

Rationale:

All at St Martin's have the **right to feel safe** at school. All pupils have the right to learn so that they can achieve their **potential** and all teachers have **the right to teach to their best**. The expectation is that the children's behaviour will support the school's aims. This standard of behaviour applies to all children and adults in all aspects of school life. All within the school community have the right to be treated with **respect**. This includes **children, staff and parents**. All stakeholders should understand the identity of our school, defined in the ways here identified, expressed as being **'the St. Martin's Way'**.

Aims:

- To ensure all pupils have a **safe and secure environment**, enabling them to learn and develop.
- To teach pupils **self-control, responsibility and accountability** for their choices and actions.
- To encourage pupils to develop and demonstrate **positive attitudes** and **respectful conduct** with increasing independence, to ensure all community members feel valued.
- To maintain a **whole school positive approach** to behaviour management.
- For all **pupils to understand the reason for high expectations of behaviour** and know why it is important to behave well.

Behaviour Management:

All pupils must be made aware of the expectations and staff must not presume that children know what is acceptable and what is not. The **class rules** will be displayed in every classroom, along with visual clues and frequent reminders will be given. The success of the policy relies on it being **consistently applied** by all staff. Parents and carers play a key role in promoting good behaviour and **schools expects parents and carers to support school**. In the event of extreme or persistent behaviour occurring, the School Leadership Team (SLT) will be involved. All instances of serious violence, bullying or racism will be investigated rigorously.

Guidelines for Behaviour:

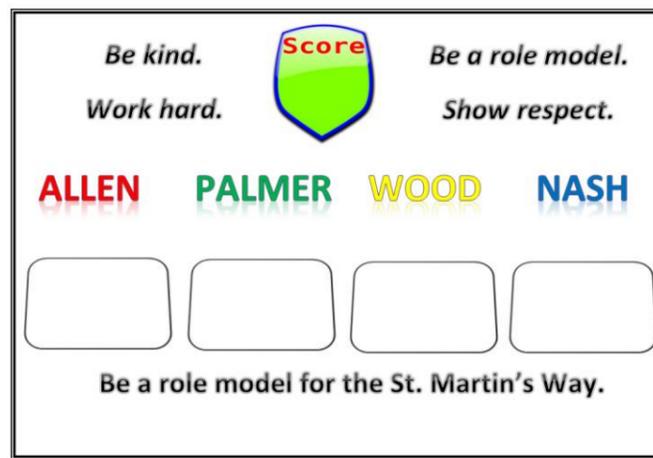
Within school

- Classes will have the **Golden Rules** displayed.
- All classes will have a child friendly statement of the school's rationale (see above).
- **Gem stickers** will be awarded by teachers and praise will be given for 'gem learning behaviour'.
- **House points** can be used by all staff to **shine a light** on exceptional examples of positive behaviour.
- **Assemblies** will be regularly used to promote positive behaviour, including key messages and gem learning.
- Regular **circle time/class council** slots will be used when needed to further reinforce positive behaviour (especially after an incident) and any current problems can be addressed within the class and acted upon. Weekly timetabled slots are not required.
- Examples of great learning will be regularly shared with SLT and recorded on SIMS (the school computer system).
- One **Gem Certificate (for showing the school's wider values)** and **One Purple Learning certificate (for excellent learning)** will be awarded at the end of each week.
- **Learning champions** will be awarded 3 times a year and celebrated with parents.
- **Celebration assembly** will be used on Friday to recognise role models of **kindness, respect, good behaviour and hard work**.
- Houses have a high profile within school. The **House Cup scores** are updated and the cup awarded weekly. House points will be displayed. There will be a termly award for the winning house.

I've got the power!

Ruby	Sapphire	Emerald	Diamond	Amethyst	Topaz
					
Supporting Others	Keeping Focused	Bounceback-ability	Solving Problems	Partner work	Team Work

Do you SPARKLE ?



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- Playtimes and lunchtimes are acknowledged as being potentially challenging times for children, therefore SLT will be present and supporting behaviour management, where possible. There will be a **rota for SLT** to be in the lunch hall.
- Excellent role models will be identified by the process of creating **positive postcards** at the end of each team.
- Children will be encouraged to **walk quietly through school**, and **silently through the Reception area**; for example younger children may have to tiptoe through as part of a 'game'.

A positive environment: Perhaps most important of all is the overall climate and ethos of our school. Our ethos of **care, forgiveness and recognition of all children** should be maintained. This can be seen through:

- a **positive climate** that relies upon and promotes reward and praise rather than criticism and sanction for the whole community.
- the **example set by members of staff** in their relationships and communications with children.
- the support and **relationships** that members of staff have with one another.
- the sense of community (**koinonia**) within the school and that all children are ambassadors for school.
- **interesting and well-prepared lessons** that cater for individual need.
- a **colourful, tidy and stimulating environment** in and around the school building.
- the presence of **nurture practices** and the use of this theory across the school.
- varied opportunities for children with **different gifts and talents** to see these celebrated.
- a **celebration that we are all different, like each leaf on the school's logo.**



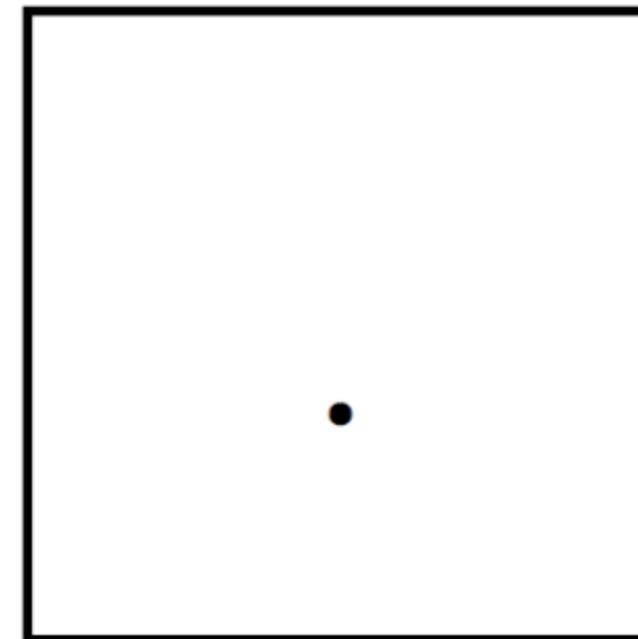
All classes at KS2 will have displayed behaviour board (right) which emphasises positive behaviour as well as possible sanctions. The aim is for a child to be a role model by the end of each day.

Positive behaviour strategies (this is a toolkit designed for staff use but may be useful and of interest to parents and carers)

- Use humour and smile
- Shine a light on positive contributions, using their Name e.g Thank you Mark!
- Use the gem powers to reinforce, house points, stickers
- Use specific praise: Well done for ____ because ____.
- 3- 'Well done____', 2...
- Countdown fingers 5,4,3,2,1. Can they be ready before the teacher gets to 1?
- Tambourine/ chime/ bell shake
- Call and response songs/ music e.g. Nile-Niger, Benouay- Congo song
- Positive touch- a comforting hand on the shoulder
- 'Lining up thank you' (not please)



- Thank you at the front of a sentence
- Self-soothing sensory strategies e.g. finger breathing etc
- Tigger bounce etc. and other video braingyms after breaktimes/ transition
- Stop and do something active- star jumps for half a minute
- 'Go fizzy and then go flat' activity
- 'Anchor in a chair'
- 'You work a fast-a, you getta more pasta!' pasta in the jar rewards
- Holding gems for good role models
- Bug rugs
- Stars of the day
- Golden time
- Monitors and responsibilities
- Thank you for _____ because _____.
- Use keywords e.g. kind, hardworking, well-behaved
- stay calm
- wait for silence
- give choices
- expect the best (I expect...) - teach routines and rules
- vary voice level
- use success criteria to reinforce behaviour
- catch children being good
- use good examples to distract from bad examples
- rebuild with a child after it has 'gone wrong'
- use teacher body language- move around classroom
- get down to children's eye level
- positive language: everyone listening thank you, not stop talking
- when you have... then you can..., I need you to... Well done, I can see you have...
- 'pause direction': leave a gap between name and then what you want them to do
- language: Ok. Maybe that's right, but I need you to...
- Lunchtime: Play games (see booklets in staffroom), sing songs, engage with children outside, ensure equipment is out so children have resources to play with



- Focus on the space (the children doing the right things), not the dot (poor behaviour) within the classroom.

Scripts (sentence helpers that are useful for staff to use and provide clarity for children):

- The language of safety– We are here to keep you safe and settled / my job is to keep you safe and settled / I am here to keep you safe.
- Reassurance statements: The adults are in charge...
- Attunement and tentative language: I spotted you doing..... and I'm wondering if you might be feeling..... / I heard you say..... and I'm wondering if you might be feeling.....

- The language of choice: I can see you are making a good choice by.....
- Clear expectations 'Learning' – we are here to learn so you need tothank you.

Sanctions:

It is the St Martin's Way that **all children are expected to behave well**. They are expected to be **polite, respectful of and kind towards all other children and adults**. We accept that learning to behave well is a skill that is taught and that staff will support children's learning in this respect with the use of reminders; should inappropriate behaviour persist, a warning will be given to **de-escalate** situations whenever possible before **yellow** and **red** sanctions are required. Here is our process:

- **Lower level reminders** will be conveyed to the child but not necessarily displayed. Reminders, warnings and consequences will be conveyed to children equally firmly and warmly, and in a calm and controlled manner, minimising potential humiliation with clear reasons why the behaviour is not acceptable, given in the form of a **'because'** statement. Pictorial symbols may be used e.g. clouds, smiley faces.
- It is always at the discretion of teachers to make a 'dynamic assessment' (**professional judgement**) to use the reminders and warnings to refocus a child and continue with high quality teaching and learning taking into account both the situation and knowledge of the child to discern how quickly to move through the process.
- Consistent use of script, (an agreed body of frequently employed key words and phrases), will be used to address and respond consistently to children's core behavioural and developmental needs whilst communicating the key features of the care and ethos of the culture here at St. Martin's.
- Lower level warnings will not be recorded formally as these behaviours should be addressed by staff in **as positive way as possible**.
- **Termly the children will be ranked overall** (by teacher and SLT) 1,2,3,4 assessing their behaviour. 1 will indicate children who are good role models either all of almost all of the time. 2 will indicate children who are a cause for concern with their behaviour. 3 will indicate will indicate children regularly receiving red and yellow. 4 will indicate a child at risk from exclusion. This assessment can be shared with parents and used to review behaviour over time.
- If a child receives a **yellow** consequence: Address the behaviour and continue to **include the child within the classroom whenever possible** (if the child is still able to access the learning, the sanction should not then be to withdraw the learning opportunity) and the child will miss out future morning/ lunch playtime. The playtime will be spent quietly with a rota-ed member of SLT in the Food Tech room or other if not available. The child may be writing a letter of apology, discussing with a member of SLT as a de-brief, sitting silently, finishing work or an activity e.g. poster relating to a positive aspect of behaviour such as being kind, working hard and being a good role model. Sensory resources maybe made available to assist with self-regulation e.g. stress balls, pens and pencils.
- If a yellow consequence is given out in 2nd session after breaktime, the HT, DH, AHT will be sought and if they can miss this lunch break the behaviour will be addressed then.
- **The behaviour will be reset** after each long session i.e. morning and afternoon.
- SMSAs will need to discuss with a teacher recommendations if a child is deemed to require a yellow or red consequence. All staff groups should receive training on positive behaviour strategies and the behaviour policy guidance.
- **At yellow level**, if inclusion within the classroom is not possible, then an adult takes the child to a safe space until the child is calm enough to return and the class teacher notifies the office to record. 'In class' yellows may therefore become 'out of class' yellows, at the discretion of the teacher.
- All key workers deciding on a yellow or red consequence will ideally do so in discussion with the class teacher.
- When necessary, very attempt will be made **to share yellow and red consequences with families** as appropriate by a teacher/ SLT member and recorded on SIMS.

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- **Red consequences** will be reviewed by at least 2 members of SLT and reviewed and acted upon. There may be time out of class, or they may be reintegrated within the classroom if this is possible as the child should access learning whenever possible. **A red consequence will result in a missed playtime but there may be further action as deemed necessary by SLT.**
- Children who are regularly dysregulated (have particular behaviour difficulties that mean the child finds it very hard to calm following an incident) will have a **Pastoral Support Plan (PSP)** with specific strategies. These children may require nurture activities (therapeutic intervention, play, art, dance, sports activities etc.) in order for the child to understand their emotions, manage them and develop strategies to calm and learn from the situation.
- **Re-integration:** After any child has left the classroom for poor behaviour, it is VITAL that the teacher greets the child on return and that a **positive atmosphere** is initiated so the child has the best chance of **successful re-integration**.
- **Communication:** It is vital that all adults involved share appropriate information with all appropriate adults (especially class teacher) if a child has been out of class to ensure the most successful integration. SLT have responsibility to ensure this.
- In rare instances **'safe handling'** of children may be necessary as a final method in order to keep children and adults safe. Staff are 'Team Teach' trained in best practice strategies.
- After any significant behaviour incident, there must be a de-brief lead by SLT, checking in on and supporting staff involved, as necessary. Where helpful, the team will have opportunity to create a refined plan to avoid future incidents occurring.

Temporary and permanent exclusions:

Where there has been an incident of **extreme behaviour**, resulting for example in **clear danger to children or adults**, the School's Leadership team are able to temporarily exclude a child. This is a **last resort** and the decision to exclude will not be taken lightly. There will be clear explanation to the parent/ carer and child, and a **re-integration meeting** to move forward that involves SLT, parent/ carer and child. These should be **recorded** and actions shared and **agreed with parents**.

(Taken from National exclusions exclusion policy: Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion. Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding, up to a maximum of 45 school days in a single academic year. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered. Exclusions must be lawful, rational; reasonable; fair; and proportionate. Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.)

Finally, a reiteration of the opening statement of our rationale, and below is a poster displayed in all classes summarising the behaviour sanctions:

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	<u>First reminder</u>	<u>Second reminder</u>	<u>Warning (because...)</u>	<u>Yellow Consequence</u>	<u>Red Consequence</u>
	Verbal reminder 	Verbal reminder 	Final Warning. Child could also be moved within the classroom or outside the classroom 	Child will miss playtime. Key adults may be involved to take child away from class to calm. Parents will be informed. Recorded on SIMS	Child to SLT member and parents informed. Recorded on SIMS
Hurting feelings	Disrespectful behaviour to adults.	→	Continued disrespectful behaviour to adults.	Verbal rudeness and/or persistent disrespectful behaviour to an adult.	Extreme verbal rudeness and/or persistent disrespectful behaviour to an adult.
Hurting people/others	Saying negative comments about another pupil, either to them or to someone else.	Saying or doing something that is disrespectful and/or hurtful to other pupils.	Continuing to say or do something that is disrespectful and/or hurtful to other pupils.	Saying or doing something that is seriously disrespectful and/or hurtful to other pupils.	→
Being safe	Accidental / reckless and uninvited physical contact with another child. Careless, not responsible	→	Intentional uninvited physical contact with another child (eg pushing in line)	Hitting or other physical assault with intent to hurt another person.	Serious physical assault/violent behaviour to another person.
Not following instructions	Not taking an active part in a lesson.	Continuing to not take an active part in a lesson.	Continuing to not take an active part in a lesson.	Continuing to not take an active part in a lesson in a way that becomes seriously disruptive.	
Not listening	Disrupting own and other's learning, by talk or action.	Continuing to disrupt own and other's learning, by talk or action.	Continuing to disrupt own and other's learning, by talk or action.	Continuing to seriously disrupt own and other's learning, by talk or action.	
Hurting feelings	"Accidental" swearing.	→	Repeated "accidental" swearing.	Swearing offensively.	
Hurting people/others/feelings				Deliberate lying.	
					Running off site
					Homophobic bullying
					Disability bullying
					Racism
					Bullying
Being Safe	Accidental / reckless minor damage to school or other person's property.			Deliberate/reckless and serious damage to school or other person's property (eg intentionally snapping a ruler or pencil).	→
				Stealing.	→