

St Martin's School



BEHAVIOUR POLICY

Autumn 2024

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 Star 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.)

Children may also visit members of the leadership team throughout the week to show them examples of excellent learning so that this can be celebrated in the moment.

House Points

There are four houses at St Martin's School: Rubies, Emeralds, Diamonds and Sapphires. Children can earn a house point by displaying the school values in their behaviour and conduct around the school. Points are collated and celebrated regularly during assemblies. There will be house captains elected from Year 6 to lead 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. This conversation may take place immediately or during the next break time, whichever is deemed most appropriate. Children 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 leadership or pastoral team. This will usually happen during the next break or lunch time play and provides the child with a chance to spend more time reflecting on their behaviour. 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 education of others, the child's peg will be moved to the final section of the Class Chart, 'Time Out of Class'; they will be removed from class to work in another class or area within the school. Parents will always be notified by the teacher or a member of the leadership or pastoral team if their children have been moved to work in another class or area of the school.

If a child's behaviour is beginning to cause concern, for example if a child is regularly receiving reflections, parents will be contacted. A meeting may be arranged so that the school and parents can work in collaboration to improve behaviour.

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 wherever possible.

Suspensions and Exclusions:

In line with the DFE (2024) expectations, all schools within the Whinless Down Academy Trust have the ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Persistent disruptive behaviour
- Damage to property
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent bullying
- Racist abuse, or abuse related to sexuality or disability

Suspensions can only be enforced by the Headteacher, in consultation with the CEO, and usually take the form of a fixed number of days. However, suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Pupils at risk of suspension will have a Pastoral Support Plan (PSP) in place, which outlines the extra provision in place to support the pupil, and how both the school and parents can support them. In the rare instance that a child without a PSP receives a suspension for a significant

incident, then the implementation of a PSP will be discussed in the re-integration meeting. (See below.)

Following a period of fixed term suspension, a reintegration meeting with a member of school SLT will always take place to support the pupil's return to school. At this point, the reasons for suspension will be discussed, as well as strategies for moving forward. Pastoral Support Plans may be discussed at this meeting. The pupil will be expected to attend all or part of this meeting, as hearing their thoughts and views (in an age- appropriate way) is paramount to forward planning.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

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

Direction Off Site and Managed Moves:

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision, such as one of the other schools in the Whinless Down Academy Trust.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

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.

When a child requires a reflection, the member of staff involved will complete a reflection slip, which must be handed to the leader taking the reflection. This will detail why a reflection was required and will guide the leader's conversations with the child.

Incident reports and reflection slips 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) grids 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, a 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 were this is relevant. Through such meetings, the school may sign-post parents to relevant external services such as Early Help, NELFT or 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 nurture 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, Pastoral and SEN Assistant, and FLO, who work across all Key Stages. All teachers 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 staff member 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 rewards/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 rewards and 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. Notify the leadership team so that support can be provided.
- 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.

For younger pupils, the use of positive handling may be appropriate to prevent a child from leaving site (see below).

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.

Specific 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 reasonable 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 digitally (on CURA, the school's welfare and safeguarding system) and paper copies filled 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 or discriminatory behaviour occurs.

SEXUALISED BEHAVIOUR

Sexual harassment, sexual abuse and sexual violence – online or offline – are not tolerated 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?