



Being different, succeeding together

Behaviour Policy

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do. We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

Introduction:

At St Martin's Primary School we believe that all behaviours are communications and a response to an individual set of circumstances.

Behaviour management is not a discrete, separate element of school life but part of being engaged or disengaged with learning and the life of the school.

This policy should keep us focused on the core principles of our community which are about inclusion and achievement - as captured in our tag line 'All different, succeeding together'.

Most importantly, it will only be as effective as the work of the school community members who put it into practice. As with every policy we need to apply it with humanity, sensitivity and consistency.

Shared Values and Beliefs

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way
- when pupils are treated consistently, they feel safe which enables them to take risks in their learning
- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement

We aim:

- to create a warm and caring atmosphere of belonging that positively promotes learning and a sense of community
- to achieve consistency of attitude and response by staff which gives a sense of security and safety
- to promote in all pupils a sense of self-regulation, self-calming and an ability to take responsibility for their actions and build resilience
- to create a climate of mutual respect between all pupils, staff and visitors and a concern and respect for our environment
- to ensure children feel safe in their ability to manage their emotions, feelings, behaviour and responses
- to create an environment that is safe, physically and emotionally, for everyone with a real energy for enjoying learning as part of a mutually supportive social group
- to develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and through dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs.

St Martin's Mind set

We are gentle	We don't hurt anyone
We are respectful, kind and helpful	We don't hurt people's feelings
We work hard	We don't waste time
We look after property	We don't waste or damage things
We listen to people	We don't interrupt
We are honest	We don't cover up the truth

Rewards and Sanctions

Positive reinforcement: use of encouragement and praise

'Praise helps students feel part of a positive, supportive social community. Student know that they have the support of their classmates and team mates. We all enjoy praise. It helps us feel appreciated and competent, and increases our motivation' (Kagan 2014)

It is important that we use praise in a way that offers reinforcement for what it is the pupils is being praised for eg. I really like the way you have used shading in your sketch' 'thankyou for being so kind and helping to pick up Thomas' coat'.

We encourage pupils to praise one another when they are successful. Research demonstrates that praise is best when it is surprising, if pupil simply say 'well done' each time all novelty soon wears off so we teach pupils to use a wide variety of praise gambits and encourage them to develop their own surprising and delightful praisers eg: sparkles, ketchup claps, 'round' of applause, cheese greater etc (see Kagan handbook for examples).

Praise should be used to reinforce and promote the school's values 'St Martin's Mind Set' to catch the children demonstrating sociable and considerate behaviour.

Recognising achievement

The expectation is that all children will show good behaviour and follow St Martin's Mind Set values. Year R and Year 1 particularly focus on establishing this and use praise, encouragement to promote and recognise the values.


Rather than having a system of rewards of house point of stickers for good work we recognise achievement linked to the Bailiwick Curriculum learning powers: resilience, reflection, independence, team work, creativity and critical thinking. We wish to recognise and promote these key behaviours.

Children are given a learning powers card and collect stamps as they demonstrate learning power behaviour. Once a child has collected 6 stamps against a particular learning power they receive a learning power certificate and sticker from the head teacher. Each half term there is a different learning power focus. The number of stamps each child receives are added up as house points for KS 2 children. If a child receives a certificate for every learning power they receive a special badge at the end of the year. The learning powers are linked to images of 'puffling':




LEARNING POWER POINTS **RECOGNISING ACHIEVEMENT**
(Puffing Power) TEAM WORK, CREATIVITY, RESILIENCE, REFLECTION, INDEPENDENCE, CRITICAL THINKING

Creativity	Team work	resilience	reflection	independence	critical thinking
1					
2					
3					
4					
5					
6					




You can collect more stamps on the back.



Collect 6 stamps on a learning power and you will get a certificate to take home. These are instead of the Gold, silver and bronze certificates.

6 learning power certificates



You will have a special learning power point card at the beginning of the year. No more house point or sticker-books.

At the end of each year you can earn a learning power badge if you collect all your points.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

No more star badges, learning power badges instead.

Sanctions

When a child makes a poor choice about their behaviour this should be used as a learning experience. Simple use of restorative questioning can help a child recognise their mistake and help them make better choices in the future:

What happened?

What were you thinking?

How were you/are you feeling?

Who do you think has been affected/ hurt ?

What needs to happen/ what do you need to do now?

If an incident is serious, parent/ carers should be informed or invited into the school for a discussion. It may be necessary to apply a sanction such as missing playtimes and/or separation from others. Missing curriculum activities should not generally be used as a sanction.

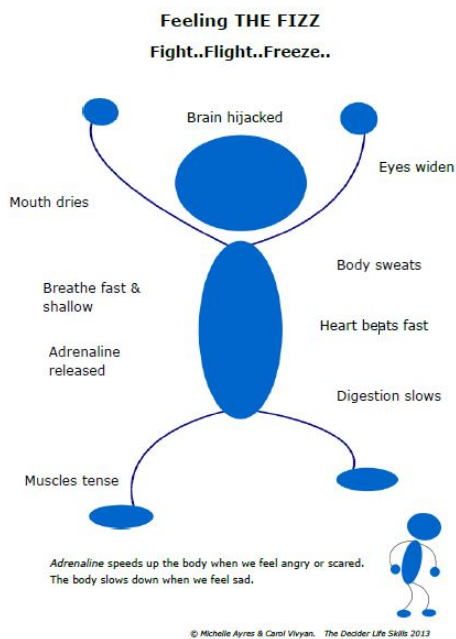
On the very rare occasions where an incident is sufficiently serious, a child may be excluded from school. This can be a lunch time exclusion, internal exclusion or formal exclusion.

A lunch time or internal exclusion is where the child attends school but are isolated from others to have lunch or complete learning activities. A formal exclusion is where the child is excluded for attending school. Please see <https://www.gov.gg/exclusion>

Where the behaviour is thought to be bullying in nature reference should be made to the school's anti-bullying policy.

Decider skills: helping children manage challenging emotions.

At St Martin's Primary School all children are taught the Decider Skills programme. These are 12 CBT based skills designed to help our school community deal with difficult times in their lives both now and in the future.



We teach the children to recognise that when we are 'feeling the fizz' (the physical /sign of emotion). We can choose what to do, rather than acting impulsively without thinking' (Ayres and Vivyan 2016.

We introduce the first Decider Skill of 'STOPP' in Year R and then further skills such as '54321' 'crystal clear' and 'fact or fiction' as the children are ready. We use opportunities to reinforce them as they occur, for instance following an incident in the playground or loss of a pet.

Please go to www.thedecider.org.uk for further information.

Families who would like to learn the Decider Skills together can contact the school to access our family learning programme.

CRYSTAL CLEAR

- Concise (what, when, how, why)
- Lucid & logical
- Emotion-free Expression
- Assertive (& alternative solutions)
- Realistic. Repeat if necessary

5	things I can see right now, or imagine I can see right now
4	things I can hear right now, or imagine I can hear right now
3	things I can touch right now, or imagine I can touch right now
2	things I can smell or taste right now, or imagine I can taste right now
1	deep slow breath <i>Focus on your breathing. In this moment. Right now.</i>

STOPP

- STOP!
- Take a breath
- Observe – What am I reacting to? Where is my focus of attention?
- Pull back – Put in some Perspective – What's another way of looking at this?
- Practice what works! – What will help most?

SELF CARE

- SLEEP
- EATING & EXERCISE
- LOOK at illness, challenges
- FIND Fun









RESPECT

- Respect self and others
- Equality and Esteem
- Say please, thank you and sorry
- Polite, kind and considerate
- Ears to listen!
- Clear calm communication
- Treat others as we want to be treated

www.thedecider.org.uk © Michelle Ayres & Carol Vivyan. The Decider Life Skills 2013-16 www.getselfhelp.co.uk

THE DECIDER.

LIFE SKILLS

STOPP 	IT WILL PASS 	RIGHT NOW 54321
NAME THE EMOTION 	OPPOSITE ACTION 	FACT OR OPINION 
SELF CARE 	VALUES 	LISTEN 
RESPECT 	CRYSTAL CLEAR 	REFLECT 

PRACTICE!

Children with social, emotional or behaviour difficulties

The following process outlines our approach to supporting students who are displaying social, emotional and mental health difficulties. It is helpful to identify the stages of intervention and look at what support is appropriate.

Step 1: School support

- Teach school wide positive behaviour and procedures
- Positive reinforcement for all children
- Consistent consequences for all problem behaviours
- Effective procedures and supervision in non-classroom areas
- Effective classroom management and instruction
- Consistently challenging behaviour is brought to the attention of the parents/carers. Discussion around behaviour, reasons, consequences and strategies discussed and a plan put in place.

Step 2: Targeted support

- Discussion around school based support that may be implemented. Plan put in place.
- An Individual Behaviour Support Plan is required at this stage. Advice sought from team involved with the child.
- Implementation and monitoring of the Behaviour Support Plan.

Step 3: Intensive support

- Referral to Les Voies Out reach team
- Behaviour Support Plan will be reviewed and intensified.

- Support from other outside agencies as appropriate.

POSITIVE HANDLING

St Martin's School is committed to maintaining a calm and positive learning climate for all. The school places a high priority on developing caring and considerate relationships between pupils and between pupils and staff. We are confident that our behaviour policy will ensure that physical restraint is a rarely used and exceptional practice.

However, there are occasions within school when it may be necessary to physically control or restrain a pupil in order to protect the pupil from harm, others from harm or to protect property. This is done by trained members of staff only. Where the situation allows, every effort will be made to defuse a situation before physical intervention takes place. Physical control or restraint will **never** be used as a punishment.

Useful related policies:

St Martin's Primary School Learning and teaching policy

St Martin's Primary School Anti bullying policy

Behaviour sub team

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