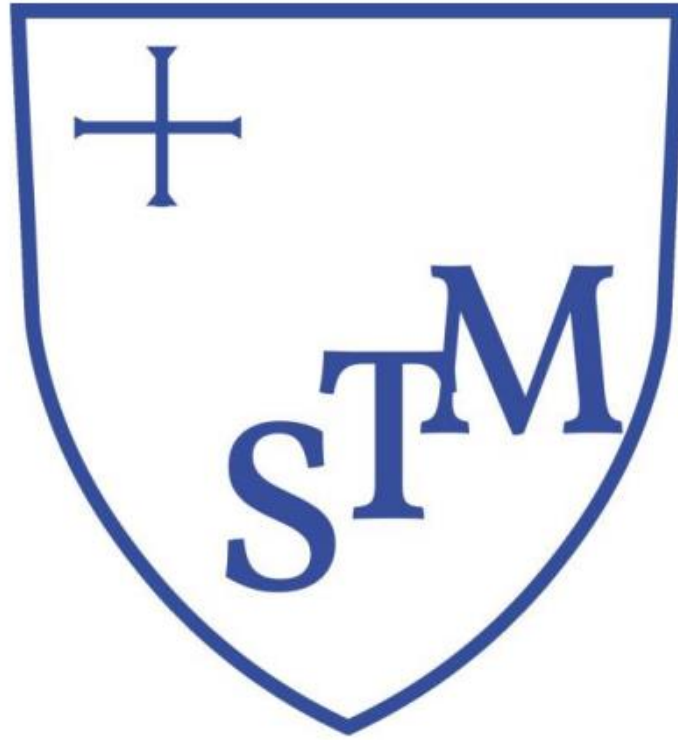


St Martin's C of E Primary School



Behaviour Policy

April 2024

Review April 2025

St Martin's CE Primary School

Behaviour Policy

Our Intent:

At St Martin's CE Primary school, we aim to create a safe and happy environment where exemplary behaviour enables everyone to feel secure and respected. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. We also understand the importance for the 'teaching of positive behaviour' and that this is vital to support pupils, particularly in the repair and restoration stage.

Our intent underpins an ethos of respect for ourselves and for others. Throughout the curriculum it is our aim to ensure that good co-operation, communication and emotional literacy skills are effectively modelled so that children can develop relationships, recognise and respond to their own emotions and repair / restore any potential conflicts.

Our core beliefs:

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming and punishing
- Reinforcing good behaviour helps children feel good about themselves
- An effective reward system and celebrating successes helps to further increase children's self-esteem enabling them to achieve even more
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- Consistency and fairness help to foster a feeling of safety and security
- Mutual respect, repair and restoration is vital to support and improve children's behaviour
- There should be a behaviour curriculum to support children to make good choices
- Children should receive forgiveness and be given opportunity to make a fresh start

Introduction:

This policy sets out the expectations of behaviour at St Martin's CE Primary School. We are a caring community and aim to create an environment that encourages and reinforces good behaviour and the fostering of positive attitudes towards learning and towards one another. This policy is designed to ensure that all members of school – pupils, staff, parents/carers and governors - can work together in a mutually supportive and consistent way.

Aims:

- To provide a consistent approach to behaviour management throughout our school.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- To encourage a calm and purposeful atmosphere where positive relationships are built and success both academically and socially are rewarded.

- To encourage increasing independence and self – discipline so that each child learns to accept responsibility for his / her own behaviour.
- To ensure that children respect themselves and others.
- To create a healthy balance between recognition and consequences.
- To support and reintegrate pupils who are part of the schools Social, Emotional and Mental Health (SEMH) focus provision towards a positive behaviour culture.

Behaviour for Learning: The St Martin's Way:

Be, **Respectful**, Be **Responsible** and Be **Safe**

We recognise that clear structures with predictable outcomes have the greatest impact on behaviour, where good behaviour is recognised sincerely rather than just rewarded.

Children are praised publicly and reprimanded in private.

Our school has three simple rules: 'Be Respectful, Be Responsible and Be Safe. These rules are explicitly taught and modelled by all members of the school community.

However, we also understand that for some children, following our behaviour expectations may be beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our three simple school rules are further explored and explicitly taught in class, assemblies and through other school experiences. For example, they might be expanded as follows:

- Be **Respectful**
 - I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.
- Be **Responsible**
 - I will make good choices and do the things that I am asked to do. I will think carefully about my own actions and my own behaviour.
- Be **Safe**
 - I will be kind and look after myself and others, following appropriate instructions from adults.

Visible adult consistencies:

These are the consistent, visible behaviours exhibited by staff to promote positive behavioural practices. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and / or in the classroom, daily by their teacher and / or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and / or support staff will also meet and greet children and parents at the gate or in other areas of school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally

charged. They will model self-control through their calm approach and will deal with all individuals fairly.

- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This helps to reinforce positive behaviour and encourages children to be role models.

Adult strategies to develop excellent behaviour:

At St Martin's, we use the 'SHARP' acronym to encourage positive behaviour and learning habits. We want our children to be SHARP learners.

Sit up silently

Hands to self

Attentive

Raise hand

Positive participation

All adults will use this acronym consistently to ensure that all children are 'ready' to learn and are aware of the expectations of them throughout the school day.

Language around Behaviour:

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these circumstances. Adults should always remain professional and calm at all times. Conversations around behaviour follow a consistent, predictable structure and are never personal to the child. No child is ever labelled as 'naughty' or 'bad' for any reason. Most of the conversations around behaviour would normally be conducted, in the first instance, by the class teacher, but if a behaviour has been escalated then a member of SLT will also take part in these important conversations.

Staff use 'emotion coaching' techniques and strategies to talk about situations / behaviour and also during restorative conversations.

Relentless Routines:

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- **Calm Corridors:** All children are expected to walk quietly in the corridors on the left side with their hands out of their pockets and by their sides. Children should walk quietly but can greet adults or their friends as they pass.
- **Signal, Pause, Insist:** When adults in school require the full attention of a class or group of children, they **signal** by raising their hand in the air. The adult will then **pause** in order to allow the children a short moment to adjust from their current activity to giving full attention to the adult. The teacher will then **insist** that

everyone is giving the agreed response to the signal. This ensures a quiet and calm classroom / hall where a teacher can address pupils at the same time.

- **1, 2, 3 sit with me:** A routine will be used in classrooms to ensure that transitions are rapid, calm and highly consistent because 'every moment counts'. 1,2,3 sit with me will be used in all year groups, to transition to and from the carpet area. This routine will ensure that children are ready to learn quickly.
- **Smooth transitions:** Transitions between lessons will be short and smooth. At the end of a lesson the class teacher will raise their hand as a signal that the children's attention is required. The class teacher will then give an instruction using...'In a moment we will be.... (beginning our History lesson). The class teacher will then give specific and precise instruction to the class (When I say 'go', you're going to put your science books into the middle of the table and tidy your desk). The class teacher will then signal 'Go'.
- **Lining up:** Clear and concise instructions and information will be given to pupils in order to ensure that they line up in register order quickly, quietly and sensibly.

Positivism & Recognition:

As a school community we recognise the value and importance of positivism; consequently, this behaviour policy is built upon positive praise and reward.

We aim to create a healthy balance between recognition and consequences, using a consistently structured approach. Part of the consequence might be that a financial contribution is requested to parents/carers towards any damage that has been caused. Pupils should learn to expect recognition for positive behaviour and fairly applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual whilst maintaining whole school consistency. The emphasis is on positive behaviour management through recognition and praise for both work and attitude. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and group identity.

However, if a child exhibits an inappropriate behaviour, whilst a meaningful and consistent consequence is applied, the emphasis is upon 'Repairing and Restoring'. This involves working with the child and their parents / carers to resolve the conflict, repairing the harm and supporting change for the future.



Rewards and Sanctions:

Classroom rewards strategy

The school has a range of rewards that can be used at staffs' discretion. These allow staff to reward children on an individual basis and as a whole class. Staff acknowledge achievement, effort, significant progress, good citizenship and children's contribution to school life.

Individual rewards

- Verbal Praise - including celebrating good work, effort and showing kindness/respect to others.
- Dojo Points - an individual reward for behaviour, effort, good work and general attitude towards school and their learning. School expectation is that children will always try their best academically, socially and be responsible. The maximum number of Dojo Points that a child can be rewarded with is 2 per lesson. Teachers will give out approximately 5 dojos per lesson to try to ensure consistency. As children accumulate points they will be eligible for the following prizes.

Number of Dojos	Reward
20	Sticker
40	School pencil

60	Chose a partner to sit by
80	Wear your own clothes
100	Headteacher certificate
120	Extra playtime
150+	Hot chocolate / juice with SLT

Parents will be able to view their child's points through the class Dojo app. Once a child reaches 150+ their point will be reset.

- Children will be assigned to one of 4 houses; Matthew, Mark, Luke and John. The children's individual 'Dojo points' will be collated weekly to give an overall 'house' total. This will be celebrated during Friday's praise assembly.
- A termly Headteacher certificate will be awarded for the boy and girl with the most Dojo points for that term.
- Visit to the Head/Deputy Head for exceptional achievement, progress or attitude to school life.
- Reading, Writing, Handwriting, Maths and FRESH certificates are awarded to each class during Praise assembly on a weekly basis (2 per class).

Behaviour Recovery:

A consistent and predictable system of addressing poor behaviour choices is important as part of a healthy balance of reward and consequence. All children have the right to learn free from disruption.

Stages of Behaviour Recovery:

Stage 1-

Non – Verbal cue / reminder – 'The Look'.

Staff will give children a non - verbal cue to give children an opportunity to rectify their behaviour. This will be followed up with a brief but clear conversation at an appropriate point in order to ensure the child understands the reminder.

Verbal warning

Staff will give children a verbal warning. Staff will quietly explain why the behaviour is disruptive and unacceptable and explain the behaviour that they expect.

Stage 2 - PARKING

Time out in own classroom

If the disruption still continues then the child will be moved to a different seat/area within their classroom. This is to allow them time to calm down and reflect on and self-regulate their

behaviours. This should be for the appropriate amount of time and may differ depending on the time it takes for the children to reflect and self-regulate. The child should continue with their learning / task. A conversation will take place with the child and an adult within their classroom that focuses on the behaviour that is expected and the reason for the time out.

Class parking incidents need to be recorded on CPOMs with a brief description and completed by class teachers

Parents will be informed by the class teacher at the end of the school day.

Stage 3- PARKING

Within a different classroom

If a child's behaviour persists then the child will be escorted from the classroom and 'PARKED' in a neighbouring class for up to 45 minutes. Children will be given time to calm down and reflect on their behaviour. During this time the child will complete a 'Reflection sheet' without any adult interaction (KS2). EYFS/KS1 children will complete a basic reflection sheet (with the three school rules) and be given emotions cards to look through in order to prepare them for their restorative conversation.

Once the teacher feels that the child is ready to return to their own class they will do so. The child's class teachers will have a discussion with them about their behaviour and the appropriate choices they should have made. 'Repairing & Restoring'.

Paired classes for parking:

Nursery and Reception

Year 1 and 2

Year 3 and 4

Year 5 and 6

Class teacher to inform SLT on the morning or afternoon of the parking incident.

Class teacher to inform parents that their child has been 'parked' in another classroom and a member of SLT will call / meet with the child's parent if necessary to discuss future behaviour and any targets / support required.

These parking incidents must also be recorded on the class behaviour log.

Children who have 'parked' 3 times within a half term may be excluded from school visits and or after school clubs – this decision will be made by the Head teacher.

As a result of poor behaviour choices any work that has been missed may be completed at breaktime to allow the child to catch up.

Blue Sky and Red Sky:

Blue sky and Red sky will be used if the child's behaviour has escalated or if there is a risk to others within the classroom.

The main purpose of blue sky and red sky is to allow the child to reflect on their behaviour in rooms with reduced distractions and low stimulus. If it proves unsafe to be in blue or red sky, the member of staff will stand outside the door until it is safe to enter. They will be able to see the child. A further member of staff will be outside at all times. Staff will not interact with

the children during their time blue and red sky apart from making sure they have any tasks that they need to complete.

Stage 4 - BLUE SKY

'Blue Sky' room is a calming stage. This enables pupils to self - regulate and is also vital for children to be able to reflect on, restore and be re - educated about their behaviour.

If a child's behaviour is escalating or there is a risk to others in the classroom a child may be escorted from the classroom and taken to Blue Sky. **If required, a child may be escorted to Blue Sky.** (Physical intervention may be required and only as a last resort. This will only be used if a child is putting themselves or others at risk and only appropriately trained staff will use this technique).

- A child will remain in Blue Sky until they are calm and ready to recover their behaviour and re-join their lesson. A member of staff will remain in the room for this time if it safe to do so. If not a member of staff will remain outside of the room in view.
- The child will be given an opportunity to calm down and regain control over their behaviour.
- Staff will not interact with the child initially in order to allow them time to regulate their emotions and prevent the pupil's behaviour from escalating.
- During this time the child will copy out 'St Martin's rules'. At least one member of staff will remain with the child.
- When the child is calm they will have a restorative conversation about the choices they have made and the child will return to their class.

Types of behaviour for Blue Sky – **Only members of the Senior Leadership Team (SLT) can make this decision:**

- Intentionally hurting others
- Threatening behaviour
- Sustained disruptive behaviour

Blue sky incidents must be recorded on CPOMs. If any physical restraint is used then this will need to be recorded using the appropriate system and on the paperwork that is in place.

A member of SLT will speak to the child's parents about the incident.

Stage 5- RED SKY - Children are placed in RED SKY for Serious EXCLUDABLE incidents

If a child's behaviour has escalated or there is a risk to others in the classroom they will be escorted from the classroom and taken to Red Sky. Staff may need to use physical

intervention to ensure that the child and others in the classroom are kept safe: this involves two members of staff who are fully trained. This will only be used as a final resort.

Whilst being in Red Sky is a consequence of a severe behaviour incident, staff, if safe to do so, will support the child using therapeutic approaches to 'Repair and Restore' the incident.

While the child is in the Red Sky:

- Staff will stay in Red Sky with the child, if it is safe to do so. If not then they will stand outside of the room where they can be seen until it is safe to return inside the room
- Staff will not interact with the child to allow them time to regulate their emotions, prevent the pupil's behaviour from escalating and reduce stimulation
- The pupil will be given relevant curriculum work to complete during their time in this room with little or no interaction with staff in the room. This will be pitched at a level that the child is able to complete independently
- Break and lunch times will be staggered and will be taken outside of the Red Sky room. Children will have their lunch with a member of staff and breaks separate from other children
- The child will remain in Red Sky for **a school session (this is an AM or PM session)**. If the incident occurred later on during the school day (pm) then the child may spend a session in 'Blue Sky' on the following day in order to repair, restore and re-educate.

Types of behaviour for Red Sky – **Only the Head Teacher and Deputy Head can impose Red Sky.**

- Serious physical assaults on adults or children
- Serious threatening behaviour
- Serious and sustained disruptive behaviour e.g. throwing furniture or damage to property
- Leaving the school premises

When a child is sent to Red Sky it will be at the discretion of the Head teacher to decide if a formal fixed term exclusion is imposed or in severe cases a permanent exclusion may be appropriate. Only the **Head Teacher can make the decision as to whether or not to exclude a child.**

Red Sky incidents need to be recorded on CPOMs. If any physical restraint is used then this will need to be recorded using the appropriate system and on the paperwork that is in place.

SLT will meet with parents and class teacher to discuss the 'Red sky incident'.

Parent/Carer concerns:

Parents/Carer first point of contact concerning behaviour will usually be the child's class teacher. If an issue is not resolved, then a parent may ask to see a member of SLT.

A member of SLT are happy to speak to a parent/carers regarding their child's behaviour wherever necessary and will contact parents as detailed within this policy.

If there are any unresolved issues then parents/carers should refer to the school complaints policy.

Restorative Conversations:

Following incidents of poor behaviour, it is imperative that the member of staff who initially dealt with the behaviour (supported by a colleague or member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so that the children learn early on in the school life that their actions have an impact on others and also consequences for them.

Follow up, Repair and Restore

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. hurt / upset for KS1 children)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

The number of questions to be asked MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

The restorative conversation will be included in the incident record on CPOMs in order to ensure that this vital conversation takes place.

Extreme Behaviours:

Some children exhibit particular behaviours which may be based on early childhood experiences and family circumstances. As a school, we recognise that the behaviour is a way

of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Behaviour Plans, Risk assessments, Traffic light action plans (to support de-escalation) and an 'Emotional Toolbox'. All of these documents detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. Restraint will not be used for extreme behaviours that do not place the child or others in danger. The school will record all incidents of extreme behaviour and these will be filed (policy and system in place).

Examples of extreme behaviours include: violence (physical contact), spitting and absconding.

School Exclusion:

The school uses the classification for extreme behaviour and severe breaches of the school's behaviour policy as outlined in Sandwell Exclusions: Good Practice Guide. A child can also be excluded from a class day trip/residential trip for extreme behaviour as outlined in the national guidance for 'Off-site & Out of Hours Educational activities', where extreme poor behaviour gives rise to concerns for the child's own safety or the safety of their peers. There are three types of exclusion that the school can sanction for extreme behaviour: Lunchtime Exclusions, Fixed Term Exclusions and Permanent Exclusion.

- **Lunchtime Exclusion:** Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time.

- **Fixed Term Exclusions:** A decision on exclusion for a fixed term should be taken, on balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. These should be for the shortest time necessary. However, for continued disruptive behaviour a number of fixed term exclusions can be given as outlined in Sandwell Exclusions: Good Practice Guide.

A reduced timetable can be negotiated with parents where a child has received a number of fixed term exclusions to try to avoid a permanent exclusion. The school will endeavour to support a child and family to avoid a fixed term exclusion.

After any exclusion a reintegration meeting will be held with parents, the child and a member of SLT. This meeting will support the child to return to school successfully.

Permanent Exclusion: This decision can only be taken by the HT (or the DHT if the HT is not on site). A decision to permanently exclude should be taken only:

- (i) in response to serious breaches of the school's behaviour policy or due to persistent breaches of the school's behaviour policy: and

- (ii) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Role of the Head Teacher:

It is the responsibility of the Head Teacher, under the Schools Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

In addition, the Head Teacher ensures that; Section 175 of the Education Act 2002 is being carried out (a duty of care in respect of safeguarding and promoting the welfare of the child) Section 157 of the Education Act 2003 is being carried out through "Keeping Children Safe in Education" It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children, staff and visitors to the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher, where serious incidents have led to exclusion, has the responsibility for giving fixed-term exclusions to individual children for serious breaches of the school rules. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child in consultation with the school governors. For both fixed-term and permanent exclusions the Head Teacher will follow the Local Authority adopted policy on Exclusions.

The Role of Parents/Carers:

We fully expect parents/carers to support their child's learning and behaviour and to co-operate with the school. We try to build a supportive dialogue between home and we will communicate with parents immediately and regularly inform them of any concerns which the school may have.

The Role of Governors:

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Monitoring and Evaluation:

The school's Leadership Team will monitor the effectiveness of this policy at least once per year (initially on a termly basis) and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow up.

All concerned parties will be kept informed of any review and any actions that will need to be taken.

April 2024

