



# St Martin's School Behaviour Policy



## **Introduction**

At St Martin's it is our utmost priority to ensure all children feel safe, secure and valued. We do not use, or threaten the use of, corporal punishment in any circumstance. It is the responsibility of: all pupils to know and adhere to the behaviour policy; all teaching staff to set high expectations in line with the behaviour policy and make reasonable adjustments for pupils with SEND; parents and carers to know the behaviour policy and support the school expectations through discussions with the child. When discussing behaviour choices, St Martin's staff use the language of our [school values](#) with which all children are familiar and we encourage parents to do the same to develop consistency for the child.

## **Aims**

- To ensure all children feel safe, secure and valued in school as a precursor to developing a positive learning attitude.
- To ensure the principles of inclusion are applied in practice to ensure all children have access to a quality learning environment.
- To outline the St Martin's expected standards of behaviour in the school community.
- To ensure all members of the school community understand, support and promote the values that underpin the behaviour policy.
- To provide consistency of rewards and sanctions used across school.

## **High quality teaching**

At St Martin's, our curriculum is designed to include stimulating and exciting content. We believe that high quality teaching, pitched with an appropriate level of challenge and delivered through interesting techniques keeps the children engaged and should eliminate the vast majority of poor behaviour choices made due to the work being inaccessible or too easy. Our growth mindset approach and school values encourage children to have strong, positive learning attitudes.

## **Public praise**

It is our philosophy to celebrate positive achievements wherever possible and recognise good behaviour publicly with rewards. Strategies for this include:

- Verbal praise for effort that reflects our school values.
- Stickers or house points for exceeding expectations in behaviour and learning attitudes.
- Opportunities for children to share their work with a senior member of staff.
- Shooting stars awarded during celebration assemblies for reflecting the school values.
- Head teacher awards for outstanding independent work or achievements.
- Positions of responsibility given to children in their class for consistently demonstrating respectful behaviour.
- Form 6 pupils being allocated prefect positions in areas which they have demonstrated a personal strength.

## **Private Criticism**

Wherever possible communication with children about improvements to their behaviour is kept private to avoid disruption to the learning of others and drawing attention to the child or unwanted behaviour. This can take the form of:

- Non-verbal reminders including gestures such as a finger to the lips or removing items during listening times.
- 1:1 whispered conversations with the child while others are continuing with their work.
- Conversation outside the classroom with clear warning of consequences if the behaviour continues.
- Conversations with senior members of staff that only include the children involved the situation (not onlookers) and where further conversations are required these happen on a 1:1 basis.

## **Restorative Justice**

We believe that teaching children to manage problems independently is a key part of a child's education and that playtimes are also important lessons. These are teaching opportunities for developing positive choices, managing reactions and learning calming strategies. Learning appropriate behaviour for differing situations and knowing yourself well enough to manage both your own behaviour and that of others is challenging. Therefore, we help scaffold children's conversations from Nursery onwards so that they have strong sentence structures to communicate their concerns and agree solutions. "I am not happy with you because..."

"It makes me feel..."

"Please can you...instead?"

As children get older, we encourage them to do this independently by sitting on the peace bench to resolve their issues. This helps to remove the children from any active influences e.g. football so adults are not drawn away from the majority of pupils, the other children can continue their game and the children involved have an incentive to resolve their issues so they can return to the activity.

## **Anti-bullying**

We respect difference, welcome diversity and believe our school should be inclusive. We are aware that bullying can cause long term psychological damage and take a strong stance against any form of bullying at St Martin's.

Bullying can take many forms including (but not limited to): verbal, gesturing, physical, emotional or cyber. Bullying is often motivated by prejudice including (but not limited to) disability, race, religion or gender and can be motivated by actual differences or perceived differences. Most bullying has three things in common: It is deliberately hurtful; It is repeated over time; There is an imbalance of power.

However, St Martin's will consider one off incidents as bullying in some incidents where this is deemed appropriate. Dealing with bullying and setting good examples of inclusive behaviour is everyone's responsibility. Staff are trained to recognise different forms of bullying and be vigilant at all times. All St Martin's staff employ strategies to reinforce positive language and actions and challenge any negative perspectives, comments or behaviour in children and other staff. Teaching staff ensure children learn about moral and social issues, understand what bullying is, the role of a bystander and that it will not be tolerated at St Martin's. Senior leaders plan assembly and curriculum opportunities to teach British Values, anti-bullying and anti-racism and celebrate differences.

All incidents of suspected bullying are referred to the Headteacher or Deputy Headteacher and investigated fully in an age appropriate way. Parents or carers of both children will be kept fully informed of any bullying allegations. We ask that parents inform the school of any concerns as soon as they arise. We may also take the decision to work with external professionals such as the police for serious or persistent incidents or specialists to draw on expertise to ensure our practices are effective in keeping children safe.

Sanctions for bullying will follow this behaviour policy and be appropriate to teach children how to make better choices and deter them from repeating any form of bullying behaviour. Ultimately, bullying is not tolerated at St Martin's and persistent bullying may result in permanent exclusion.

## **Incident monitoring**

We recognise that incidents of a serious nature need monitoring and therefore keep records of all complaints and allegations pertaining to bullying and prejudice as well as the actions taken, consequences and communications. We categorise these as

- Bullying
- Racism
- Other Prejudice (Including homophobia, sexism, religious or disability)
- Online incidents

Numbers and analysis are reported to Governors termly. Any patterns arising are identified and actions agreed to address negative perceptions.

## **Legal acts and guidance**

Under the Children Act 1989 a bullying incident at home should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and as such would be dealt with in line with our safeguarding policy.

Our policy has been written in the context of our responsibilities under the Equality Act 2010. We have taken full account of DfE policy guidance for all schools outlined in "Preventing Bullying in Schools" (DfE, 2017 update), with an awareness of the Malicious Communications Act 1988, encompassing electronic communications.

## **Physical Intervention**

There are occasions when a school adult may be required to physically intervene to support positive behaviour choices by guiding or protecting children.

This may include passive acts, such as placing themselves between a child and potential hazard (including other children), or active physical contact, such as: leading a child by the hand or arm; ushering a child by placing a hand on the back. It is exceptionally rare for a member of staff to need to use restrictive holds but when they do force is used in proportion to necessity. Section 93 of the Education and Inspections Act 2006 states that school staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

## **Searching, Screening and Confiscation**

St Martins staff follow the [government guidance on searching, screening and confiscation](#). This details that staff can search pupils and their bags for any item where the pupils' consent has been given and without consent for any prohibited item listed including those banned by the school rules. In addition to the government prohibited items, electronic items, including phones, are banned at St Martin's and must be handed in to the office if they are brought into school for any reason. From time to time we may choose to ban items causing discourse on the playground such as cards for exchanging. This decision is taken by the Head Teacher or Proprietor and parents are informed of any such decision in the weekly St Martin's post. We do not screen pupils. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Sanctions**

Where sanctions do need to be applied, we always refer to the negative behaviour not the child, involve the child in what they think would be a suitable consequence and make these relevant to the behaviour so that children understand why it is inappropriate or how to improve for example children may:

- Finish work in their break or lunchtimes.
- Tidy up, clean or repair damaged equipment.
- Pay for lost or broken items.
- Design posters to remind themselves of rules/behaviours they need to remember.
- Apologise to others affected either in person or in writing.
- Observe others correctly participating in activities that they have not been appropriate in.

### **Exclusion**

Exclusion due to behaviour, both temporary and permanent, are very rare at St Martin's and would be a serious decision taken by the Head Teacher in consultation with the Proprietor. Behavioural exclusion is only used in exceptional circumstances when a child's behaviour causes significant concern for their safety or the safety of others; if a child's behaviour is consistently disruptive to the learning of others or their actions are seen to bring the school into disrepute. In most cases, permanent exclusion is a last resort following all other sanctions being attempted, ongoing discussions with the parents/carers and an individual behaviour plan being implemented to support the child. In all cases, the decision would be discussed fully with parents or carers who also have a right to a panel review through the complaints procedure.

### **Communication**

At St Martin's we are proud of our school community and family atmosphere which is fostered through the strong relationships we hold with parents and carers. We recognise how important it is to work in a three-way partnership with the child, parents/carers and school. As such, we will communicate any concerns we have with a child's behaviour as soon as possible. Initially, this may be an e-mail from the class teacher or senior member of staff. For more frequent or serious issues, such as refusal, offensive language, any physical behaviour or low-level breaches of safety, a yellow letter will be issued by a senior member of staff to explain the issue, discussion and sanction. If a child has already received a yellow letter within the half term or the incident is considered bullying or a serious breach of safety a red letter will be issued to invite parents to discuss the child's behaviour choices and agree support strategies. Both Yellow and Red letters are kept on the child's record. We ask that parents are also in communication with the school regarding any incident they are made aware of or concerns they may have.

**Written by: Mrs Mbah (Head Teacher)**

**Ratified by the Governing Body**

**Date: 19<sup>th</sup> February 2024**

**To be reviewed: February 2025**