



Being different, succeeding together

Respectful Behaviour Policy

At St Martin's Primary School we acknowledge that it is the responsibility of all staff (duty bearers), children (rights holders) and community members to respect the rights of each other in and around school and to be treated with dignity at all times. As with every policy we need to apply it with humanity, sensitivity and consistency.

St Martin's Primary School is a 'Rights Respecting School', this means we teach our children about what rights they have. We also model rights and respect in all relationships around school including between **teacher/adults and children**, **between adults and between children** and treat each other with dignity.

The St Martin's Six

'The St Martin's Six' is central to our respectful behaviour policy. These six rules are integral to the way the school works, and to the way in which we all behave to one another. These are;

1. To speak respectfully...

This means for example:

To duty bearers:

- Speaking quietly and politely in a positive tone
- Thinking before you speak
- Speaking when it is appropriate to do so

To rights holders:

- Speaking politely to other pupils
- Thinking before you speak
- Keeping quiet if you have nothing pleasant to say
- Keeping 'street language out' of school

To all:

- Speaking to members of our community as you would like to be spoken to

2. To behave respectfully...

This means for example:

To duty bearers:

- Doing as you are asked without argument
- Accepting that members of staff have authority over pupils because they have responsibility for your welfare
- Treating **all** staff as professionals
- Showing that you want to learn

- Listening carefully and following instructions
- Wearing your uniform as requested

To rights holders:

- Showing consideration on the corridors - quiet walking on the left
- Lining up in assembly order
- Avoiding physical contact with other pupils
- Respecting other pupils' space
- Sitting where you are asked to in class
- Telling a member of staff if there is a problem with another pupil

To all:

- Treating members of our community as you would like to be treated

3. To respect the school environment...

This means for example:

To rights holders:

- Looking after and having pride in your classroom
- Reporting any damage to a member of staff
- Making sure you are in the right place at the right time, including lunchtimes and breaktime
- Keeping the school site safe
- Thinking about ways to reduce, reuse and recycle
- Putting rubbish in bins – in and out of the classroom

4. To have respect for your own learning...

This means for example:

To rights holders:

- Striving to be the best you can be
- Valuing success
- Being on time to school and lessons
- Having the correct equipment
- Working hard towards targets
- Asking for help if you need it
- Knowing what you need to do to improve
- Taking responsibility for your learning and being honest with yourself

5. To have respect for other students' learning...

This means for example:

To rights holders:

- Valuing other rights holders' ideas, values and contributions
- Co-operating with and supporting other rights holders
- Helping to create a positive learning environment

6. To play respectfully...

This means for example:

To rights holders:

- Avoiding physical contact with other rights holders
- Being gentle
- Looking after equipment
- Being aware of your duty bearers
- Making sure you are safe
- Staying inside the school grounds

Positive Behaviour Management

Aims:

To ensure

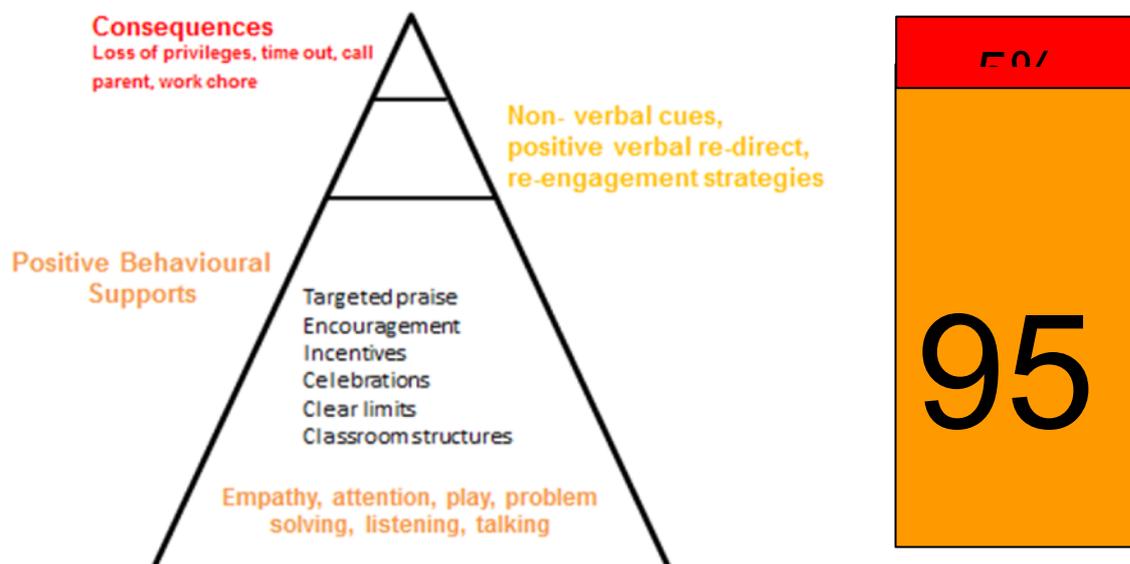
- that children's behaviour is managed in a positive manner with staff noting and commenting on those children whose behaviour is appropriate at every opportunity
- that these strategies are consistent across the school.

Procedures: All staff are responsible for the management of children's behaviour in the school environments and on educational trips.

The St Martin's Six should be shared, discussed, exemplified and displayed in every classroom alongside the class charter.

Children should receive positive reinforcement for their respectful behaviour. Staff should use their professional judgement to employ the most effective strategies to promote the St Martin's Six.

Staff should aim to make the vast majority of both their verbal and non-verbal communication positive.



Some of the following strategies may be used:

- Ensuring children understand the St Martin's Six
- Referring to the St Martin's Six regularly
- Catching individuals doing it well- verbal and non-verbal (be specific and descriptive)
- Relating St Martin's Six to the class charter
- Modelling respectful behaviour
- Reminding children of expectations
- Pointing out the benefits of good behaviour to the whole class
- Being consistent
- Communicating clearly
- Developing strong relationships with individuals
- Welcoming the children into the classroom on entry
- Having a clear seating plan/ lining up order
- Using 5 positives to 1 negative
- Having clear routines
- Using positive body language
- Incorporating teambuilding (at least twice a week)
- Incorporating classbuilding (at least once a week)
- Rewarding positive behaviour with gems in the jar for the class
- Ensuring work is accessible for individuals
- Listening to pupil voice

Rewarding children for using the St Martin's Six

Any duty bearer can reward a class or individual for specific behaviour related to the St Martin's Six using our 'Jewel in the jar' system. It is important that the jewels encourage collaboration rather than competition between teams so an individual's positive behaviour can benefit the whole class.

Each class has a special jar and a single jewel can be awarded for specific behaviours such as speaking respectfully, quick high fives, sensible lunchtime behaviour, an individual helping another etc. Jewels should not be removed for poor or unacceptable behaviour,

Once the class has reached a certain number of jewels that is set by the class teacher, the class receive a reward. It is very powerful if the children have a choice in what is planned.

Staff recognise children's respectful behaviour in action- photo, mention in assembly, nominations.

Pupil Voice

It is important that duty bearers understand the context if there has been an incident and that every child's story is considered. They need to establish

- What happened?
- When/ where did it happen?
- Who was involved?
- What did you do?

If a child is distressed, duty bearers should offer to help:

- I can see something is wrong/ has happened ...
- Talk to me and I will listen...
- I want to help ...
- How can I help ...?
- Let's go and ...
- I can see that you are feeling...
- It's ok to feel angry, it's not ok to...

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?

See Appendix 1

Focus: Consequences for lower level disrespectful behaviour

Aims: To ensure that consequences are used appropriately and are a measured response to inappropriate or challenging behaviour.

Procedures: Should a child continue to behave in a challenging, disrespectful or inappropriate way, staff can use a number of sanctions. These are implemented in a staged manner

During lesson time Y2-6	
Stage 1	Use non-verbal reminder/ visual cue/ verbal reminder to deter any disrespectful behaviour. eg 'please speak politely, remember one of the St Martin's Six is to speak respectfully.'
Stage 2	Verbal warning 1- be discreet and specific 'This is your first warning .' eg 'You are not following the St Martin's Six, you are not speaking respectfully. If you continue to be disrespectful there will be 5 minutes off your break'
Stage 3	Verbal warning 2 - be discreet and specific Child continues...same process as above 'This is your second warning . You are not following the St Martin's Six, you are not behaving respectfully, you have lost 5 mins from your break. If you continue I will ask you to leave the class and go to/ call Mrs Mason/ Mrs Giles/ Mrs Wood.'

Stage 4	<p>Child continues...</p> <p>Asked to leave the classroom/activity- be discreet ‘Please leave the room and go to HT/DHT/AHT office ... (give time and take up time and move away from the child to give them space). If you don’t go in the next 1 min, I will call Mrs Mason/ Mrs Giles/ Mrs Wood.</p> <p>Holding pack work given to child to complete independently.</p> <p>Returned to class for following session. Lunch time consequence of a minimum of 10 mins- Respect reflection- logged and kept. Classroom work completed.</p> <p>Log children’s names on Google- Behaviour Record Classteacher to inform parents/ carer Child/staff member to discuss respect reflection and agree next steps</p>
Stage 5	<p>Child continues and refuses to leave room</p> <p>SLT called use de-escalation strategies to persuade the child to leave the room. If the child is being disruptive, class removed and ‘team teach’ used by trained staff used to remove the child. Internal/ external exclusion applied as necessary together with restorative work and reflective journal.</p>

During break time/ lunch times	
Stage 1	Use non-verbal reminder/ visual cue or a verbal reminder to deter any disrespectful behaviour
Stage 2	Verbal warning 1- be discreet and specific ‘This is your first warning . You are not following the St Martin’s Six, you are not playing respectfully. If you continue to be disrespectful there will be 5 minutes time-out sat/stood over there’

<p>Stage 3 age dependent? dignity</p> <p>If in pm session, next morning break</p>	<p>If child continues 5 minutes time out:</p> <p>‘You are not speaking respectfully you have 5 min Time out...I would like you to now make the right choice and If you continue I will ask you to go inside to .../ sit in the work area (if inside eating in the classroom)</p> <p>If more than one child, spread them out at different points within your view.</p>
<p>Stage 4 (Years 2-6)</p>	<p>Child continues... Asked to leave the playground/ classroom ‘Please leave the room and go to the ... (give time and take up time and move away from the child to give them space). If you don't go in the next 2 mins I will call Mrs Mason/ Mrs Giles/ Mrs Wood/ Mrs Ashworth/Mr Blanco</p> <p>Exit playground and asked to complete Respect reflection (verbally in KS 1/FS) logged and kept on Google If a child is repeatedly sent in, SLT may consider sending home for lunch. Classteacher to inform parents/ carers.</p>
<p>Stage 5</p>	<p>Child continues refuses to leave... SLT duty member called use de-escalation strategies to persuade the child to leave the room. If the child is being disruptive, class removed and ‘team team’ used by trained staff used to remove the child. Loss of activities/ internal/ external exclusion applied as necessary together with restorative work and reflective journal.</p>

<p>Early Years</p>	
<p>Stage 1</p>	<p>Use non-verbal reminder/ visual cue/ verbal reminder to encourage good choices ‘are you making the right choice?’ ‘I can see that you are not making the right choice’ What you did was not the right thing to do /not kind</p>

Stage 2	Verbal warning 1- be discreet and specific ‘This is your first warning. ’ ‘If you carry on you will have to come and stand by me/ sit out etc’
Stage 3	Child asked to sit out/ be separated from others for 5 mins then asked to reflect . ‘Why did you have to sit out? When you go back, what are you going to choose to do?’

Child is given time to reflect- completes a respect reflection sheet and completes any missed work during break time (parents are informed)

Record kept to build up a pattern

If behaviour continues a child will remain out of class for the rest of the session or day. Children will be expected to complete their learning in isolation. Cooling down packs may also be used if felt to be appropriate by SLT.

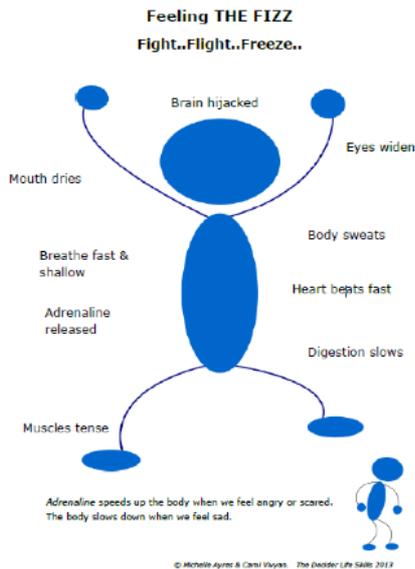
1. Parent/carer informed by teacher
ie: message Dojo, discussion on telephone, email, invited in for a face to face conversation with SLT member
2. Sent home (with agreement from Head teacher or Deputy head teacher)
ie: sent home for lunch time, sent home for a ‘cooling off period from half a day to 2 days

Focus: Consequences for very challenging behaviour

If a child behaves in an unsafe or highly inappropriate way, staff may go to stage 4 or 5 straight away once the incident has been investigated. eg a child punches another/ throws an object across the room/swears at a teacher.

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).

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

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

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
deep slow breath
Focus on your breathing. In this moment. Right now.

1

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 and mental health needs

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 Outreach 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: Learning and Teaching policy, Rights Respecting policy, Anti bullying policy

Behaviour sub team: December 2020

Appendix 1

Restorative Questions and Statements

1. Pre Chat Questions and Statements

- We all need some time to think about what just happened
- We need to speak about this when we have had some time to think about how this happened?
- Take some time and we will talk about this
- This needs to be sorted out, I can see you are not ready right now – we need to talk about this later.

2. Enquiry Questions – Use T E D , Tell me, Explain how, Describe

- What happened? / What else happened?
- What happened just before this?
- Where were you when this happened?

3. Intended Outcome- Use TED

- What did you want to happen?
- What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X ?

4. Emotional Intent Questions – Use TED

- What were you thinking/feeling when this happened?
- What was going on in your mind when.....?
- What were you thinking at that point?

5. Emotional Reflection Questions – Use TED

- What do you think / feel about this now?
- What's on your mind now?
- Now that you've had time to think and calm down how does that change things?

6. Resolution Questions – Use TED

- How can we put this right?
- What can you do so X feels happy this won't happen again?
- What needs to happen to put this right?
- What did you want X to do?
- What would you need to go on the contract

7. Future Behaviour Questions - Use TED

- What could you do differently next time?
- How will we know it's working?
- What would that look like to me?
- What needs to happen to ensure that this works?
- What difference will it make to you if this works/doesn't work?
- How will I know it's happening? What will it look like to me?