

St. Martin's Church of England (Aided) Primary School



St. Martin's
C. of E. Primary School
Serve one another in love
Galatians 5v13

Behaviour Policy

'Serve one another in love'
Galatians 5v13

“St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included.”

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Behaviour Principles Statement

The Behaviour Policy should be read in conjunction with the Policy for Teaching and Learning, Personal, Social, Citizenship, Health Education policies and the Mental Health policy as, together, these establish the general ethos of the School.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full. St. Martin's C of E VA Primary School is a distinctively Christian, family based learning community. We learn and grow together.

Our key Christian behaviour and relationship values underpin everything we strive for in our school:

TRUST - Trust in the Lord and do good. Psalm 37.3

FRIENDSHIP- How good and pleasant it is when God's people live together in unity Psalm 135.1

RESPECT- In everything, do to others what you would have them do you. Matthew 7.12

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the School and to apply it consistently and fairly.

There are many extra-curricular activities at St. Martin's School organised by Staff, Parents and outside agencies. Attendance is by invitation to join and the School Clubs policy clearly defines the rules and good practice employed.

As a Church School, we would always approach all behaviour issues in a compassionate manner, seeking forgiveness and reconciliation as part of the process. This does not compromise our expectation that all members of our School community demonstrate exemplary behaviour as much as is reasonably possible. We will always 'Serve One Another in Love'.

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Aims

Our aims for behaviour are that all children will

- Serve one another in love (as taken from the Bible verse that underpins our vision statement, aspirations and ethos).
- be tolerant and understanding with consideration for the rights, views and property of others
- be encouraged to seek forgiveness and to forgive
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take pride and a responsible interest in caring for their environment.
- link our Christian values to British values e.g. Justice and the Rule of Law
- be safe and follow social distancing instructions from school staff
- follow instructions on hygiene and accept changes to the school routine

“Serve one another in love” Galatians 5-13

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. The School welcomes and encourages the involvement of the L.A., the Diocesan Office, governors, parents, the Church and others in the community.

Responsibilities

All members of the School community (teaching and non-teaching staff, parents, pupils and governors) work towards the School's aims by:

- valuing children as being made in the image of God;
- esteeming children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the School community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;

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- encouraging, praising and positively reinforcing good relationships, behaviours and work rejecting all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- caring for, and taking a pride in, the physical environment of the School and
- working as a team, supporting and encouraging one another.

The management team (Governors, Head Teacher and Senior Staff) work towards the School's aims by:

- taking a lead in the establishment of a positive school ethos, reflecting our Church School values;
taking responsibility for devising and implementing a Teaching and learning Policy which acknowledges its influences on pupils' behaviour and motivation;
- monitoring and reviewing behaviour throughout the School, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- recording and monitoring attendance and punctuality and responding firmly when either is poor;
- recording and reporting incidents of serious misconduct;
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified and
- encouraging community use of school facilities to increase local involvement and commitment.

Teachers work towards the School's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- enabling children to take increasing responsibility for their own learning and conduct, ensuring that learning is progressive and continuous;
- being good role models - punctual, well prepared and organized;
- taking quick, firm action to prevent one child inhibiting another's progress;
- providing opportunities for children to discuss appropriate behaviour;
- working collaboratively with a shared philosophy and commonality of practice to reflect our Church School Foundation;
- using de-escalation strategies to modify deviant behaviour and
- forging a working relationship with each child under their tutorage to ensure all interaction is informed, tempered with knowledge of home background and SEN.

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Pupils work towards the School's aims by:

- valuing each other, recognising each other's intrinsic worth;
- being encouraged to seek forgiveness for wrong doing and, if possible, be willing to forgive;
- respect the need for sanctions following inappropriate behaviour;
- attending school in good health maintained by adequate diet, exercise and sleep;
- attending school regularly;
- being punctual and ready to begin lessons on time;
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently contributing to the development of the School's code of behaviour;
- conducting themselves in an orderly manner in line with this code and
- taking growing responsibility for their environment and for their own learning and conduct.

Parents work towards the School's aims by:

- respecting and upholding our School's Christian behaviour management approach;
- ensuring that children attend school in good health, punctually and regularly;
- providing prompt notes to explain all absences;
- providing support for the discipline within the School and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussions concerning their children's progress and attainments;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings;
- allowing children to take increasing personal and social responsibility as they progress throughout the School and
- accepting responsibility for the conduct of their children at all times.

“Love one other, as I love you” John 15-12

Procedures

a) For ensuring involvement of all members of the school community:

- regular meetings of representatives of teaching and non-teaching staff to review behaviour issues;
- a planned programme of professional development for teachers, classroom assistants, midday supervisors and administrative staff;
- governor training, both centrally provided and in-school and
- frank and open debate about children's behaviour at governors' meetings.

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b) For developing good partnership with parents:

- regular informal contact with teachers who may be accessible to parents after school or by other arrangement;
- frequent family worship, to which parents (and friends) are invited;
- good communication channels including weekly newsletters and termly curriculum information from School;
- two parents' evenings a year, with the option of a fourth following receipt of the annual report;
- a programme of open days, productions and FOSMS fund raising events;
- an induction programme for children entering Reception and KS1 and 2 transition;
- information for new parents about the school's behaviour policy including explanation of the parents' role in this;
- welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions;
- welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities;
- Home/School communication books;
- a clear policy for children with special needs which involves parents from School Action stage (see Special Needs Policy) and
- a procedure for the monitoring of homework and parental support with reading.

c) For providing children with opportunities to discuss appropriate behaviour:

- a School Council of pupil and staff representatives which meets twice a term;
- a programme of Personal and Social Education designed to promote mutual respect, forgiveness, self discipline and social responsibility (see P.S.H.E. Policy);
- a programme of Relationship, Sex and Health Education which includes work on relationships and feelings (see P.S.H.E., Mental Health RSHE Policies);
- a programme of Religious Education which includes ethical and moral issues (see RE policy);
- a forum for discussion, including Circle Time and worship, held in every classroom and
- each class will compile their own classroom code of conduct in keeping with the whole school policy.

d) For promoting desirable behaviour:

- Staff acting as appropriate role models;
- Staff offering guidance to children including praise and encouragement;
- the provision of a curriculum designed to stretch and engage each child;
- classroom organisation which facilitates independent working;
- the encouragement and appreciation of children who act as positive role models;
- collaborative work within classes and across year groups which helps to develop good relationships;
- close scrutiny of community cohesion and its impact on our School;

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- a Buddy system both at play and during lesson hours when "buddies" pair up for reading, computer work or other activities, as well as a social support network and
- a merit award system involving the distribution of stickers, team points, house cup and other rewards for good work and behaviour at the weekly family worship.

e) For eliminating undesirable behaviour:

- clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of all teaching and non-teaching staff;
- firm but fair classroom management with a consistent approach from all supervising adults;
- avoidance of escalating behavioural incidents by using non confrontational adult actions and language;
- a schedule of sanctions for undesirable behaviour systematically applied;
- use of peer group;
- concentration on catching pupils succeeding rather than failing;
- conscientious supervision of pupils at all times;
- rapid and stringent response to incidents of bullying and racial or sexual harassment;
- a readiness to tackle persistent behavioural problems through the special needs procedure (see Special Needs Policy);
- activities to engage children's interest at lunchtimes and
- frequent and frank communication with home.

f) For promoting care of the physical environment:

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem;
- involvement of children, parents, governors and representatives of the wider community in the planning and, where practical, the implementation of developments to the school environment;
- the commitment of FOSMs (PTA) funds to developments to the school environment;
- development of the external School site, including use of the outdoor classroom, Quiet area and wild life area;
- a variety of security measures including signage and alarm systems and
- the work of the Caretaker whose presence deters intruders and who is able to respond rapidly to rectify any damage.

“The light shines in the darkness, and the darkness has not overcome it” John 1:5

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RPI – Restrictive Physical Intervention

Behaviour can almost always be managed using proactive and preventative approaches, restraint should only be necessary after all other strategies have been exhausted.

'Reasonable in the circumstances' means using no more force than is needed (DfE, '13, pg.4); The degree of force should be the minimum needed to achieve the desired result. The decision on whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstances. Staff must use the Serious Incident Record book to record incidents which involve using body strength and/or are linked to an individual's Restrictive Physical Intervention Plan.

Restraint will only be used:

- To fulfil our duty of care to prevent harm;
- To promote the dignity and safety of pupils and staff;
- To create and maintain a safe and secure learning environment for all.

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Appendix 1

Rewards for Good Behaviour

Headteacher's Award

Each class teacher awards a certificate to one member of the class for achieving high standards for a particular area. These areas are changed after each award. A wide range of themes is used to ensure a chance of an award to all children over the period of seven school years. The winners of the certificates are announced at Friday Family Celebration Assembly and the children come out to receive the award.

Classroom Reward Systems

- Team points
- Being given jobs of responsibility
- Stickers, smiley faces, written complimentary comments
- Good work taken to be shown to next in authority
- Good work shown/ performed in assembly
- Good work displayed and celebrated around school/ classroom
- Oral praise
- Any other reward the class teacher feels is appropriate.
- Class Dojo

Attendance

Attendance is monitored by Mrs. Newton, who presents information at Family Worship, recognizing the best attending classes. Individual attendance is recorded on the annual school report.

Pupil Monitors

St. Martin's uses a Y6 monitor system. All Year 6 children are asked to assist about the School, taking responsibility for an area such as projector operation, monitoring the doors during playtimes, etc.

Members of the School community are frequently featured in the School newsletter, celebrating their acts of kindness or courage, support of others, including charity fund raising. The newsletter also includes printed prayer for the School community.

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Appendix 2

Sanctions for Poor Behaviour

- The class teacher will deal with most misdemeanours that occur within the classroom. Staff will decide the appropriate punishment and will be responsible for supervising children when the sanction involves loss of playtime. Children are never asked to stand in the corridor as punishment or left unsupervised. Whenever possible, poor behaviour will result in immediate, appropriate sanction.
- When a child repeats any poor behaviour following one warning, they are cautioned and told that, should they continue to offend, they will be asked to leave the room. If they do, they are escorted to the Senior Teacher. Should this unacceptable behaviour be repeated, the pupil would be sent to the Deputy Head, who may inform the Headteacher and the child's parents. The School would work in collaboration with the parents to counsel re. better behaviours and modify inappropriate attitudes.
- Opportunities are immediately provided for discussion around the misdemeanor. Pupils are encouraged to analyse the situation, communicate their feelings and try to resolve disputes amicably in the spirit of forgiveness. This process may be supported by older pupils, as well as adults.
- Where pupils disobey or disrupt school systems despite cautions, any member of Staff may send them to Reflection Time with Mrs Barber or Mrs. Plumpton. This takes place wherever Senior Staff may be at the time. Lunchtime Supervisor meetings ensure that all staff are kept up to date with procedures and can have input. All midday supervisors record unacceptable behaviours on CPOMs – these are monitored by Mrs Barber.

Home/School contact books are sometimes employed to ensure a comprehensive information link on a regular (often daily) basis. Positive and negative comments are made, always with a constructive intent.

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Appendix 3

School Organisation

Entering School

Children go straight into classrooms every morning from 8.45am.

Pupils enter the building through corridor entrances. The main entrance may be used in exceptional circumstances, if a pupil is late or returning to school after an appointment or if a pupil has a large musical instrument they need to store in the Music Room.

Leaving the Classroom and School Building

Children are sent out to morning play at 10.40 and 11.00

Staff supervise the complete exit of their class and supervise any children remaining in the classroom. If children are late out to play because their teacher has not sent them out on time, they will still return to the classroom at 10.55 and 11.15.

At 15.15, the end of the school day, EYFS and KS1 children are dismissed when their parent/carer arrives for them. Out of School care children wait to be registered in the staffroom and are led through to After-School Club once they have been registered.

Staff should have a system for identifying children who are out of the classroom at any given time.

Lunchtime Arrangements

Most children begin lunch at 12.00; Blossom class pupils start eating between 11.45 and 12.00. Grace is said in classrooms. Following this, Dinner children should be sent to the Hall, having been instructed to wash their hands first. All pupils eat their packed lunches with the hot dinner children. When the weather is good enough, children eat packed lunches outside.

Playground Rules

KS1 pupils have an afternoon break from 14.30 to 14.45. KS2 pupils may also have a short afternoon comfort break.

Playground equipment is issued at the discretion of the Duty Staff.

Pupils are discouraged from bringing toys from home, unless they are Reception age when they may bring a small inexpensive item as reassurance. P.E. equipment can only be used

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under direct supervision. Huff and Puff equipment is available for Infant lunchtime use. No game is prohibited until it is seen to be dangerous by Staff or children are unable to play in accordance with safe, co-operative rules.

Children are encouraged to play co-operatively. Games, which simulate fighting and/or excessive screaming, are not allowed.

Pupils are reminded periodically about boundaries for play.