanctions, support and education will be put in place for those involved in any incident. Parents/carers will be notified where incidents of sexualised behaviour occurs.

CONDUCT OUTSIDE THE SCHOOL GATES

In line with DfE guidance (DfE Behaviour in schools: advice for headteachers and school staff 2022), the sanctions detailed in this policy will be applied to incidents which occur outside the school gates, witnessed by a member of staff or reported to the school.

We will discipline pupils for misbehaviour when the pupil is:

- Taking part in any school organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a school pupil;
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as:

- Child Protection and Safeguarding Policy
- SEND Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- PSHE Policy
- Teaching and Learning Strategy
- Online Safety Policy

Appendix 1

RESTORATIVE JUSTICE

The school uses a system of Restorative Justice to promote a positive ethos throughout the school and help children learn to take responsibility for their actions. Together, both the harmed and the individual who has been harmed will have opportunity to discuss how they have felt because of an incident and be part of the process of how to put it right. This may involve just two individuals or a group.

Children are expected to sit in a circle and put across their side to the incident, acknowledge wrong doing and their responsibility within this. This gives opportunity to understand the impact of their actions and to put situations right.

Circles will be facilitated by an adult; wherever possible the adult who witnessed the incident or dealt with it at the time will be a part of this process. We recognise that children can become upset or angry at the time of an incident; therefore, circles will be arranged once children are feeling calm. This may be later in the day or the day following the incident.

Parents will be advised about more serious incidents, where significant upset or physical hurt has been caused. When necessary a more formal conference will take place where parents will also be invited to understand the actions and feelings of both sides. This will be undertaken generally by a member of the senior leadership team or pastoral support team.

RESTORATIVE PRACTICES WILL:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Our restorative approach aims to nurture and encourage children whilst consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- How do you think felt when you did that?
- How do you feel about what you have done?
- What do you think you need to do to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?