



St Martin's C of E Primary

Behaviour Policy

*See also Ethos Policy, Anti-Bullying Policy, Health and Safety Policy,
Equal Opportunities Policy, Attendance Policy.*

Introduction

At St Martin's C of E Primary, we believe that our children have the right to learn in a safe and supportive environment. We aim to provide a stimulating environment in which pupils and staff can feel able to welcome new challenges and exciting learning experiences. We believe in reaching for, and setting high standards in learning and behaviour and aim to achieve this through good teaching and role modeling.

Equal Opportunities Statement

All pupils in school, regardless of ethnicity, religion, gender or special need, are ensured an entitlement to a broad, rich and balanced curriculum. Our aim is to develop pupils' self-esteem, perseverance, co-operation and confidence; to use their skills, knowledge and understanding, develop an appreciation of life-long learning and grow to their full potential as citizens in their local and world community.

(Please also refer to our Equal Opportunities Policy)

Aims

- We aim to set up clear and consistent expectations of and response to behaviour throughout the school.
- We aim to help children to reflect on their behaviour and help them to develop a clear understanding of the ownership of behaviour.
- We aim to involve parental partnership to support the children and the school if difficulties should arise.
- We aim to establish strategies to support pupils who find it difficult to behave appropriately.
- We aim to promote the four A's - Attendance, Appearance, Attitude = Attitude.

Ethos

- We believe that it is important for children to experience success in school – academic, creative, social, practical and physical.
- We believe that children need to feel successful; to be seen as successful by others, and to have their efforts valued and celebrated.
- We believe that school must help children to become confident, independent and responsible (as individuals and as members of a group of class).
- We believe that everyone who is involved with the school (children, staff, parents, governors etc) should feel valued and respected and view inappropriate behaviour as a matter for their concern.

(Please also refer to the school ethos policy)

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour and learning. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation and partnership enables parents to support the school in dealing with issues of behaviour.

Rights and Responsibilities

Pupils

Have the right:

- To feel safe
- To learn
- To be happy
- To be spoken to in a nice, friendly, respectful and polite way
- To be told the truth
- To be told 'sorry' when mistakes have been made
- To be listened to without interruption
- To learn in an exciting environment

Have the responsibility:

- To make sure everyone else feels safe
- To make sure everyone else can learn
- To make sure everyone else is happy
- To speak to others in a nice, polite, friendly, respectful and polite way
- To tell the truth
- To say 'sorry' when things have gone wrong
- To listen to others without interrupting
- To take care of the learning environment

Staff

Have the right:

- As pupils list+
- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption

Have the responsibility:

- As pupils list+
- To model appropriate behaviour, language and positive interaction
- To challenge inappropriate behaviour when it is observed
- To listen to both sides of a dispute and treat each pupil fairly
- To understand the background of the children in their direct care and how this may influence their life at school
- To liaise with parents/phase leaders/SLT when concerns arise

Parents

Have the right:

- As pupils list+
- To be sure that their children are treated fairly and with respect
- To know that their children are safe
- To be able to raise concerns with staff and to be told when there are difficulties

Have the responsibility:

- As pupils list+
- To ensure their child comes to school, arrives on time and is collected on time
- To treat others with respect
- To tell the school if their child is upset about anything
- To inform school of reasons for absence
- To support the ethos of the school

Strategies to promote positive behaviour

The most successful classrooms are those where success is celebrated, positive behaviour rewarded and the self esteem of class members is high.

The most effective way of ensuring that behaviour strategy works to benefit all in the class is to praise often and reward positive behaviours.

Verbal praise, body language, tone of voice and the fostering of personal qualities such as friendliness, empathy and concern for others, respect for each others differences and the recognition of personal dignity and pride; will promote the positive behaviours we are teaching and raise the self esteem of everyone connected with the classroom.

The school employs the following general behaviour management strategies:

- 1) A class agreement should be set up, which will emphasise the rights and responsibilities of the pupils. This should be displayed within the classroom and referred to when necessary and appropriate.
- 2) The School Council and their class representatives in KS2 help pupils to have involvement in decisions and suggestions.
- 3) Year 6 responsibilities (HALs) encourage them to set the standards of behaviour that should be expected – they are role models for other pupils.
- 4) Lunchtime Supervisors use a range of play/game equipment to ensure suitable activities take place.
- 5) Pupils sit in mixed House Groups at lunchtimes to instill a sense of shared community.
- 6) Friendship Stops are used at Lunchtime to encourage a sense of involvement and citizenship.
- 7) Pupils usually sit with the same groups of pupils for lessons, within structured groups. This helps to provide a safe, disciplined environment. Lesson planning also details IEP/IBP needs.
- 8) Class lists and details of pupils with SEN (located in classroom management boxes) are available for supply/cover teachers to quickly identify and resolve issues.
- 9) Agendas at staff and phase meetings have a 'child needs' slot for staff to share problems and specific information and for sharing strategies for resolving the issues.
- 10) An appropriately structured curriculum and effective teaching and learning strategies are employed to enable planning for the needs of individual pupils.
- 11) Pupils should be actively involved in their own learning, with structured feedback to help avoid the alienation and disaffection which can lie at the root of poor behaviour.
- 12) Lessons should have clear objectives and success criteria, understood by the children. They should be interactive, stimulating and appropriately differentiated.
- 13) Marking and feedback should be a supportive activity, providing guidance on progress and achievements, and a signal that children's efforts are valued and that their progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organized to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self esteem through demonstrating the value of every individual's contribution. The classroom should provide a welcoming environment to all.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable children to learn and play in co-operation with others. Praise should be a constant feature to encourage good behaviour and attitudes, as well as learning.

The class teacher

The class teacher has the prime responsibility for pastoral care. This includes:

- Giving rewards and sanctions
- Having a good knowledge of pupils in order to notice children who are behaving out of character
- Looking for signs of distress and upset
- Through talking and listening to children daily, addressing needs as required (dealing with friendship issues, monitoring them if we know there are problems at home (e.g. death in the family etc)
- If there are any concerns regarding a pupils general health, safety or well being, this should be shared with Child Protection staff.

Rules and Procedures

All rules and procedures in school should be designed to make clear to the children how they could achieve acceptable standards of behaviour:

- They should be kept to a necessary minimum
- They should be positively stated, telling the children what to do and how it can be achieved, rather than what *not* to do.
- They should be consistently applied and enforced by all staff members
- They should promote the idea that every member of the school community has responsibilities towards the whole St Martin's team

Rewards

Rewards are a very powerful tool for teachers to use. Our emphasis is on rewards to reinforce appropriate behaviour. We believe that rewards have a motivating role, helping children to see that good behaviour is highly valued. The most common form of reward is praise; informal, formal, public, private, to individuals and to groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Once a reward has been given to a child it should never be taken away from them. They will have still deserved the original reward – even if they then behaved inappropriately immediately afterwards.

Rewards Procedure

The value of praise by staff must never be underestimated. This can be a verbal or written comment by the teacher to the child. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work, 'on target stamps', and sending children to a nearest teacher or the Head/Deputy for praise.
- Displaying pupils' work is a tangible reward available to the teachers.
- Identifying a pupil for 'Pupil of the Week,' which helps to give the pupils a sense of achievement and a chance to celebrate their successes in the weekly Praise Assembly – or Key Stage assembly.
- Reports, which are also seen as a vehicle for constructive criticism and praise.
- Celebration Postcards: These are a positive correspondence home, which are posted to parents and careers about the progress of their child in a particular area of school life.
- Golden Time:
Golden time is a quality, timetabled activity time. It is used as a reward for the hard work children have achieved during the week. The child, who can work individually or in a group within the class, chooses his/her own activity. This also provides an opportunity for a child to speak to the teacher on a social or personal issue if wished. This system of reward is linked closely to sanctions. The children are rewarded in minutes e.g. for hard work, good behaviour and effort by the class teacher throughout the week (up to a maximum of fifteen minutes). If an individual child misbehaves, they may be asked to take a 'time-out' in minute intervals, meaning that the child must forego minutes of their Golden Time and will be asked to sit in a separate area within the classroom. This is repeated for each misbehaviour. This time can also be 'earned' back for acceptable behaviour or effort.

REWARD SYSTEMS

The schools policy is based on the principle of giving congratulations and praise for things that are good. Our approach to behaviour and discipline is a positive one, rewarding pupils who work well within the school Code of Conduct, who strive to make good decisions and choices, and who consistently endeavour to improve the quality and quantity of their work. Class teachers may issue their own 'in-house' class certificates in addition to the whole school rewards.

Houses

Pupils are divided into four houses – **MATTHEW, MARK, LUKE & JOHN.**

House Points

House points are given in Reception, Key Stage 1 and 2 Key Stage 2 for positive work, attitudes and behaviour. There is no limit to the number that can be given during a week. At the end of each week the results are collated on a house basis. These are then announced in Friday assembly.

Best Boy/Girl

Chosen from each class to sit in a special place in Praise Assembly

Merits

Individual Merit Certificates

Merit Certificates are awarded weekly in Friday's assembly to individuals for particularly good work or behaviour. This can be for a single thing or for achievement over a period of time. On its simplest level a merit can be awarded for reaching a particular target. One average three merits per class per week should be awarded.

Class (or Group) Merit Certificates

These can be awarded, by a teacher, to a class or specific group of children.

Key Stage 1 and 2 assembly

Merits are also given during Wednesday Key Stage assemblies. Class teachers are asked to select 2 pupils per week to receive a certificate, and be entered into the 'draw' for the weekly Class Cup. Special gifts are also given during these assemblies to celebrate birthdays.

Headteacher's Merit Certificate

A step up from the normal merit and awarded for something special.

End of Year Commendation for Excellence

These are awarded at the end of the school year to (on average) two pupils per class in each of three categories.

1. Behaviour And Attitude
2. Academic Progress and Achievement
3. Creative / Physical Progress and Achievement

Attendance Awards

Bronze Certificate -	awarded to one terms 100% attendance.
Silver Certificate -	awarded for two terms 100% attendance.
Gold Certificate -	awarded for 100% attendance throughout year.

100% can only be achieved by attending every day at St Martin's Primary School or at another establishment for a recognized off site educational activity.

Weekly Reward 'Golden Time'

Class teachers may use the time 2.30 – 2.45 on a Friday for 'Golden Time' if they feel that the class has worked well all week. During this time, the class may play individual games, complete activities of their choice, or devise whole class games especially to be played during this time.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work should initially be dealt with by the class teacher, and then, if necessary, by a member of the Middle Leadership Team and then SLT. The staff use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. The staff should discourage the punishment of a whole group unless this is unavoidable or appropriate. Only in severe cases or those exhibiting no signs of improvement should the senior teachers become involved. Over reference to the Head teacher for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the School because:

- (i) It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) Punishment is delayed and therefore loses some of its effectiveness;
- (iii) Senior Managers cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

ACTION TO BE TAKEN

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' and the school rules. In many cases of inappropriate behaviour there are offenders and victims. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any inappropriate behaviour is confirmed, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the offenders:

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- Informing the victims' parents/guardians;
- By offering continuing support when they feel they need it;
- Making additional arrangements to support their well being
- By taking one or more of the sanctions described below to prevent more inappropriate behaviour by the offenders.

We also discipline, yet try to help the offenders in the following ways:

- By talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the class or an assembly) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The staff team should make every effort to create a climate in which any sanctions will:
 - a). have the greatest effect;
 - b). preclude any re-offence.
- By continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- By taking one or more of the School sanctions described below to prevent more inappropriate behaviour.

SANCTIONS/ PROCEDURES

- Children may be asked to sit at a 'Time Out' table on their own.
- Children may be detained at playtimes or during the lunch break by either the class teacher or Head Teacher. *NB – the lunchtime supervisors must not be asked to deliver or supervise 'sanctions' that have been given to a pupil because of behaviour in lesson time.*
- Children may be sent to an adjacent class for a 5-10minute period (with an activity to complete) if it is felt that the removal of the pupil for this short time will give appropriate 'time out'. This however, should not be on a regular basis.
- Children may be given additional homework - especially when their inappropriate behaviour has meant that they have not completed learning for the day.
- Children may have some 'Golden Time' removed on Friday afternoons
- with parent consultation, children may lose other privileges enjoyed by the rest of the class.
- Children may be asked to repeat/finish work at playtimes ONLY by staying in. Remember, they must not be left unsupervised (The supervision is the responsibility of the class teacher).
- Poor behaviour **should initially** be dealt with by the class teacher (e.g. missing Golden Time. Class teachers should ensure that children who persist in bad behaviour are reported to Phase Managers initially, who will chastise them accordingly. This may mean that they may miss their playtime. However, in the event of poor behaviour occurring more than three times in one session (lesson), the pupil's behaviour should be raised with their parents at the end of the school day.
- Home/School Behaviour diary – pupil, parent and teacher engage in written daily contact which details behaviour for a period of time until an improvement suggests the pupil no longer requires the diary.
- Children may be asked to take 'Time Out' at lunchtimes and stand in the hall, following an incident of negative behaviour. **It is only the Principal Lunchtime Supervisor who can sanction this** and thus monitors the behaviours of such pupils. Persistent misbehaviour at lunchtime is brought to the attention of the Deputy Head Teacher/Head Teacher and may result in the loss of playtimes. Parents will be informed if there is no improvement in behaviour and the child may have a lunchtime detention (See below) or be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion. In all instances exclusion at lunchtime has to be recorded and reported to the LA (ref: Primary Protocol (Hard to Place Pupils))
- Sanction Procedures are reviewed in accordance with need. If at any time staff members feel that the sanctions laid out in this policy are either inappropriate or ineffective then a review will take place.

CONFISCATION OF INAPPROPRIATE ITEMS (also refer to Physical Intervention Policy Use of Force)

The following criteria may be used when determining if it is deemed necessary for staff to confiscate an item from a pupil (not an exhaustive list and each situation will be considered in terms of severity, frequency:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- an item poses a threat to the ethos for learning: for example, a pupil uses a personal music-player in class.
- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another e.g documents, news articles etc
- an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

Confiscating items of clothing or jewellery:

Staff should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, teachers must ensure that if an item of clothing or jewellery is confiscated, that this is done by a staff member of the same gender as the pupil and with another staff member present where possible. **Confiscation of any item that would leave the pupil only partly dressed must be avoided.**

What to do with confiscated items:

The school may keep records of confiscated items and the grounds for the action, so that they can be justified later if challenged. Teachers will be required to inform Phase Leaders, a slip informing the parent of the item that has been confiscated may be sent home, and/ or the parent may be spoken to individually if deemed necessary.

Pupil have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, we will ensure that the appropriate storage arrangements are made (for example in the school safe) If similar items have been confiscated from several pupils, such as mobile phones or personal music-players for example we will ensure that steps are taken to identify which item belongs to which pupil.

For some items, school staff should seek specialist advice, for example, suspected illegal drugs or items which might be used as weapons (e.g. ref School Drugs Policy) We have effective relationships with the local police.

The school policy on confiscation of pupil mobile phones and the safety of pupils on their journey home:

'If a child has a mobile phone for a specific purpose or a parental concern, these phones should be handed in (or confiscated) at the start of the school day but staff should ensure that they return them to the pupil at the end of the school day.'

How long should items be confiscated for?

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff.

There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- Verbal warning by the Head Teacher or Deputy Head Teacher.
- Head informs parents by letter.
- Involvement of the Police (if appropriate after informing parents).
- A meeting with parents, and either a warning given about the next stage (which may be exclusion) unless there is an improvement in the child's behaviour.
- Lunchtime Exclusion (See below) ***if applicable (These must now be reported as exclusions ref Primary Protocol- Hard To Place Pupils)***
- Involvement of external support agencies (if applicable) e.g. Behaviour Educational Support Team.
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body/ LA (following the LA policy for exclusions).
- A case conference involving the parents and support agencies to discuss possible exclusion.
- Permanent exclusion after consultation with the Governing Body/ LA.
- Parents have the right to appeal to the Governing Body against any decision to exclude and to be assured that the exclusion has been dealt with in accordance of the parameters of the policy. **The school and governing body is aware that should the procedures not be followed that the decision to exclude can be overturned by an Independent Appeal Panel.**

NB A very serious problem or incident may result in the normal procedure being abandoned and parental involvement straight away.

EXCLUSIONS

There are two types of exclusion – Fixed Term or Permanent

Fixed Term

A decision to exclude a pupil for a fixed period will only be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary.

EXAMPLES OF ACTS FOR FIXED TERM EXCLUSIONS (not an exhaustive list – each act will be considered individually in relation to circumstance, severity and/ or frequency)

1. Continued disruption to lessons or in school.
2. Defiance.
3. Verbal abuse to pupils, staff or others.
4. Racial abuse to pupils, staff or others.
5. Physical abuse to pupils, staff or others.
6. Bullying either physical or verbal.
7. Physical abuse with a weapon.
8. Sexually inappropriate behaviour to pupils, staff or others.
9. Possession of drugs.
10. Theft.
11. Vandalism.
12. Arson.
13. Extortion.
14. Possession of a weapon, fireworks or alcohol.
15. Threatening behaviour.
16. Smoking.
17. Setting off fire alarms.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There will, however, be exceptional circumstances where, in the headteacher or teacher in charge's (the Deputy Head Teacher) judgment, it is appropriate to permanently exclude a child

for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security – Dealing with Troublemakers – Chapter 6* See appendix)

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. Each incident will be considered in individually in relation to circumstance, severity and frequency.

DRUG-RELATED EXCLUSIONS (see Drugs Policy)

St Martin's C of E Primary School has a drugs policy. It clearly states that illegal and other unauthorised drugs have no place within our school and defines any circumstances where authorised drugs may legitimately be in school.

In making a decision on whether or not to exclude for a drug-related incident the headteacher or teacher in charge will consult the school's drug policy and will consult the designated senior member of staff responsible for managing drug incidents. Where the misuse of authorized drugs is concerned, head teachers/teachers in charge will conduct a careful investigation to judge the nature and seriousness of each incident before deciding what action to take.

Exclusions can only be imposed by the Head Teacher (The Deputy Head Teacher may do so in the Head Teacher's absence)

If exclusion is deemed the only course of action following the implementation of the rest of this policy the school will follow the Primary Protocol (Hard To Place Pupils September 2007)

The school follows the guidance set out in the Summary of Exclusions Guidance September 2008

Discipline during morning and afternoon break times is monitored by the staff on duty. Lunch times are the immediate responsibility of the Principal Midday Supervisor.

N.B. In the cases of bullying, racist or sexist behaviour see the relevant policies.

Whatever sanctions are imposed, they are applied without infringement of the School's ethos and aims - indeed their application should reinforce the School's ethos and aims e.g. some sanctions such as collection of litter are constructive and useful to the school community.

Where anti-social, disruptive or aggressive behaviour are deemed to be part of a child's Special Educational Need then the process above is followed as part of the schools SEN policy and pupils will have an appropriate Individual Behaviour Plan (IBP) to help manage their behaviour. The IBP's will include appropriate rewards and sanctions.

PUPILS WITH DISABILITIES

St Martin's C of E Primary has a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability. This applies to both permanent and fixed period exclusions. A disabled person is defined as someone who has a physical or mental impairment which has a substantial adverse effect on his or her ability to carry out normal day to day activities. The effect must be:

- substantial (that is, more than minor or trivial);
- long term (that is, have lasted or is likely
- to last for at least a year, or for the rest of the life of the person affected);
- and adverse.

The definition includes people with sensory impairments, and also hidden impairments (for example, mental illness or mental health problems, learning difficulties, dyslexia and conditions such as diabetes or epilepsy). The definition of disability is not the same as the definition of special educational needs but there is likely to be a large overlap between those pupils who have SEN and those who are disabled.

ANTI-SOCIAL BEHAVIOUR

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head teacher and SENCo.

BULLYING (Ref: Anti-bullying Policy)

Bullying is considered to be anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We have a separate Anti-bullying policy, which outlines identification, statutory duties and strategies for dealing with this issue.

RACISM (Ref: Anti-bullying Policy)

Like bullying this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism should be reported to a member of the SLT, so that they can be recorded on the appropriate LA Monitoring System and subsequently reported to Governors at the Termly Meeting.

At St Martin's we need:-

- To do everything in the school's power to combat racism of all forms and treat it as a challenge to civilised living.
- To provide for the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- To ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.
- To prepare all pupils for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.
- To promote mutual understanding, tolerance and respect among pupils of all backgrounds.
- To counter racism and combat discriminatory practices.

STRATEGIES FOR DEALING WITH RACISM (Ref: Anti-bullying Policy)

- Involve parents and others, from other cultural and ethnic backgrounds, in activities at school e.g. class visits, craft groups etc.
- To make it clear that bullying of a racist nature will not be tolerated.
- Children to be exposed to books, art, food etc., from minority cultures.
- Recognise in school - through R.E. and assemblies - the worth of the world's major religions.
- Cultural events within school.

BEHAVIOUR OUTSIDE SCHOOL

Guidance states that a school's behaviour policy may regulate pupils' behaviour where the pupils are neither on school premises nor in the charge of school staff, where it is reasonable to do so.

This policy outlines where this statement is applicable, for example;

- A pupils' behaviour outside school on school business e.g. , on school trips, away school sports fixtures,
- For behaviour outside school, but not on school business, a head teacher or teacher in charge may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.
- Pupils' behaviour in the immediate vicinity of the school, or
- On a journey to or from school, can be grounds for exclusion.

PHYSICAL INTERVENTION **(see Physical Restraint Policy)**

All staff will receive training for Non-violent Crisis Intervention. This enables them to de-escalate situations and remain safe in potentially violent situations.

If a child violently attacks another child or adult and does not respond to request to calm down, then physical restraint maybe necessary, however physical restraint would only be used as a last resort.

INCIDENT RECORDS

An incident record should be filled in for any major incident of negative behaviour resulting in being sent to the SLT. The Deputy should then detail the relevant action taken on the form and file appropriately

Incidents may give rise to disciplinary action, or legal action, or become a matter of public interest (e.g. confrontational issues, absconding etc) and should be LOGGED AT ALL TIMES – and a copy of letters home are to be kept in pupils file in the school office

Copies of etters sent home to parents as a result of inappropriate behaviour at lunchtimes will also be kept in pupil files

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents, since we believe that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps, which are being taken in response. Early warning of concerns should be communicated to the SLT, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

PARENTAL SUPPORT AND A CODE OF CONDUCT

At St Martin's C of E Primary School we like our children to feel secure and expect them in return to follow a code of conduct based upon considerations towards other members of our school community.

The discipline of a child is not solely a school responsibility but is a partnership between home and school. At St Martin's we have established an Assertive Discipline Programme which is based on asserting the rights of the child to be educated and the rights of our teachers to teach. We greatly value parental co-operation in asserting these rights and their support is crucial.

A common approach is crucial and we expect that parents play their part in fostering a positive attitude towards their child's commitment to the school.

After consultation with the children, parents and governors of our school we have established a Code of Conduct that is distributed to parents and children as part of the Home-School Agreement

THE ROLE OF THE HEADTEACHER AND SENIOR LEADERSHIP TEAM (SLT)

The role of the Head Teacher and Deputy Head is to take responsibility for behaviour and discipline procedures throughout the school and to support the staff. The Head teacher will decide on whether more serious sanctions need to be applied e.g. timing and frequency of a modified timetable; lunchtime, short-term or long-term exclusion.

OUTSIDE AGENCIES

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without the need for specialist help. However on certain occasions help may need to be sought from outside agencies.

REVIEW OF POLICY

The school will review this policy annually and assess its implementation and effectiveness.

The following are strategies we use to determine how we can review if policy is working:

- Do children behave on and off site?
- How many fights/cases of aggression have to be dealt with? Are they becoming more frequent?
- Pupils' views? Teachers' views? Parents' views?
- What is overall behaviour like at St Martin's?

**Review due
Summer '23**