

St Martin's CE Primary School

Friendship Love Honesty Hope Respect Responsibility

*A place of spirituality, diversity and opportunity;
Inspiring all, flourishing together.*



Behaviour and Relationships Policy

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Introduction

At St Martin's CE Primary School, our vision is for us to live by our Christian values of love, respect, honesty, hope, responsibility and friendship; equipping our children to take great pride in themselves, being kind and respectful, aspiring to be the best they can, and through independence and resilience, fostering a life-long love of learning.

Aims of the Policy

Our aim is:

- To promote self-esteem, self-discipline and positive relationships;
- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;

As adults we:

- Recognise every child as unique and special;
- Understand that behaviour is a form of communication;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;

Approach

At St Martin's, we adopt and use a relational behaviour model. The following table explains how it is applied:

- Behaviour is a form of communication
- And is best managed through positive relationships
- Boundaries and limits keep everyone safe and to meet everyone's needs
- "Inappropriate" behaviour is a sign of unmet need, stress (difficulty in coping) or lack of understanding and skills
- Children who frequently don't manage are supported through an Individual Behaviour Management Plan

Our "**St Martin's Expectations**" (school rules) are displayed around the school:

- We are ready
- We are respectful
- We are safe

Encouraging positive behaviour

Our emphasis is to recognise, promote and reinforce good behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. To achieve consistency and clear expectations across the school, we have a behaviour ladder in all classes; the ladder demonstrates their positive progress visually. All children start the day on the smiley face, this is the minimum expectation of where pupils should be. The steps on the ladder are:

- 1 house point
- 2 house points
- Superstar
- An award from the Headteacher

Praise – written or verbal

The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is often in the form of verbal or written comments.

Celebration Worship – Friday

Every week, the whole school gathers together to celebrate the successes of the past week. Parents and Carers are invited to this worship, which includes the following:

House Points

Every child within the school is a member of a 'house'. Children earn house points (golden tokens) for themselves as well as their house. The house with the winning number of house points each week receives a biscuit with icing the colour of their house.

Certificates

Head Teacher's certificates are handed out on a weekly basis and chosen by class teachers to children who have demonstrated positive behaviours. These are handed out in Celebration Worship and are linked to our Values.

Raffle Tickets

Raffle tickets are given to pupils who are consistently modelling the values at break and lunch. The tickets enter a draw and two are selected each week, to receive a gift during Celebration Worship.

Supporting pupils to alter negative behaviours

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

The use of sanctions 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 sanctions;

- Group sanctions should be avoided;
- There should be a clear distinction between minor and major offences;

There are occasions when some pupils may not uphold the desired behaviour, on these occasions, we use a graduated system, which supports children to turn their behaviour around. We do not believe in shaming our children, so provide them with a visual in front of them, which shows them where they are and how to turn their behaviour around.

1. Yellow – an opportunity to “turn it around”
2. Amber – think... what is the better choice to make?
3. Red – issued following scripted conversation – reflection time

At every opportunity, we are looking for the positives in a child’s behaviour and the chance to move them back onto the reward ladder.

Any deliberate act of physical violence, aggression or verbal abuse will be an immediate red, whereby the pupil will spend time with an adult, thinking through their choices and supporting them to consider how to avoid repeating these.

At break and lunchtime, staff will operate a card system with each step having a clear consequence.

1. Verbal warning
2. Yellow card – restorative conversation
3. Red card – reflection time

Children must be calm before being questioned and scripts should be followed.

We encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need to do now so that the harm can be repaired?

Communication with Parents/Carers

If your child reaches the point of needing a restorative conversation, you will be alerted by a text message.

The text will read "Your child in XXXXXXXX Class received a red card for (their behaviour, eg. hitting) at lunchtime today and spent some time in reflection." If this is happening frequently, you will be invited to a meeting with the class teacher, where they will discuss the use of a behaviour plan (IBMP) to support your child.

If children are repeatedly receiving yellow cards, they need to have reflection. For example, if a child receives two yellow cards within a day or 3 yellow cards within a week, this should become a red card.

A red card will also be shown immediately (no prior steps) where the behaviour shown is unsafe or requiring an immediate consequence e.g. physical aggression, inappropriate language.

The decision to suspend/exclude a child is made by the Head Teacher, in response to a serious breach of the school's behaviour policy. Exclusion is always a last resort and rarely would this be external, as we aim to support all children in school.

Monitoring and Evaluation

The school will monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

Pupils' Conduct Outside of School

Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.

Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law

protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

Reasonable Use of Force

If a child's behaviour means that their own safety or the safety of others is in danger, then staff may be required to use physical restraint to make them safe; this will closely follow our physical restraint policy (available on our website). All instances of physical restraint are recorded and details shared immediately with parents/carers.

Linked policies:

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Health and Safety Policy
- Anti-bullying Policy
- Exclusion Policy
- Physical Restraint Policy
- Equality Policy