St Martin's CE (Aided) Primary School

East End, Newbury, Berkshire RG20 0AF

Telephone: 01635 597796

E-mail: adminoffice@st-martins.hants.sch.uk

Headteacher: Mrs K Bartlett

Behaviour Management Policy

Status: Draft / Final

Date policy produced/reviewed: 21.03.20

Policy produced/reviewed by: Headteacher

Ratified by the FGB: 01.04.20

Signed:

Position:

Date of next review: February 2022

St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

Behaviour Management Policy

This policy statement should not be read in isolation, but in conjunction with other school policies including:

- the school vision, school values and school learning skills,
- the school behaviour briefing sheet,
- procedures for the implementation of the Behaviour Management Policy,
- the Physical Intervention Policy,
- the Child Protection Policy,
- the Safeguarding Policy,
- the school's Home:School Agreement,
- guidelines for exclusions as provided by Hampshire County Council and the Department for Education,
- guidelines for Personal Support Plans (PSPs), Behaviour Plans and Risk Assessment of Challenging Behaviour as provided by Hampshire County Council.

Principles

At St Martin's CE (Aided) Primary School:

- we embrace the principles of the Rights Respecting Education initiative based on the United Nations Convention on the Rights of The Child,
- we encourage a caring, co-operative approach to all aspects of school life within a community that values and respects all individuals,
- we believe in positive behaviour management strategies,
- we believe high self-esteem is important for all children,
- we believe in building positive relationships,
- we have high expectations and promote and reinforce high standards of behaviour,
- we believe adults should provide excellent role models for children and lead by example,
- we believe all members of the school community should behave in a considerate and respectful manner towards others,
- our shared school values are promoted across all areas of school life:
    - respect
    - friendship
    - courage
    - creativity.

Aims

The Behaviour Management Policy is designed to support the way in which all members of the school community can work together in a trusting, supportive manner. Everyone at St Martin's CE (Aided) Primary School has the right to learn in a safe, secure and inclusive environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance, understanding and respect for others are central to what we believe.

As a result, we aim to:

- promote positive behaviour,
- promote an environment in which everyone feels happy, safe and secure,
- promote positive, supportive relationships that ensure everyone can work together effectively to promote the highest standards of education for all children,
- ensure everybody is treated fairly and equally,
- ensure agreed procedures are implemented consistently,
- promote the development of children as caring, responsible, self-disciplined and increasingly independent members of the school community,

- ensure that children achieve all they are capable of in their education,
- enable children to feel proud of themselves and respect others,
- support children to develop the essential personal and social skills to help guide them throughout their lives,
- enable children to become active, well-informed citizens who make a positive contribution to society.

We aim to provide an education which encourages self discipline, independence, interdependence and a regard for others. We believe that children in our care should develop to the full extent of their educational and social capabilities. The creation of a positive, caring and secure environment within our school will promote the conditions which will enable effective teaching and learning to take place.

We recognise that all behaviour, whatever the influences, is a conscious, personal choice and conveys a message about an individual's needs. As such those needs should be respected by everyone in the school community. The best discipline we can encourage is that of self-discipline with a commitment to respect both the feelings of other people and property. We strongly believe that discipline should not be considered only in the context of reprimand and sanctions. It needs to be seen in the much wider framework of how our schools can encourage and develop good behaviour and mutual respect between all its members. We will, therefore, seek opportunities to praise and encourage pupils when they demonstrate desirable attitudes and behaviour.

We seek to engender a caring and responsible attitude within our pupils. We believe that this will enable them to appreciate that their behaviours affect those around them and the need to take responsibility for personal behaviours as an individual and as part of a group, class and the whole school.

Objectives

All members of the school community have a responsibility to uphold the aims of the policy by:

- respecting the rights, values and beliefs of every individual,
- fostering and promoting good relationships and a sense of belonging to the school community,
- providing a well ordered environment in which everybody is aware of behaviour expectations and actively promotes high standards of behaviour,
- caring for, and taking a pride in, the physical environment of the school,
- offering equal opportunities in all aspects of school life,
- recognising the importance of, and valuing, different cultures and traditions,
- not tolerating any form of bullying or harassment,
- helping to develop strategies to eliminate unacceptable behaviour,
- applying agreed policy and procedures consistently,
- promoting good behaviour through encouragement, praise and positive reinforcement.

All staff must be quiet, calm, consistent and fair in their approach to pupil behaviour management. Active involvement in rewarding and encouraging positive behaviour and modification of undesirable behaviour and attitudes is the responsibility of all staff.

Roles and responsibilities

These objectives can be achieved by:

Governors

- ensuring the Behaviour Management Policy is regularly reviewed and revised where necessary,
- visiting school to observe patterns of behaviour and the impact of the policy and procedures.

Headteacher

- reporting to governors on the effectiveness of the behaviour policy and procedures,
- maintaining records of all reported serious incidents,
- working with governors and taking responsibility for suspensions and exclusions for serious incidents in line with current legislation and guidance.

Senior Leadership Team

- taking a lead in the establishment of a positive school ethos,
- taking a lead in establishing high expectations of behaviour across the school,
- taking responsibility for implementing the Behaviour Management Policy consistently throughout the school,
- monitoring and reviewing behaviour across the school, evaluating the impact of the policy and making recommendations for revision if necessary,

- ensuring all members of the school community are conversant with the policy and procedures,
- supporting staff in the day-to-day implementation of the policy and procedures,
- ensuring the environment is safe, secure and well maintained,
- ensuring the health, safety and welfare of all children in the school.

Staff

- providing a challenging, stimulating and inclusive learning environment that enables all children to reach the highest standards of personal achievement,
- being constantly aware of the needs of individual children and their relationship with others, intervening when necessary and actively problem-solving in order to meet the needs of individuals,
- being an excellent role model – punctual, well prepared, well organised, treating all members of the school community fairly and with respect and understanding,
- providing opportunities for the children to discuss appropriate behaviour and working together, thereby promoting the school's shared values, ethos and practice,
- taking quick, effective and appropriate action to prevent the actions of an individual/group of children disrupting the learning environment,
- being aware of all opportunities to encourage, praise and positively reinforce good behaviour and personal achievement,
- working with parents to share concerns about a child's behaviour and eliminate difficulties quickly and effectively should this be necessary,
- making every effort to enhance children's self-esteem through:
    - speaking to all children respectfully at all times,
    - noticing and valuing all children and the contribution they make,
    - giving equal access to rewards and privileges for all children,
    - recognising and celebrating effort and achievement in all areas of school life,
- enforcing the agreed policy and procedures consistently across all aspects of school life,
- liaising with external support agencies where necessary, to support an individual child and implement consistently recommended strategies that are evaluated and reviewed on a regular basis with all stakeholders.

Children

- demonstrating the school values,
- developing independent learning and self-help skills,
- being organised,
- taking increasing responsibility for the school environment, their learning and behaviour.

Parents

- ensuring children attend school in good health, punctually and regularly,
- providing prompt explanation of all absences through contact with the school,
- supporting the school's behaviour policy and procedures, including support of the school's reasonable sanctions,
- participate in discussions about their child's behaviour should this be necessary and work in partnership with the school to eliminate difficulties quickly and effectively,
- supporting the work of the school and their child's learning.

Other adults involved in the life of the school

- adhering to the school's policy and procedures,
- maintaining the high standards of behaviour expected of the children regardless of the activity they are involved in.

Procedures

Procedures for behaviour management are attached as appendices:

- Appendix 1 – procedures for promoting and maintaining good behaviour,
- Appendix 2 – behaviour briefing sheet.

Fixed-term and Permanent Exclusions

DfE and Hampshire guidelines will be followed in all instances of exclusion and reported in line with requirements

Exclusion is seen as an extreme sanction and the decision to exclude a child will never be taken lightly but may be triggered by any or all of the following behaviours or circumstances, all of which constitute examples of unacceptable behaviour and are infringements of the school's Behaviour Management Policy:

- Verbal abuse/threatening behaviour towards an adult,
- Verbal abuse/threatening behaviour towards a pupil,
- Physical assault against an adult,
- Physical assault against a pupil,
- Bullying,
- Racist abuse,
- Indecent behaviour,
- Damage to property,
- Misuse of illegal drugs,
- Supplying an illegal drug,
- Misuse of other substances,
- Theft,
- Sexual misconduct,
- Carrying an offensive weapon,
- Arson,
- Unacceptable behaviour such as persistent disruptive behaviour in class or around the school which has been previously reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Only the Headteacher, or in their absence, the Deputy Headteacher, has the power to exclude a pupil from school for one or more fixed periods in any one school year or permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If a child is excluded the child's parent is informed immediately and is given the reason(s) for the exclusion. The parent is given a letter at the earliest opportunity which, amongst other information, informs the parent of his/her right to appeal to the governing body against the decision. The letter will outline the process for such an appeal and will also provide contact details of the sources of support and help available to parents.

The school will inform the Local Authority and governing body of the exclusion in line with agreed procedures. The governing body cannot exclude a child or extend the period of exclusion decided by the Headteacher. The governing body has a pupil discipline committee which is made up of three governors. This committee usually considers any exclusion appeals on behalf of the governing body.

Following a fixed-term exclusion the child will be re-integrated into school by a senior member of staff at a re-integration meeting attended by the child and his/her parent where clear expectations of the child's behaviour on return to school will be set out. Support arrangements to help the child manage his/her behaviour on return to school will also be discussed.

Records are kept in school of all fixed-term and permanent exclusions and are reported to the governing body via the Headteacher's termly written report.

Monitoring and Evaluation

The Headteacher monitors and evaluates the impact and effectiveness of the Behaviour Management Policy and procedures through:

- informal observations,
- formal observations,
- feedback from staff,
- feedback from parents and voluntary helpers,
- feedback from other adults involved in the life of the school.

Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:

- visits to school,
- outcomes of parental questionnaires,
- outcomes of pupil questionnaires,

- Headteacher reports to the governing body.

Governors monitor exclusions through:

- Headteacher reports to the governing body,
- governor involvement in such procedures in line with legislation and guidance.

The policy will be reviewed by the Governors as part of their rolling programme of policy review or at an earlier date if new legislation or guidance necessitates this.

In reviewing this policy reference was made to:

- Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion – 2012 DfE
- Behaviour and Discipline in Schools – Advice for Headteachers and School Staff – February 2014 DfE
- Getting the Simple Things Right – Charlie Taylor's behaviour checklists – 2011 DfE
- Exclusions guidance for Hampshire Schools Autumn 2012
- Exemplar policies on Hampshire's Governors' website

Appendix 1: Procedures for promoting and maintaining good behaviour

Principles
At St Martin's CE (Aided) Primary School we always try to work within a positive framework, keeping parents and, as necessary, governors informed. We understand that all children make mistakes and on occasions need support to make the correct behaviour choices. However, a few children present with persistent and, on occasion, disturbing behaviours, and when this is the case we seek support and advice from:

- General Practitioners and hospital staff,
- Educational Psychology,
- School Health,
- Children's Services,
- Primary Behaviour Support,
- Child and Adolescent Mental Health Services,
- Youth Crime Prevention Service,
- Early Help Hub.

By working with these agencies, we are looking for practical solutions to problems that are acceptable to home and school.

We believe it is vital that we all to work together for the benefit of the child

Rewards
We believe that the best results in terms of promoting good behaviour arise from staff praising and rewarding children's successes and emphasising their potential, rather than focusing on their failures or shortcomings.

Rewards can take various forms:

- non-verbal signals,
- verbal comments,
- positive comments written in books,
- sharing positive behaviours with others,
- informing parents,
- certificates and stickers,
- class treats,
- house treats.

Sunflower Display
Every class has a special sunflower display. Every child has a peg with their name on it. All the children will start every day with their name on the sunflower. If they do something that really impresses an adult (in terms of lernign or behaviour) their peg is moved to the sun and they receive a special sun sticker. If they make a poor behaviour choice an adult will give them a warning and then move their name down onto the first leaf. The child is then encouraged to think about their behaviour and if they make good choices their name will be moved back up to the sunflower. However if they continue to make poor choices their name will be moved down to the second leaf. Again they will have the opportunity to move back up by changing their behaviour choices. If a child reaches the third leaf they will have a discussion with either the Headteacher or Deputy Headteacher, and an appropriate consequence identified in conjunction with the class teacher. This may be loss of play time, loss of privilege time, some time spent out of class or something else appropriate to the child and the behaviour. Parents and carers will also be informed.

Merits
Children earn merits when any adult in school is impressed with either their behaviour or their learning. These merits will go towards an individual child total and a house total.
When a child has collected a set number of merits they will be celebrated in worship and presented with a reward as follows:
*children in Cherry Class will receive a St Martin's coloured pencil for every 10 merits they earn;
*children in Silver Birch Class and Sycamore Class will receive a St Martin's felt tip pen for every 25 merits they earn;
*children in Maple Class and Willow Class will receive a bronze, silver, gold and platinum badge for every 50 merits they earn.
The house with the highest average number of merits at the end of every half term will be celebrated in worship and have a special house treat organised by the Headteacher.

Celebration Worships
Every Monday we share and celebrate children's successes outside school, for example sporting achievements, musical achievement, etc.
Every Friday we share and celebrate children's successes within school, for example school value certificates, school learning skills certificates, merit rewards, etc.

Class reward schemes
Each class works together to collect marbles (or Cherries in Cherry class) in a jar. When the jar is full the classteacher decides on an appropriate class 'treat'.

Certificates
School Value Certificates – these are awarded every week in worship to celebrate any child who has demonstrated one of our school values (respect, friendship, courage and creativity).
School Learning Skills Certificates – these are awarded every week in worship to celebrate any child who had demonstrated one of our school learning skills (perseverance, concentration, reflection, teamwork, resourcefulness and curiosity).
The expectation is that there will be a minimum of one school value certificate and one special learning certificate from each class each week.

Sanctions

As adults, we can't control how children come into school,
but we can control our reaction to it.

Behind all behaviour lies **a positive need**:

- It is our job **to teach** that there are **appropriate and inappropriate ways** of registering and fulfilling this positive need.

When dealing with unacceptable behaviour, we stress that:

- it is the **behaviour** that is **unacceptable**, and **not the child.**
- we label the **behaviour** and **not the child**.

Sanctions will vary according to the severity of the problem.

Vulnerable children
Vulnerable children and those with complex needs may have their own reward and sanction system but they must have systems so that all children can see the rewards/sanctions taking place.

Supporting children who are exhibiting inappropriate behaviours

Personal Support Plans (PSPs)
The Leadership Team will decide which children require a PSP based on analysis of behaviour data. Completion is the responsibility of the class teacher with support from the SENCo, if necessary. The PSP will be shared with parents and all staff working with the child so that agreed strategies are consistently applied.

Risk Assessment
Children who are showing behaviours that pose a risk to themselves or others or the environment will have a risk assessment undertaken using the pro-forma and guidance issued by Hampshire County Council. The Headteacher is responsible for the completion of these in liaison with the child's class teacher and/or the SENCo.

Recording incidence of behaviours
A variety of methods will be used to collect data pertaining to a child's behaviours as relevant to the child and the timescale of the escalation of behaviours. The recording methods may include ABCC charts, incident reports, tally charts, welfare forms, behaviour logs.

Appendix 2: Behaviour Briefing Sheet



Pegs

Each child has their name on a peg. Depending on the age of the child and the situation you can either move their peg yourself or expect the child to move their own name.
Never ask a child to move someone else's name.
Always make sure a child understands why you are moving their peg. Useful phrases include:

That is a warning because…. Go and move your name down.

I'm moving your name down. Can you explain why?



Merits

Any good behaviour or learning can be rewarded with a merit.

I'm really pleased to see you are now… Go and move your name up.

I'm moving your name up. Can you explain why?

The Sunflower

All children start the day on the Sunflower. Move the child to the First Leaf after an initial warning for any poor behaviour choice.

First Leaf

If behaviour choices improve move the child back to the Sunflower.
If there are further poor behaviour choices move the child to the Second Leaf.

Second Leaf

If behaviour choices improve move the child back to the First Leaf.
If there are further poor behaviour choices move the child to the Third Leaf.

Third Leaf

A child cannot move off the Third Leaf. The child must discuss their behaviour with the Headteacher or Deputy Headteacher and a consequence agreed (for example loss of privilege time, missed playtime, removed from class).
Parents must be informed.

School Values

The School Values are Respect, Friendship, Courage and Creativity. When appropriate, please refer to these with the children, especially when discussing behaviour choices.
We are a Rights Respecting School. Every class has a class charter which the children create and then sign in September. When appropriate please refer to these with the children, especially when discussing behaviour choices.