



St Martin's School Behaviour Policy



"Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child

"Every child has the right to an education. Discipline in schools must respect children's dignity and their rights"
United Nations Conventions on the Rights of the Child – Article 28

St Martin's School Core Values

Care, Collaborate and Respect

At St Martin's School we set high standards in both our learning and behaviour. To help achieve this we have high expectations of everyone in our school and our principles set out the rules, relentless routines and visible consistencies that all pupils and staff follow.

Aims of the policy

- To provide a safe, comfortable and caring environment where positive relationships are key which allows optimum learning takes place
- To promote and encourage excellent behaviour in all pupils and for pupils to make good behaviour choices
- To provide clear and consistent guidance for pupils, staff and parents of expected levels of behaviour
- To promote a consistent and calm approach from adults in behaviour management

The Statutory Requirements in Part 6 of the Education (Jersey) Law 1999 sets out the duties of head teachers in relation to the management of behaviour and discipline. The Law requires head teachers to determine what is to be regarded as acceptable behaviour and the measures that shall be taken to manage the conduct of pupils. In doing so head teachers are required to ensure that any such measures are consistent with any advice and policy provided by the Minister and to make them generally known within the school and amongst the parents of the pupils. The Law also gives head teachers the power to exclude a pupil from a provided school.

St Martin's School have three simple rules which can be applied to a variety of situations and are taught and modelled explicitly. They are:

- Be ready
- Be respectful
- Be safe

These school rules apply to all areas of the classroom, outside environment and when children are on off site visits.
Appendix 1.

We expect all staff to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use a visible recognition praise throughout every lesson
- Be calm and give 'take up time/wait time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past pupils who are not following our rules.

Rewards

We celebrate and encourage positive behaviour throughout the school appropriate to pupil's age and stage which will praise positive actions, efforts, learning traits, behaviours and standard of work. Adult's first attention should be on best conduct and will explain why they are praising rather than just saying 'well done'.

Instant verbal praise	This is given by all staff
House points	House points are given for pupils in recognition of their learning and behaviour. One house point is given and pupils put these into a pot in their classroom. At the end of each half term, the house with the most points are awarded a cup and their coloured flag is raised at the front of the school.
Certificates	Certificates will be given as appropriate for different activities e.g. praise for obtaining a pen licence.
Celebration assembly	Each Friday, every class are invited to celebrate and share learning in assembly
Class internal rewards	Classes will have internal reward systems e.g. table points, gems, star of the day/week, stickers, celebration boards
Sharing with other members of staff and the Senior Leadership team	Teachers will ask pupils to go and see a senior member of staff or another teacher to show them their excellent work and receive praise.
Postcards home	For over and above recognition, teachers will write a St Martin's 'well done postcard' to be sent home for pupils to share with their families. A member of staff will write the postcard and give it to the Headteacher to counter sign. The headteacher will record this on the achievement part of SIMs and then post it to home. The child will not be aware of the postcard and receive it at home as a surprise.
Year 6 privileged badges	At the beginning of the year, the Year 6 class will discuss the criteria for being awarded a privilege badge and what rewards/responsibilities are given for those pupils who achieve this.

Behaviour strategies and the teaching of good behaviour

Our Personal, Spiritual, Health Education (PSHE) programme (Jigsaw) promotes mindfulness, spiritual education, resilience, emotional literacy and social skills. Each half term there is a different theme and this is consistent through all year groups every week. Expected behaviours are taught, modelled and encouraged through a variety of methods. Assemblies are used to promote and reinforce positive behaviours. Good behaviour is promoted throughout the whole school. School staff verbalise and celebrate the positive behaviours which they see so that other pupils can see good role models. Rewards are also used as a recognition of positive behaviours.

Staff development and support

Staff receive training from relevant outside agencies for pupils who require more support with their behaviour.

There is regular professional development opportunities and discussions to promote positive behaviour within the school. Any staff wishing for increased development on behaviour strategies is to request this from the Head Teacher. This could include visits to see other classrooms and schools, specific courses or discussions with colleagues with different experiences.

Liaison with parents and other agencies

Parents are fully consulted with their child's behaviour through meetings with teachers, feedback from specific targets, reports and any involvement with outside agencies.

Once a term, all parents receive a parent consultation meeting (or a written report in the Summer term) which indicates their child's behaviour profile. If a teacher makes a professional judgement that a child is working at either 4 or 5, specific targets and support will be in place to support a child.

Behaviour profile

1	Exceptional behaviour is shown in all areas of the school. Is an excellent role model to other children.
2	Behaviour around the school is very good and adheres to the behaviour rules.
3	Behaviour rules are followed within the school for most of the time. Some gentle reminders are needed.
4	Needs support to follow the behaviour rules and daily reminders.
5	Behaviour is a cause for concern and systems are in place to support this.

The behaviour profiles are monitored by the Senior Leadership Team for trends across the school and the impact of focus on behaviour interventions are monitored for impact.

Sanctions

We acknowledge that at times during a child's time at school they may find the expectations at school challenging. While positive behaviour strategies are employed there are times when behaviours need to be addressed and supported by an adult. For many pupils the first warning stage will rectify the situation.

Adults are to:

- Routinely use and reinforce the school rules and routines
- Notice and pay attention to best conduct first, to encourage others to follow
- Respond to poor behaviour with deliberate calm
- To respond to poor behaviour in a consistent manner
- Correct most poor behaviour in private, although it is acknowledged that this isn't always possible
- Try to ignore secondary behaviours at the time (although should refer to later, once calm)
- Always follow up with the pupil for a debrief
- Have resolution/restorative meetings when appropriate

Stage Appendix 2 and 3 have cards to support staff	Action Purple – script for adult to use Example of a situation NB – language used by the member of staff might be adjusted depending upon the child's age/stage.
First warning	A reminder is needed of the rules I noticed you chose to ... (noticed behaviour) This is a reminder that we need to be (ready, respectful, safe). Remember to make a good choice. I noticed that you were playing in a rough way. This is a reminder that we need to be safe in the playground. Remember to make a good choice.
Second warning	A second reminder about the rules and explanation of what will happen if the behaviour is continued. I noticed that chose to ... (noticed behaviour) This is the second time I have spoken to you about not being (reading, respectful, safe). If you choose to break the rules again, I will have to ask you to have time out (outside the classroom, in another classroom, to a break out space, stay with me during playtime) to reflect on your behaviour. Do you remember when (models of previous good behaviour). That's what behaviour I expect from you and I know you can make good choices. Thank you for listening. I noticed that you chose to distract the children around you. This is the second time I have spoken to you about being ready to do your learning. If you chose to break the rules again, I will have to ask you to have a time out in Year 4. Do remember yesterday when you really focused on your writing and were successful. That is what behaviour I expect from you and I know you can make good choices. Thank you for listening.
Time out	The pupil will be asked to have a time out of the situation with the time out depending upon the behaviour which has occurred. The time will be as short as possible and in relation to the age/stage of the pupil. Time in not time out that counts. Children will be given a time out reflection card (appendix 4) to help them with restoration. If a situation has occurred between two children, the solve it together technique (appendix 5) will be used. I noticed you chose to ... (noticed behaviour) You need to ... (go to a breakout space/quiet area, go to another year, go to see a member of the leadership team, go to the Headteacher). Playground – You need to stand by me, go to another member of lunch staff, sit on the bench (in the hall), go to see the Head/Deputy Head. I noticed you chose to use rude words. You are breaking the rule of being respectful. You have chosen to go and sit in the breakout space. I will come and speak to you in 2 mins. Thank you for listening.
Restore	After a time out the member of staff will use the time out reflection card to help follow up, repair and restore. If there is a situation with two children the 'solve it together' technique will be used. The member of staff will ask: 1. What rules do we need to work on?

2. Who did this affect?

3. What do we need to do to make things right/better?

If a situation requires another member of staff to support, this will be recorded on SIMs and parents will be informed. The classteacher will record on SIMs if during teaching time. If the incident occurs in the playground, a playground note will be given to the classteacher. This will be kept in a dedicated file and the Deputy Head will monitor these each week and record on SIMs as appropriate.

Behaviour which are more serious will require a time out straight away. Depending upon the situation, the time out will involve the Key Stage Lead Teacher, Deputy Head or Headteacher. Behaviours include:

- Physical contact with intent (e.g. purposely kicking/hitting)
- Verbal abuse with intent
- Swearing or inappropriate language (racial/homophobic language)

Pupils who are persistently breaking the school rules will have a behaviour plan and targets agreed using the format in appendix 6. This will involve input from parents, teachers, support staff and other senior members of staff e.g. SENCo or Deputy Head. The plan will be shared with members of staff working with the child.

Pupils who have are in need of a higher level of support with their behaviour will have a bespoke behaviour support plan. This will include a consistent management plan, risk assessments and procedures for staff in supporting behaviour. Staff will receive additional training and support from a multi-agency approach. It is acknowledged that the sanction steps above might not work for these pupils and bespoke plans will be in place which will be different from other pupils in the school. Pupils, teachers and parents will also receive support (as required) from other agencies such as Social, Emotion, Mental Health inclusion team, Educational Psychology, Well Being, Autism and Social Communication Inclusion Team. Please refer to the 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' Policy.

Extreme and serious behaviours

Verbal or physical assault, dangerous behaviours (to self and others), extreme risk taking (resulting in danger of harm to self and others) are not acceptable in any circumstance and will be responded to in the strongest terms.

The welfare of the victim of an assault is the immediate priority focus of the school and every measure and support will be sought to ensure their emotional and physical well-being are safeguarded. Most of the staff at St Martin's have MAYBO1 training which focuses on de-escalation techniques and this will be used first in any serious/extreme situations.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety is at risk e.g. being in a room where a child is clearly emotionally charged and aggressive, then the staff member should exit the area as safely as possible telling the child what they are doing and why. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to the office, calling for help, using their purple card (signifies that they need urgent support), asking a child to get another member of staff. At this point a Senior Member of staff would be involved.

Where any serious situation has occurred, as described above, then staff members involved will be asked to write a description of the incident from their perspective so that an incident report can be written. The School recognises that children who have experienced/witnessed a violent incident (either verbal or physical) may need reassurance and some restorative responses. This also applies to staff involved.

Restrictive Physical Intervention will only be used as a last resort and only in controlled situations where all other strategies to resolve any situation have been unsuccessful. It will only be used in the primary interests of the pupil, their safety or the prevention of accident or injury to themselves or others. This will only be used as stated in the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'.

Consequences of extreme and serious behaviours might include:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- referral to Education Inclusion Team (for persistent behaviours)
- parent/carer meetings with Head/Deputy Head over period of time to agree strategies of support and monitor effectiveness and impact.

Suspension is for a specified number of days. The head teacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head must obtain the agreement in writing from the Chief Education Officer. Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' for more details.

Where the Head has assessed that there is a Child Protection or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc) will be initiated immediately.

Internal exclusion and external exclusion are seen as the very last resort and St Martin's will work tirelessly and proactively with children and parents to prevent this from occurring.

Children exiting from class/school building

The main principles in this protocol are based upon both the safety of the pupil and the member of staff.

Furthermore, all class teachers have a duty of care towards all pupils in their class. To this end, where a single pupil's behaviour demands the attention of a member of staff to the detriment of the care and safety of the rest of the class then the Headteacher and Deputy Headteacher, once informed and where available, will take responsibility for the child demonstrating dangerous behaviours.

If a child exits the classroom:

- The class teacher or other staff member in the classroom will follow at distance to identify where the child is and then return to class and inform a member of Senior Leadership Team of where the child is. The Senior Leadership Team member will, where possible, organise supervision of the child and other interventions until the child either returns to the class or is able to access work outside the classroom.
- If a child has exited and cannot be found, a member of staff (normally the caretaker) will go outside the front of the school to monitor the entrances to ensure that the child hasn't left the school ground. The school building will be searched until the child is found.
- If the child has exited and is being calm then the staff member should inform the child that they are going to get someone to come and see them and request that they stay in one place until that time.
- If the child has identified Social, Emotional and Behavioural strategies, e.g. a 'safe place' then the child will be encouraged to go to that place; if not then Senior Leadership Team will be informed of where the child is or which direction they went in. Once the child is in the 'safe place' the Senior Leadership Team will be informed ASAP so that supervision of that area and child can be undertaken (this may be by TA/Key Worker etc). This will also ensure that any child or adult coming into that area will not be faced with a potentially challenging situation.
- Staff will not 'chase' or pursue a child who is exiting at speed but will observe from a distance. If a child is being verbally or physically violent on exiting the class the member of staff will not approach or interact with that child apart from observing where they are.
- All staff have a purple card to send to the main office in the situation where the telephones cannot be used or are all engaged or not answering. This signals that a member of staff is in need or urgent support.
- If the member of staff feels that the class children and themselves are in immediate danger from a child's violent and aggressive behaviour they should try and evacuate the class as quickly and calmly as possible from the nearest exit and request immediate support from colleagues.

If a child exits the school:

- The same procedures as above will be applied.
- If the child leaves the boundaries of the school then staff members will inform the child (where possible) that they will not follow them and they will return to school and request the child follows them. If the child has special education needs or the member of staff deems it appropriate e.g. a very young child, the member of staff might make the decision to follow, but will do a dynamic risk assessment to ensure they are not escalating the situation.
- If the child does not come back to school with the member of staff, parents and the police will be called.
- The child will not be chased or pursued.
- If an incident occurs when the class are off site and the child exits the area or place where the visit/trip is occurring, then staff should ensure that they try and encourage the child to come back (verbally) and state that they won't follow after a specific point (out of sight). As the main responsibility is towards the rest of the class then staff should return to that responsibility but call the school immediately and inform the Headteacher of what has happened. The Headteacher will inform parents and Police. Staff on visit will also keep communication with school clear and prompt as to any developments.

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Appendix 1 – St Martin's School Rules

Be Ready

Be Respectful

Be Safe

Appendix 2 – Staff guidance for sanctions

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St Martin's School – Staff Card for Behaviour (play/lunch times)

School Rules

Be Ready, Be Respectful, Be Safe

Remember - Positive praise and reward

Sanctions

1st Warning – a reminder of the rules

I noticed that you chose to ... This is a reminder that you need to be ready/respectful/safe. Remember to make a good choice.

2nd Warning – a reminder of the rules

I noticed that you chose to ... This is the second time I have had to remind you about being ready/respectful/safe. If you do it again, you will have to have a time out of play. Remember yesterday when you ... This is what I want to see.

Time out

I noticed you chose to

You need to ... (stay with me for 2 mins, be with another lunchtime teacher, sit on the bench)

Restore

What rule do we need to work on?

Who did it affect?

How can we make it right/better?

Reflection Card

What rules do I need to work on?

Be Ready

Be respectful

Be Safe

Who did this affect?

Me

Other children

Teachers

What do I need to do to make this better/right?

'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each child has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



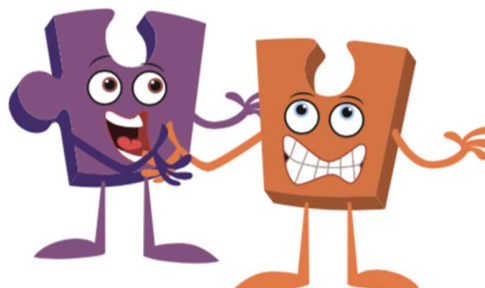
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



Appendix 6 – Format for setting targets for pupils who require support with their behaviour

St Martin's School
Behaviour Support Plan

Our School Rules

Be Ready, Be Respectful, Be Safe

Name of child	
Year Group	
Date of plan	
Review date	
Who worked on this plan (staff, parents, child)	

Behaviour target

What I am going to do to help achieve this target?

Rewards

Sanctions/Consequences

Review Date

Progress

Appendix 7 – Communication cards between lunch/break staff and classteachers

Date/time	
Name of child	
Staff member	
What happened	
Action Taken	
Please give this to the classteacher (not the child)	

Example (positive)

Date/time	18.10.19
Name of child	J Smith
Staff member	Another
What happened Brilliantly supported a group by using 'solve it together technique' to solve an issue.	
Action Taken House point.	
Please give this to the classteacher (not the child)	

Example (record of behaviour)

Date/time	18.10.19
Name of child	J Smith
Staff member	Another
What happened Time out due to continuing to play in a rough way after two warnings.	
Action Taken 3 mins time out of play with Mrs M. Re-joined play well afterwards.	
Please give this to the class teacher (not the child)	