

Behaviour Management Policy (including EYFS)

St Martin's School



Reviewed by:	Kerri Male	Date: November 2024
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Approved by:	Tim Shenton	

Introduction

The school aims to provide a safe, supportive and encouraging environment in which staff, pupils and EYFS pupils will be engaged in developing the academic, social, moral, cultural and sporting life of the pupils. In a small community we need a common understanding of how we live together. We aim to enable children to develop reasoned self-discipline and an understanding of good behaviour; demonstrating good manners, respect, social skills and helpfulness towards each other and all adults. We aim to allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company. We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community. The school aims to strike the right balance between rewards and sanctions and also aims to reward consistently good behaviour and reward improved behaviour. St Martin's always aims to work in conjunction with the support of parents with regard to matters pertaining to behaviour and discipline. We will contact parents if the School is concerned about a pupil's behaviour to inform and or discuss any sanctions that are deemed appropriate. However, if parents are concerned about the application of a sanction to their child they should not hesitate to contact the School. Depending on the severity of the matter and consequent sanction they should contact the class teacher or the Headteacher. The School always wishes to address matters informally. If, however, the matter cannot be resolved informally then parents should use the more formal channel of raising a complaint.

This section identifies those types of good behaviour which will be the bedrock of our life together.

Our policy aims to establish a positive School ethos, promote good behaviour and respect, prevent bullying and promote effective learning by establishing:

- clearly stated expectations of what constitutes acceptable and unacceptable behaviour
- processes which recognise, teach, reward and celebrate positive behaviour
- effective behaviour-management strategies
- processes, rules and sanctions to deal with poor conduct

Guidelines

Individual Staff Responsibility

- To praise, give positive feedback and reward good behaviour
- To ensure that pupils comply with school rules regarding behaviour and dress
- To impose sanctions fairly and consistently if school rules are broken
- To inform the class teacher and/or Headteacher and/or parents according to the seriousness of the misbehaviour

- To record any interview with pupils and/or parents about serious misdemeanours and write up for pupil file

Class Teacher Responsibility

- To read all rules/code of conduct to pupils each term
- To support pupils new to the school in understanding and following the behaviour code
- To ensure that pupils comply with school rules regarding dress and behaviour - To praise, give positive feedback and reward good behaviour
- To impose sanctions fairly and consistently if school rules are broken
- To inform the subject teacher and/or Headteacher and/or parents according to the seriousness of misbehaviour

Pupil Responsibility

- To ensure that school rules behaviour and dress are obeyed
- To inform a responsible adult of misconduct where appropriate eg breakages, "bullying"
- To comply with sanctions given
- To inform staff of any achievements/successes outside school
- To be polite and helpful to members of the school community and to visitors

Parent Responsibility

- To uphold the standards of behaviour and dress set by the school
- To inform the school of any concerns they have
- To inform the school of any aspect of St Martin's with which they are seriously dissatisfied
- To discuss any concerns with Head
- To ensure that his/her child travels to and from school in uniform

Rewards

We believe that praise and/or rewards are the right of every pupil for every task completed as instructed, and/or when working properly to complete a task.

Verbal praise and/or visual signal praise must be given for following instructions, and working with required effort in such a way that pupils value it.

Tangible rewards – the age and maturity of the pupil should be taken into account when giving rewards.

Conduct in lessons

Pupils must:

- Follow instructions
- Keep hands, feet, objects and unkind words to themselves
- Speak only when it is their turn
- Bring everything needed to all lessons
- Adhere to rules that are specific to the subject and context.

Pupils will be rewarded for good conduct with:

- Praise
- House Points (HP)
- Letters of commendation when 150 House Points have been collected.
- ‘Gems’. As an incentive to high standards of work and behaviour, ‘Gems’ may be awarded for achievements by the entire class. Once a class pasta jar is full, that class may choose their own modest reward.

Sanctions

We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, they are disciplined according to need. The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Corporal punishment will never be used.

Each lesson a pupil will start afresh and the teacher must assume that they will behave appropriately. For repetition of unacceptable behaviour, the teacher should apply an appropriate level of sanction, bearing in mind the time interval between misdemeanours.

These could include:

- One-to-one admonishment
- Removal from the group/class
- Confiscation of inappropriate items
- Withdrawal of break or lunchtime privileges
- Writing a letter of apology
- Carrying out a useful task in the school
- Lunch time session to make up missing work
- Withdrawal of access to the School IT system if the pupil misuses it – contravenes the ICT Policy
- Being put on ‘behaviour report’
- Temporary (fixed period) exclusion or isolation

- Permanent exclusion

Visits, school journeys and school transport

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. Staff will deal firmly and fairly with misbehaviour wherever it occurs in the school or on visits elsewhere, since all venues are regarded as extensions of school. Incidents of serious misbehaviour on school visits will always be reported to parents.

In the playground

If children misbehave in the playground, they will be reprimanded, kept away from other children for 5 minutes of reflection or reported to the class teacher at the end of break if it is thought necessary. Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, ie, reprimanding, removing and/or reporting to the class teacher at the start of afternoon school. If an incident is particularly serious, children will be sent to wait by the Headteacher's office. If deemed appropriate the child may be isolated or excluded for the rest of the day and supervised work may then be set.

The Headteacher

Incidents reported to the Headteacher are considered very serious. The Headteacher will interview the children and discuss the matter with the class teacher to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff to find an agreed approach to improvement.

Exclusion

In very serious cases it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the proprietors.

The use of sanctions (DFE Guidelines)

- make clear they are dealing with the behaviour, rather than stigmatising the person
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)

- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- never issue a sanction that is humiliating or degrading

Pastoral support

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral might lead to:

- consultation with the parent
- the use of the continual monitoring system ‘behaviour report’ for the pupil
- setting behavioural targets for the pupil to help individual pupils to manage their behaviour.

At this stage other agencies such as the Social Services may become involved St Martin’s recognises that pastoral support is not, however, just about addressing behaviour. Good pastoral support should also be concerned with academic attainment and developing pupils' ability to become good citizens. The School keeps a record of serious disciplinary offences: fixed-period and permanent exclusions and disciplinary meetings involving parents are recorded on the file of the pupil.

SEND Pupils

Children with SEND need a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply.

- All staff will be made aware of this and will adapt management of classroom behaviour and sanctions accordingly.
- Reward systems should reflect a differentiated approach which can be understood by SEND pupils.

Tracking and Logging Behaviour

All reported incidents are recorded on a behaviour incident form at the time of the event and then investigated fully. A behaviour log is kept of incidents of concern. The resulting actions/outcomes are also recorded and a ‘Black Book’ is used to keep a log of the most serious incidents resulting in a warning or action from the headteacher. The headteacher tracks trends in behaviour and identifies children who require additional behavioural support. The SENDCO identifies SEND pupils and protected characteristics and ensures a differentiated approach is applied if necessary.

Reference DFE - SCHOOL DISCIPLINE AND PUPIL BEHAVIOUR POLICIES Guidance for schools