

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 Regulation 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.”

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

Behaviour Principles Statement

At St. Martin's C of E VA Primary School, we offer a safe, secure, and caring environment where children can flourish as individuals. We believe that a child cannot learn effectively unless they feel secure, successful, and happy. We are committed to helping all pupils develop socially acceptable attitudes, self-discipline, and self-confidence, including the ability to accept responsibility for their own actions.

St. Martin's C of E VA Primary School is also committed to the emotional mental health and well-being of its staff, pupils, and parents/ carers. We work towards this in all aspects of school life and provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

St. Martin's School's behaviour regulation policy is based on rights, responsibilities, respect, and care. Care represents both our academic attitude as well as our emotional ethos, as we feel that positive relationships form the foundations of both. Praise, rewards, privileges, and positive role-modelling support the development of self-regulation and the capacity to make positive choices.






Considered with our policy, is the Department for Education guidance for Headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, which is largely based on a behaviourist approach. Although behaviourist approaches can work for some children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences *ACEs)- traumatic life experiences that occur before the age of 18. For young children who have experienced trauma and loss, including vulnerable groups such as children in care (CIC), children at the edge of the care system and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

Our policy determines clear expectations, whilst also considering trauma informed practice. It is informed by training and research undertaken in emotion coaching, attachment and trauma informed practice and reflects the collective principles and shared values of the school. All our staff have been trained in trauma informed practice.

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', which is our school vision and aim taken from Galatians.

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

Underpinning our behaviour policy are our 5 ways to flourish, which are a set of core Christian values that we follow.

<p>Service</p> 	<p>“Serve one another in love.” Galatians 5:13</p> <p>The Bible teaches us that as true followers of Jesus, we also must serve others. Service is helping others who need our help. Service grows out of genuine love for God and of love and concern for those whom He gives us opportunities and direction to help.</p> <p>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.</p>
<p>Trust</p> 	<p>“My God is my strength in whom I trust.” Psalm 18:2</p> <p>The Bible teaches us that God is good, powerful and wise; he loves everyone more than they can imagine. He has made a way for everybody everywhere to become close friends with him he will never leave those who trust in him on their own.</p>
<p>Community</p> 	<p>“But God has combined the members of the body ... so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.” Corinthians 12:24-26</p> <p>The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. At St. Martin's C of E VA Primary School, we believe the value of community encompasses our other values of hope, trust and respect. Through Christ we all share fellowship with one another as one big family</p>
<p>Hope</p> 	<p>“Set your hope fully on the grace that will be brought to you at the revelation of Jesus Christ.” Peter 1:13</p> <p>True hope is much more than a general idea that things will get better. It is more of a belief in progress, which sees the world and people getting better all the time, growing away from violence, ignorance and confusion.</p>
<p>Respect</p> 	<p>“Pay others the honour and respect you owe them.” Romans 13</p> <p>Respect has different meanings but all play a part in how Christians value themselves and the lives of others. Respecting those that love and care for us, our parents, carers and those in the local community is an important value at St. Martin's C of E VA Primary School. We should appreciate what is done for us, finding cooperation not conflict and take responsibility.</p>

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

Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is fair. Being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity).
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Rights

We believe all children have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way

All staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

We teach that responsibilities are linked to rights: all people in our school communities are responsible for their own behaviour. Nobody makes us behave badly; we choose how to respond. However, we accept that behaviour is not always driven by choice and where needed we will give differentiated support.

At St. Martin's C of E VA Primary School we believe that:

- **All children have a need for recognition and validation.** When children have relational support from adults and their positive qualities and behaviours are recognised, they will tend to act in accordance with how they see themselves.
- **Children learn to adapt and manage their emotions.** Learning appropriate behaviour is a task, just like learning to read or write and will be taught through effective modelling, positive reinforcement, and practise. Mistakes are part of the learning process - metacognitive strategies and growth mind-

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

set are used effectively. We view challenging behaviour as a form of communication that needs to be supported.

- **All adults learn strategies to support the children in their care.** Developing an understanding of why children behave as they do, maintaining a positive attitude to the child and his/her behaviour and learning effective strategies for managing that behaviour is a core requirement of all staff working with pupils across our school. It is supported through our commitment to ongoing professional development for all staff including emotion coaching.
- **There should be clear expectations for the children.**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the behaviour policy, monitoring its effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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

Staff

Staff are responsible for:

- Relational support. We acknowledge that the most powerful reward can be felt within the positive relationships between an adult and child. To that end, in school we foster positive relationships across the whole school community based on respect, trust and love
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupil.
- Recording behaviour incidents (CPOMS)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

St. Martin's C of E VA Primary School is an Attachment Aware School and an Emotional Coaching Organisation. Staff use a number of personalised approaches in their everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness raising of both verbal and non-verbal communication.

Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff and families (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically), due to improved well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach are used at St. Martin's School.

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

North Yorkshire County Council



Attachment Aware School

What Emotional Coaching Means in Practice (how co-regulation works).

Step 1: Tuning in, empathising, soothing to calm (be aware of what the child is feeling, you're not alone)

Step 2: Connect and normalise (it's ok to feel like this. I have felt like this when....)

Step 3: Validating the feelings and labelling (this is what is happening, this is what you are feeling)

Step 4 (if needed): Setting limits on behaviour (We can't always get what we want)

Step 5: Problem-solving with the child/ young person (we can sort this out, what do we need to do? How do you think that will work?)

See also Appendix 1.

Procedures

Promoting Positive Behaviour

Part of our caring ethos includes ensuring pupils feel a sense of accomplishment and pride in their work. We recognise the positive effect of praise on children's self-esteem. Small achievements are recognised with the use of Class Dojos, weekly star of the week certificates and Values in Practice Awards.

We praise and reward children for positive behaviour in a variety of ways including:

- congratulating children
- Stickers
- Stickers towards the Core Principles awards
- Class Dojo points
- Prizebox/Brainbox awards
- Certificates
- Individual class rewards

Pupils may be sent to another member of staff to re-enforce the praise.

Each week children from each class are nominated to receive a certificate in our celebration assembly, to celebrate good behaviour, attitudes and achievement.

Parents are able to attend this assembly and it is an opportunity to share our celebrations more widely.

The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

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

Walking around school, Manners and Safeguarding Systems

At St. Martin's C of E VA Primary School we aim to ensure that an ethos of positive behaviour is adhered to at all times and this incorporates moving around school. We ask the children to line up quietly and move around school in an orderly way. This ensures that the teacher can periodically stop the children to count them, give instructions or remind them of expectations. Children and adults should be keen to hold doors open for others as a way of showing good manners and consideration for others. Children are expected to leave all communal spaces in an orderly condition, including the toilets.

For more information about Safeguarding procedure please read our Child Protection and Safeguarding Policy.

Lunchtimes/Playtimes

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Senior Leadership Team and the Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the playground expectations and the importance of informing an adult if they have been hurt or are being harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground expectations are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation. A range of activities are supported at lunchtime by the pupil sports leaders to engage children's interest, develop positive social interaction and promote physical fitness.

Any child not upholding our school values and expectations at lunch time or break time will be dealt with in the same way as in the classroom. They will be sent to a member of the SLT if they need removing from the playground. The MSA will ensure that after lunch time, any incidents are reported to the class teacher.

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

Supporting Positive Behaviours

Children at St. Martin's are expected to behave in a manner which reflects the school's core principles:

- Community
- Opportunities
- Responsibility
- Excellence



Name: _____

Community	Opportunities	Responsibility	Excellence
Respect our environment	Sharing ideas	Being a role model	Excellent behaviour
Keep school tidy	Trying something new	Learn from our mistakes	Excellent attitude
Be helpful	Helping others with their learning	Using positive language	Excellent handwriting (abc)
Be respectful in corridors	Participate in lessons	Using positive actions	Resilience
Treat others as you would like to be treated	Being part of a team	Good attitude to learning	Excellent learning
Include everyone	Pushing yourself to do your best	Home learning	Achievement

When children achieve a sticker for each aspect of our core principles (24 stickers in total), they will be awarded with a bronze behaviour and attitudes award. This continues, by children working towards further awards, completing each set of principles again, to earn a silver, gold and platinum award. These awards are given out in worship, so that their hard work and dedication can be recognised.

Age-Appropriate Actions

St. Martin's C of E VA Primary School expects school expectations to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis. We understand that all behaviour is a way of communicating, but the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and the child

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

may not be able to take part in the rest of that session. It is important to note that we value praise in public, but any restorative discussion must be in private.

All adults working in school are expected to act as exemplary role models, using praise, encouragement and positive reinforcement when offering guidance to children. Our aim is to enable pupils to self-regulate their emotions and have strategies to de-escalate situations. This approach can be different for every child, and taught strategies may vary considerably. Our curriculum is designed to address restorative approaches and support teaching children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit.

Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Occurrences of negative behaviour are dealt with in a fair, respectful and appropriate way. Staff will focus on individuals taking responsibility for their behaviour, repairing any harm done as well as rebuilding and restoring relationships. All people involved in the incident will become actively involved in the process, although for some children this may need to be after a 'regulating' period. When using consequences, the child(ren) should always be involved in a restorative conversation to allow the child to learn from what has happened. When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Children involved in an incident are taken through a restorative dialogue and supported in coming to understand the harm that has been caused to all parties. Children are encouraged to reflect on their behaviours and practise their restoration skills.

Age-Appropriate Consequences

The key to the success of our behaviour policy is the consistency of application. To this end, the behaviour of our children is monitored throughout the school day and the expectation of behaviour of our children remains high in every element of the school day.

We know that consequences for behaviours should be natural and suit the behaviours represented. All consequences should repair the relationships and never seek to shame or ostracize children from their peers, school community and family, as this could lead to further negative behaviours. All adults are responsible for managing behaviours of all children and we have a whole school approach to managing behaviour.

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

Where a child is showing signs of significant dysregulation, they may need to be moved away from the rest of the class until s/he is regulated and able to return to working in line with the school expectations. The restorative work is with support for the Senior Leadership Team in these instances. If a child refuses to engage with adults either in an activity or in being asked to move the teacher/staff member should tactfully ignore, giving the child space and time to make appropriate choice, then if still refusing, give warning and move to next level.

● **Reminder**

A reminder is given if the child is displaying the following behaviours:

- Disrupting learning
- Being Unkind
- Not following instructions

● **Warning**

If the behaviours outlined above persist, the child will receive a warning.

● **Consequence**

A consequence will be given if the child is displaying the following behaviours:

- Persistently disrupting learning
- Dangerous behaviour
- Unacceptable language
- Violence of any kind

The consequences that could be issued include:

- Spending time in another classroom
- Losing some playtime or lunchtime
- SLT speaking to the family about the behaviour
- Having a restorative chat with the class teacher/ SLT
- Miss school trips or rewards
- Miss sporting fixtures

See "St. Martin's Behaviour Pathway" at the end of this policy. This pathway is displayed around the classes.

If a child repeatedly acts in a way that disrupts or upsets others, the teacher will contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Should the child continue behave in a way that is potentially harmful to themselves or others then there may be the need for an adult to make safe use of physical restraint.

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

All members of staff are aware of the regulations regarding the use of force by school staff, as set out by the DFE. However, in exceptional situations, they may need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community.

The actions that we take are in line with government guidelines on the restraint of children. The aim is always to use de-escalation techniques, but where needed the purpose of restraining a pupil is to get them to a safe space to allow them time to cool down after an incident. If this happens a record of the incident is logged on CPOMS and parents will be informed.

Early Years Foundation Stage:

Teachers and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

During both carpet and free flow sessions children are reminded about the expectations for positive learning behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are moved to have some time out.

Staff meet on a regular basis to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO and Senior Leadership Team.

Bullying and Discrimination

As a school, we will identify and challenge all forms of behaviour that is seen as discriminatory. We will ensure that people are not discriminated against on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination, in line with the single equality scheme. All racial, LGBT and homophobic incidents must be recorded as 'higher level' and reported by the Headteacher to the Governing Body of the school. The LA is required statutorily to monitor such incidents and the Headteacher will remain involved throughout. The National Anti-bullying alliance define bullying as being repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore; deliberately hurtful; repeated, often over a period of time; and difficult to defend against. This is unacceptable behaviour and will not be tolerated at St. Martin's School.

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

Bullying can be: emotional, physical, sexual, verbal and cyber. Bullying and the moral issues surrounding it are discussed both in collective worship and class time and we seek to create a climate where the victims feel confident to seek our help in circumstances which are often very difficult for them. Please read our Anti-bullying policy for further details. The same systems of consequences are used to deal with bullying as with all other inappropriate behaviour.

Children with Specific Special or Behavioural Needs

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND or SEMH needs, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan which will indicate the actions planned to address and support their needs. These are monitored by the SLT and SENCO and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Before and After School Club

Before and after school club will operate the same systems outlined in this policy. There will be a dialogue between club staff and class teachers about behaviour within club time. This will also be recorded on CPOMs and mentioned to parents and carers at pick up.

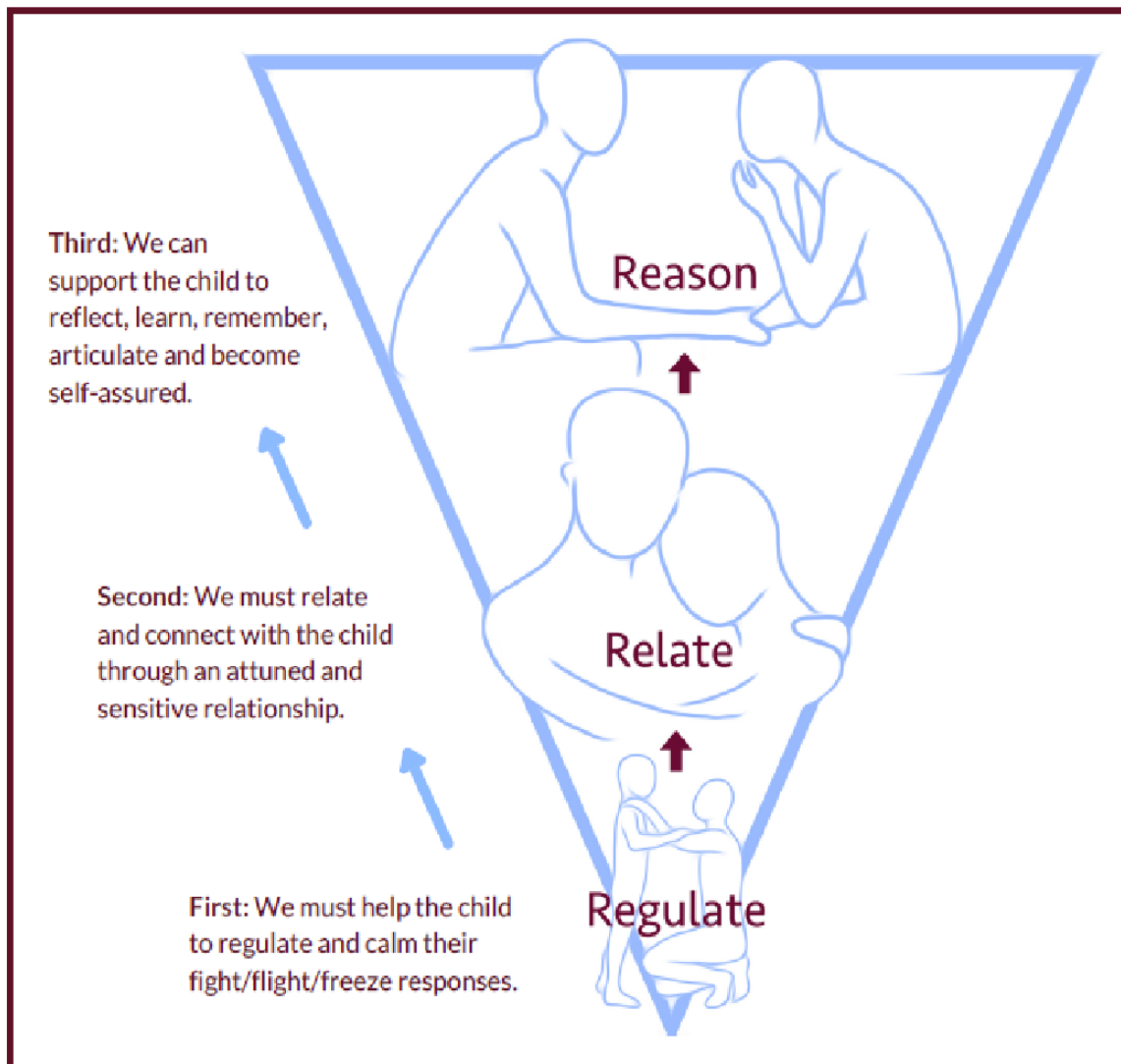
Lunch Time and Playtime

It is the responsibility of the on duty staff to follow the procedure set out in this policy. There will be a dialogue between on duty staff and class teachers about behaviour within these times. This will also be recorded on CPOMs. Any behaviour incidents will need to be dealt with by the child's class teacher in the first instance who will then make an assessment as to whether to involve a more senior staff member.

Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1



North Yorkshire County Council



What Emotional Coaching Means in Practice (how co-regulation works).

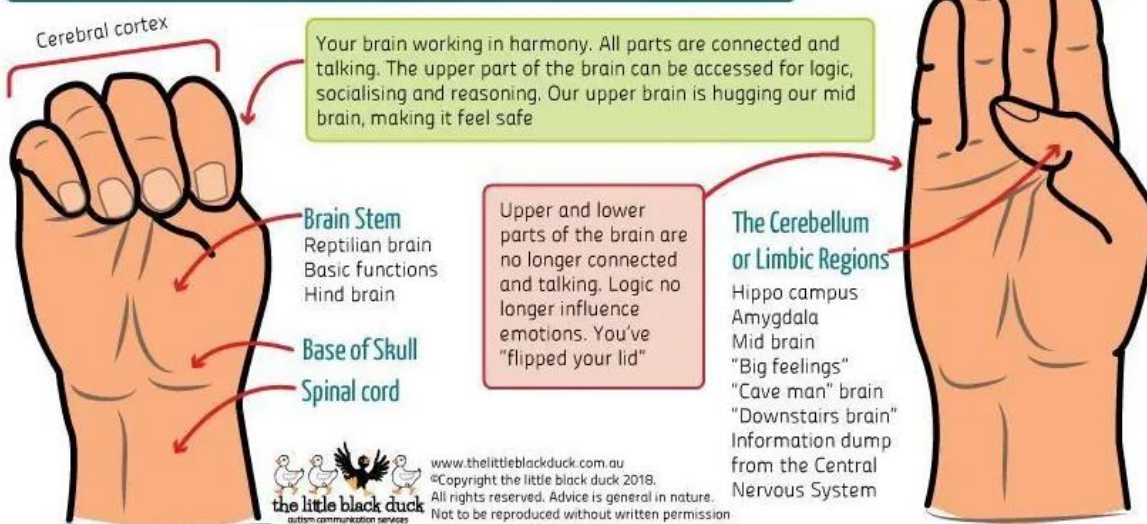
- Step 1: Tuning in, empathising, soothing to calm (be aware of what the child is feeling, you're not alone)
- Step 2: Connect and normalise (it's ok to feel like this. I have felt like this when....)
- Step 3: Validating the feelings and labelling (this is what is happening, this is what you are feeling)
- Step 4 (if needed): Setting limits on behaviour (We can't always get what we want)
- Step 5: Problem-solving with the child/ young person (we can sort this out, what do we need to do? How do you think that will work?)

Appendix 2

The Hand Model of the Brain

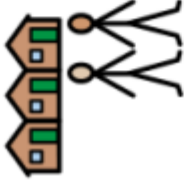



























What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain



When we have 'flipped our lids', the different part of our **brain** are not integrated and, as such, we cannot learn, communicate our needs, stay connected with others or problem-solve. Maintaining a healthy balance in our brain can be very difficult, particularly for children and for those who have experienced **trauma**.

Name: 

Community 	Opportunities 	Responsibility 	Excellence 
Respect our environment 	Sharing ideas 	Being a role model 	Excellent behaviour 
Keep school tidy 	Trying something new 	Learn from our mistakes 	Excellent attitude 
Be helpful 	Helping others with their learning 	Using positive language 	Excellent handwriting 
Be respectful in corridors 	Participate in lessons 	Using positive actions 	Resilience 
Treat others as you would like to be treated 	Being part of a team 	Good attitude to learning 	Excellent learning 
Include everyone 	Pushing yourself to do your best 	Home learning 	Achievement 

St. Martin's Behaviour Pathway

Expectations and Reward

- Praise
- Stickers on chart
- Class wide rewards and certificates

Reminder

- Disrupting learning
- Being unkind
- Not following instructions

Warning

- Disrupting learning
- Being unkind
- Not following instructions

Consequence

- Persistently disrupting learning
- Dangerous behaviour
- Unacceptable language
- Violence of any kind

- I could spend time in another classroom
- I could lose some of my playtime or lunchtime
- My teacher/ SLT could speak to my family about my behaviour
- I may have a restorative chat with my teacher/ SLT
- I could miss school trips or rewards
- I could miss playing in a sporting fixture for school

