



St. Martin's CE Primary and Nursery School

BEHAVIOUR POLICY – A RELATIONAL APPROACH

INTENT

St Martin's CE Primary school is committed to enabling children to "live life in all its fullness" John 10:10 through providing opportunities to be 'the best they can be for themselves, for others and for God's world'. We want all children to feel respected and valued as contributors to our school family.

We focus on the positive and seek to promote good behaviour in all its guises. Children are encouraged to make a responsible choice and take responsibility for their behaviour. Our SHINE principles (Appendix 1) were created in partnership with children and are the cornerstone of our behaviour policy and practice.

Our aim aligns with the 'government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment.' DfE Sept 2022

We believe acceptable behaviour is central to a positive attitude towards learning, self-discipline and relating to peers and adults. It enables children to develop maturity, self-esteem and a caring attitude which combine to create a school community with an overall positive outlook and atmosphere.

We are committed to

- promoting desired behaviour
- promoting self-esteem and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- providing a safe environment, free from disruption
- encouraging positive relationships with parents and carers
- promoting positive relationships with all pupils within which challenging behaviour can be understood and responded empathically to
- understanding 'behaviour as communication'
- creating opportunities for children to develop positive, attuned relationships with significant adults to mitigate against behavioural dysregulation
- enabling children to repair relationships when dysregulation has occurred
- enabling pupils to move on to the most effective provision, where a maintained school environment no longer meets their needs

IMPLEMENTATION

At St Martin's all staff apply the principle of 'noticing and naming' desirable behaviour, and the majority of children respond positively to this. All our children understand that they need to strive to be the best they can be for themselves and others.

Opportunities for positive reinforcement of desirable behaviour are applied through the consistent use of verbal praise, class based rewards like 'star of the day', family learning tokens and Headteacher postcards home. To promote positive lunchtimes, further desirable behaviour is noticed, including having good manners and sharing.

We always describe the most helpful choice to our children and guide them towards making the right choice for themselves and others. We actively use the 'language of choice' with our children and they understand that if they make the wrong choice, they will be choosing a negative consequence.

Staff at St Martin's work hard to secure positive relationships with pupils across the school, and within their own class. 'Noticing and naming' extends beyond the classroom, and all adults in school reinforce the expectation of 'being the best we can be'.

Opportunities for developing a compassionate approach to all is encouraged through our RHSE curriculum, Picture News assemblies, Collective worship and through our focus on keeping children 'safe'. Staff model for the children how all of us have the potential to make wrong choices, and it is the repair that matters more - how we can make things better.

Staff understand that 'adverse childhood experiences' can lead to an emotional response that is beyond a child's understanding, being deep rooted in a 'fight, flight or freeze' response. Children are encouraged to understand how their brain works and given resources to manage when they are feeling more stressed.

We use CPOMS (Child Protection Online Management System) which enables us to pattern spot when behaviour events appear to be escalating and plan accordingly.

For specific children, whose relational style is avoidant, we produce Relational Plans, so that key triggers and strategies are identified.

For a small number of children we use a co-regulation plan to help spot behaviours before the child has escalated to a place of distress.

Creating a Relational Approach

Due to a whole range of 'adverse childhood experiences', trusting adults may be a challenge for some children. For these children, it is our actions and not our words which help to build a relationship where children can begin to trust and make different behavioural choices.

'Holding in mind' is one such strategy we apply, where we remember a child over the weekend or holidays, and we reflect this back to them during the school day - e.g. 'I was thinking about you on Sunday....'

Where undesirable behaviour is 'low level' staff may choose to acknowledge that they have noticed, but move swiftly on to positive ignoring, and then when appropriate engage in an attuned conversation with the child. e.g. 'I noticed you were, I wonder if you were feeling.....'. Expressing an interest in hearing what the child can communicate, verbally and non-verbally, without needing a response, also helps to build the possibility that staff at St Martin's can be trusted adults.

Where behaviour may be suggesting an unmet need, staff will try to explore this creatively with the child. Many children need some additional support at particular times, in particular ways; at St Martin's we will endeavour to work creatively to provide an alternative narrative for the child.

- If lunchtime is a trigger, alternative arrangements can be made;
- Noise cancelling headphones can reduce the stimulation in noisy environments
- Mentors can work positively to develop a non-academic based relationship, following an interest of the child's
- Flexible timetables can provide opportunities for calm
- Enrichment activities provide learning opportunities away from the classroom
- Nurture groups in the forest provide an outdoor classroom
- School guinea pigs give children something to look after and nurture
- Supporting younger children can often have a hugely positive impact on older children who struggle
- Being alongside the school caretaker collecting bins can make the difference to some
- Providing breakfast and snacks can reduce the chances of 'hangry' outbursts
- Flexibly changing adults to provide an alternative relationship
- Feeding the fish, and sitting with them can help to calm
- Friendship groups facilitated by our Family Advocate

When a child makes the wrong choice

For the majority of children, a gentle reminder about making a better choice is all that is needed to support them back into appropriate learning or play.

For a minority, 'unacceptable behaviour' may be recurrent and 'high level'.

Definitions of Unacceptable Behaviour

For the purposes of this policy, the school defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, including behaviours which persistently disrupt the education of others, damage the reputation of the school within the wider community, and any illegal behaviour including

- discrimination on the basis of disability, race, gender, religion, age, sexuality or marital status
- bullying - persistent unwanted behaviour aimed at another designed to cause distress – including cyber bullying
- theft and damage to property
- physical and verbal assault – including through social media apps.
- persistent disruptive behaviour

For a small minority, our first priority will be to ensure everyone is safe.

This may mean that a child needs to be removed from the situation causing the dysregulation, in order that all parties can calm down and reflect.

Understanding that 'behaviour is communication', staff at St Martins will always endeavour to understand and attune to the emotion that underlies inappropriate behaviour.

Responding empathically to the emotional content of a child's action is known to support some children to reflect more quickly on their choice of behaviour, to understand what has triggered them and often can lead to a rapid repair, through an apology and an acknowledgement of the distress their action may have caused another. Staff will support children through modelling how to apologise and acknowledge what they did was wrong.

Despite feeling compassionate for children whose 'adverse childhood experiences' have caused them to struggle relationally, there will be times when they need greater support to regulate.

- Our 'Making good choices to be the best we can be' document (appendix 2) outlines the steps we would take in order to help a child to make better choices.
- If unacceptable behaviour persists, the school may consider applying for additional resources, implementing a part time timetable, issuing a fixed term suspension, or as a last resort, permanently excluding a pupil.

For most children, these interventions are sufficient, along with a responsive adjustment to their needs, to support them in school.

Where behaviour continues to be challenging and disruptive St Martin's will seek permission from the parent to consult with specialists.

Some children's SEMH requires the provision of an Education Health Care Plan. These will be reviewed annually, unless behaviour continues to be a challenge despite the provisions made in the EHCP. For these children, an Interim Review will be held, and alternative provision may be sought.

At all times the safety of the child and the school community is paramount.

Lunchtime Behaviour

At lunchtime we operate an escalation system for any poor choices of behaviour as described below: -

1 st incident of poor behaviour choice	1 day off the playground
2 nd incident of poor behaviour choice	3 days off the playground
3 rd incident of poor behaviour choice	5 days off the playground
4 th incident of poor behaviour choice	Formal lunchtime suspension 5 – 10 days

If a child is removed from the playground, parents are informed either by the class teacher or by email. Parents/ carers are asked to talk to their child about their behaviour choices and reinforce the requirement to make good choices that keep all children safe.

Bullying

Bullying of any kind is unacceptable. We recognise that there may be occasions when bullying occurs and have drawn up the following agreed policy in order to deal swiftly and effectively with any such occurrences.

Definition

Bullying is the deliberate, sustained desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional and can therefore include such things as physical injury, threats or intimidation, teasing, name-calling or exclusion from games and play. This can be face to face or through the use of modern technology. It can lead to a pattern of behaviour where the bully feels good due to the power held over others and the victim often feels powerless to prevent the situation.

NB The terms **bully** and **victim** are used in this document, but they are not used as labels in school. Calling a child by a name risks affecting their self-image. We are also conscious of the need to maintain and boost the self-esteem of **all** children. We do not blame children for being bullied and we stress that it is the **bully's actions** that we disapprove of.

Strategies for prevention

- Our relational approach as identified above
- The culture of the school, which includes its Christian ethos.
- Through the teaching of Relationships, Health and Sex education supported by the SCARF materials, children develop an awareness of themselves and others and in particular how one person's behaviour affects another. Assertive, self-help strategies are shared and the reassurance of adult support when required is given,
- Teamwork and cooperation are encouraged throughout the curriculum and through extracurricular activities (children are encouraged to care for and look after one another).
- Collective worship is used to explore and share a wide range of themes which link all the above, as well as to share, celebrate and reward personal, collective and academic achievement.
- Children receive the best possible quality supervision during work and play and their interactions are observed and monitored. Pupils are given support as appropriate during this process, whilst remaining sensitive to their need to develop their own effective and fair strategies for preventing bullying.

Effective responses to bullying

- Children are empowered to assert themselves against bullying and to calmly but firmly tell the bully how their behaviour is making them feel and ask them to STOP (this may or may not be possible or appropriate for some children in some situations).
- Children are also encouraged to report any incidents of bullying whether to themselves or others to the nearest adult who will ensure that the class teacher is informed. Staff are aware of how to support and report incidents of bullying including those incidents linked to diversity of any kind.
- Children are reassured that they will be listened to and taken seriously and that they will be given support as appropriate.

The teacher will investigate the incident fully and will take the following steps to deal with the situation:

- Talk carefully to the bullied pupil, discussing his/her feelings and establishing who is allegedly involved.
- Talk carefully to the alleged bully and ask them to explain what has happened. If the bullying is admitted then a sensitive discussion might take place with all parties present, supervised by a teacher, in order that reconciliation may be reached, and further escalation avoided.

If the bullying is denied, it will be necessary to attempt to correlate views of the incident with third parties in order to establish the facts without hastily apportioning blame. It is important to note that both the victim and the bully will need careful support during this process in order to arrive at a satisfactory and remedial outcome for all.

A written record should be taken and filed and appropriate safeguards against any continuation or retaliation should be taken if considered necessary or likely. This may include close monitoring and supervision during the rebuilding of relationships. Parents of both the victim and the bully should be involved and kept fully informed of incidents in order that school and home might work together to give consistent messages and support.

In complex and intractable cases, where bullying is either extreme or repeated, then suspension may be necessary.

Disciplining beyond the school gate

The school may need to consider responding to non-criminal bad behaviour when a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all of these circumstances the head teacher may also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding policy.

Pastoral Care for School Staff

Members of staff who have been accused of misconduct, pending an investigation, will not automatically be suspended. The school will follow the DCC guidance on Managing Child Protection Allegations Against Staff or Volunteers' and DfE guidance (see Additional Resources) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Screening and searching pupils and use of reasonable force

Screening and searching pupils - the school will adhere to DfE guidance with regards to this (see Additional Resources).

Use of reasonable force - staff adhere to the school's Positive Handling policy, which is published on the school's website.

Suspension - fixed term

Suspension will only be used as a last resort and only when every other avenue has been explored. **Any on-going behaviour which impacts upon the safety or well-being of the school community could potentially result in suspension.**

In the first instance it is hoped that a fixed term suspension will be sufficient to reinforce the need to adhere to the expectations of acceptable behaviour within school.

Returning from a fixed term suspension will start with a reintegration meeting lead by the head or deputy with the parent and child.

Ideally, the format will be to ensure the child and parent understands the reason for the fixed term suspension; to identify any measures that may support the child to manage their behaviour more successfully; agree the expectations moving forward and thank them for reflecting on their behaviour and being willing to acknowledge their responsibility. Then welcome them back into school

Where a child is unable to acknowledge their responsibility, seek some commitment from the child to act in a different way in the future and welcome them back into school.

Exclusion - Permanent

Where there is persistent, high level, disruptive behaviour, and the process of consulting with parents and carers has not lead to a reduction in 'unacceptable behaviour' the headteacher and Governing Body will discuss the possibility of permanent exclusion, taking advice at all stages from Devon County Council (DCC) and following DCC's recommendations and procedures.

Where the 'unacceptable behaviour' is severe the headteacher and Governing Body will discuss the possibility of permanent exclusion, taking advice at all stages from Devon County Council (DCC) and following DCC's recommendations and procedures.

If a child is permanently excluded, parents/carers must be notified in writing without delay. The letter must include:

- the reason for the suspension;
- the fact that it is permanent;
- the right to put parents/carers views in writing to the governing body;
- parents/carers right to go to a meeting of the governing body and put their views in person.

If a child is of compulsory school age, parents/carers must be told about their responsibilities for the child during the first five days of the suspension. For more information on suspensions, please visit <https://new.devon.gov.uk/educationandfamilies/school-information/schoolattendance/education-inclusion-service>

Schools should take reasonable steps to set and mark work for the first five days of any suspension . During these five days, parents/carers are responsible for the child. They must make sure they are not in a public place without reasonable justification during school hours. This duty is similar to that on school attendance and parents/carers could be fined if in breach of it. The fine is £60 and goes up to £120 pounds if not paid within 28 days. Failure to pay within 42 days could lead to prosecution.

If a child has been permanently excluded, the Local Authority has a duty to provide suitable full-time alternative education from day 6. That is most likely to take place at a pupil referral unit or other alternative provision. If a child has a statement of special educational needs, any alternative provision must be able to meet the child's needs as set out in the statement. For Looked After Children it is recommended that alternative educational provision start from the first day of an exclusion. Local Authorities do not have to provide alternative education for children who are below or above compulsory school age.

Responsibility for reviewing exclusions lies with the Governors of the school. This may be delegated to a sub-committee. The sub-committee must have at least 3 members. The Governors must be informed of a Permanent Exclusion without delay. They must meet within 15 school days to consider the exclusion.

The Governors' meeting

Who will be there?

- the panel of Governors. There must be at least three and none of them should have any involvement in the case that might lead them to favour one side above another; and
- a clerk to take minutes and advise on procedure. It is normal practice to have a clerk but is not a legal requirement.

The following people must be invited to the meeting

- the Headteacher;
- parents/carers. They are allowed to bring a friend or representative to support at the meeting;
- a representative of the Local Authority.

When the Governors send the papers, they should include a list of everyone who will be present at the meeting. There is further guidance on permanent exclusions at www.devon.gov.uk/inclusion

Roles and Responsibilities

All members of the School Community are expected to support this policy.

Teachers are responsible for investigating any incidents following the steps outlined above and must report the incidents to a senior manager and update CPOMS with a written record of all reported behavioural incidents including discussions with pupils, staff and parents.

Incidents will be monitored closely to ensure action taken has been successful. The Family Advocate reports on trends in behavioural incidents to the headteacher and governors.

In addition to monitoring the effectiveness of this policy, the Headteacher is responsible for informing the relevant authorities when a child is suspended or excluded.

The Lead Governor for Safeguarding and Inclusion has responsibility for reviewing this policy.

IMPACT

St Martin's CE Primary School is a purposeful, calm happy environment where pupils thrive within supportive, nurturing relationships, enabling them to 'live life in all its fullness', and embedded within our values of grace and mercy, enabling the healthy restoration of relationships when mistakes are made.

Resources

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

POLICY REVIEW

Review Term:	Two years
Lead member of staff responsible for review:	Headteacher
Lead Governor responsible for review: *Principles to be approved by Full GB.	Lead for Safeguarding
Date adopted:	May 2012
Dates policy reviewed:	31st March 2014 26th April 2016 (approved by Full GB 18.7.16) 21st May 2018 17th June 2020 13th June 2022 17th October 2022 (and updated to reflect DfE Sept 2022 Guidance) 23rd May 2024 (updated to reflect SHINE principles and behaviour flowchart). A new behaviour policy will be adopted if the school converts to join Ventrus MAT in September 2024. *Behaviour Principles adopted by the GB 8th July 2024.
Dates policy amended in between reviews:	Amended 10th October 2016 to meet DfE requirements Amended 6th February 2017 following Babcock recommendations from website review

APPENDIX 1



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Helping us to be the best we can be for
ourselves, others and God's world

We SHOW we care through what
we say and do



We are HONEST and take
responsibility



We are INQUISITIVE learners



We NEVER give up, even when
learning is tricky



EVERYONE matters



Appendix 2

