



The Federation of St Martin's and Seabrook Church of England Primary Schools (The SMS Federation) Behaviour Policy



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“Always treat others as you would like them to treat you” (Matthew Ch7 v12)

Faith and Endeavour - Living and learning together

Inspired by St Martin we endeavour to make a difference through compassionate actions so every member of our community and our natural world flourishes. We value, love and nurture every individual's unique gifts and talents by investing and empowering them through rich learning opportunities to reach their full potential following Jesus' example.

In line with The Federation of St Martin's and Seabrook Church of England Primary School's (SMS) Christian ethos, every member of the school's community is to behave in a considerate way towards others.

When a child enters the 'society' of a school and a classroom – their primary social need is 'to belong'. A child has many needs, but their primary social need revolves around how they will 'fit in', 'relate to' and be 'accepted or approved by others' – particularly by their immediate age peers.

This policy outlines what our SMS Federation will do to promote their individual schools' Christian ethos' and sets out the management of attitudes and behaviour principles for both schools (see Appendix 1).

Underpinning this policy each school has rejected a list of rules and instead formed an 'agreement' on how we can all work together as a community. At St Martin's Church of England Primary School this is known as 'The St Martin's Way' (see Appendix 2) and at Seabrook Church of England Primary School it is known as 'The Seabrook Way' (see Appendix 3).

1. Aims

'The fundamental aim of behaviour management and discipline, within any school context, is to enable our children to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others.' Dr Bill Rogers 2017

The SMS Federation's aim is to provide a happy and purposeful Christian environment in which each child feels secure and able to reach their full potential.

In order to achieve this, we recognise the importance of:

- providing a consistent approach to behaviour management
- fostering and maintaining positive relationships between children, staff, parents/carers and other professionals
- providing children with a stimulating and engaging curriculum
- all members of the school community being good role models
- recognition and praise
- a clear understanding of what attitudes and behaviours are expected
- defining what we consider to be unacceptable behaviour, including bullying
- summarising the roles and responsibilities of different people in the school community with regards to behaviour management
- a clear system for rewarding and sanctioning children appropriately

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Behaviour and discipline in schools Advice for headteachers and school staff January 2016

3. Roles and responsibilities

The role of the child

All children are expected to act as good role models and ambassadors of the school. Children are expected to:

- behave in an orderly and self-controlled way
- take ownership of their behaviour as it effects the rights of others
- show respect to members of staff and each other
- in class, make it possible for all children to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside of school

The role of staff members and other adults working for the school

All the SMS Federation's staff have high expectations of the children in terms of behaviour principles and attitude. They will strive to ensure that all children behave and achieve to the best of their ability so they can reach their full potential. It is the responsibility of all staff to:

- foster positive relationships with children, colleagues, parents/carers and other professionals
- provide children with opportunities to develop the characteristics of effective learning
- act as good role models for children
- develop a child's awareness of their behaviour and how it affects the rights of others
- help children take ownership of their behaviour in regard to the rights of others
- help children to belong in constructive and co-operative ways
- help children deal with the 'normal range' of distracting and disruptive behaviours
- implement this Behaviour Policy consistently
- ensure that the school rewards and sanctions are applied consistently and fairly
- provide a personalised approach to the specific behavioural needs of particular children
- raise and record any concerns respectfully and appropriately
- provide all children with a stimulating and engaging curriculum
- discuss the school rewards and sanctions systems with their class
- develop a 'code of conduct/class charter' with their class, setting out a programme of praise and encouragement, which complements the school ethos and reflects the specific behavioural needs of the children within their class
- inform parents/carers and the Senior Leadership Team (SLT) if they have concerns about a child's welfare, attitude or behaviour

The role of the Senior Leadership Team (SLT)

It is the responsibility of the Senior Leadership Team to:

- support the Executive Headteacher in implementing all aspects of this Behaviour Policy
- support staff in responding to behaviour incidents

The role of the Executive Headteacher

The Executive Headteacher is responsible for:

- ensuring the health and safety and welfare of all children within the school
- reviewing, approving and implementing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to The SMS Federation's behaviour principles
- ensuring that the school environment encourages positive behaviour
- making sure staff deal effectively with behaviour
- monitoring how the staff implement rewards and sanctions
- reporting to governors, when requested, on the effectiveness of this Behaviour Policy
- keep records of all reported incidents of serious misbehaviour (see Appendix 4)
- give fixed-term suspension to individuals
- permanently exclude a child for repeated or very serious acts of misbehaviour
- keep a record of any child who is excluded for a fixed-term, or who is permanently excluded

The role of governors

The Governing Body has the responsibility of:

- setting down general principles on standards of expected behaviour
- reviewing, monitoring and approving this Behaviour Policy's effectiveness
- holding the Executive Headteacher to account for implementing this Behaviour Policy

Note: The Executive Headteacher and Heads of School have the day-to-day authority to implement this policy, however governors may give advice about particular disciplinary issues. This advice must be taken into account when making decisions about matters of behaviour.

The Role of parents/carers

The school works collaboratively with parents/carers so children receive consistent messages about how to behave appropriately at home and at school.

We expect parents/carers to:

- support their child's learning and to co-operate with the school, for the benefit of all children
- to build a supportive dialogue between the home and the school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with their child's class teacher promptly
- support any sanction imposed by the school

Note: If parents/carers have any concerns about the way that their child has been treated at school, they should initially contact the school to raise their concern. If the concern continues, they should contact the Senior Leadership Team/Heads of School. If these discussions do not resolve the concern, a meeting should be sought with the Executive Headteacher. Following this action, if the concern has not been resolved, a formal complaint or appeal process can be implemented through the school governors. More information on this process can be found in the SMS Federation's Complaints Policy.

4. Rewards and sanctions

Rewards

The highest reward for a person's toil is not what they get for it, but what they become by it. John Ruskin.

When a child has done something well it is a great opportunity to build them up by praising their behaviour. Positive behaviour will be rewarded with one or more of the following:

- non-verbal visual cues – such as nods/thumbs up/smiley faces/ticks in book
- verbal cues - such as praise
- awards - such as stickers/raffle tickets/house points/certificates/entry into the Gold Book/Merit Book/ Purple Star
- work or actions displayed/shared - such as in school/on school blog/newsletter/website
- contact/meet with parents/carers
- moving a child to a special location within the classroom/moving a child's name to a special place on a class behaviour board
- special rewards/privileges - such as individual/class rewards/Tea with Mrs C/Purple Star/pre-agreed special class privileges from a 'Class Charter'

Sanctions

When children overstep boundaries or make bad choices, it is important to correct them, so that they can know they have done something wrong and so that they can learn from their mistakes. Generally, this can be done effectively with minor verbal or non-verbal cues. In the vast majority of cases this will prevent further recurrence. When imposing sanctions, it is essential to distinguish the difference between the child and the child's behaviour. Under no circumstances should a child ever be told that they are bad/naughty/nothing but trouble, etc...

The school may use one or more of the following sanctions in response to misbehaviour (see Appendix 4):

- non-verbal cues
- verbal cues, firstly to describe the unwanted behaviour then to direct towards the expected behaviour
- visual cues, such as moving a child to a reflection space within or out of the classroom/removing a child's name from a class behaviour board
- bespoke sanction from a pre-agreed 'Class Charter'
- expect work to be completed at break or lunchtime
- give reflection time/tasks during break or lunchtime for individuals, groups or the whole class

- refer to a member of the Senior Leadership Team (SLT)
- contact/meet with parents/carers
- instigate a sticker/behaviour chart, home/school contact book, behavioural plan, pastoral support plan
- consult advice from other professionals
- give in-school (internal) exclusions
- give fixed-term (external) suspension or permanent exclusions

When a child demonstrates repeated misbehaviour, the first thing to be done is to look for any root cause and identify any internal or external factors which might be influencing the patterns of behaviour. This may require a more individual approach towards behaviour management.

Off-site behaviour

The SMS Federation expect that all children represent their school positively and uphold its Christian Values at all times. Where a child has misbehaved off-site while representing the school, such as on a school trip/event/on a bus/coach on the way to or from school/etc., or when a child's conduct outside of school has an impact on the wellbeing inside of school, sanctions in line with this Behaviour Policy may be applied.

Note: section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious/vexatious, the Executive Headteacher/ Head of School will discipline the pupil in accordance with the following SMS Federation's policies:

- This Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy

The Executive Headteacher/ Head of School will also consider the pastoral needs of staff accused of misconduct and also the wellbeing of the child.

5. Behaviour management

'No school however positive or imaginative can eliminate disciplinary difficulties entirely'. D E S Good Behaviour and Discipline.

All children must have a clear understanding of what is acceptable and what is not acceptable in terms of behaviour and attitude. All children in school must know and understand what is expected. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Children are given regular opportunities to discuss appropriate behaviours and attitudes and have the following school based support systems available to them:

- conferencing with the SLT, SENCO (Special Educational Needs Co-ordinator) or FLO (Family Liaison Officer)
- taking part in programmes of PSHE (Personal, Social and Health Education) such as 'Jigsaw' which is set within a moral framework, designed to promote mutual respect, self-discipline and social responsibility, including an understanding of relationships and feelings
- a programme of Religious Education and Collective Worship which includes ethical issues
- Circle Time - an opportunity for open discussion held in class groups at regular intervals
- bespoke interventions such as: Draw and Talk, Temper/Temper, Nurture Group, ELSA, Circle or Friends, Lego Intervention, Forest School/Beach School, etc... (this list is not exhaustive)

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will where possible follow this good practice:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display and promote 'The St Martin's Way/The Seabrook Way'
- Create, display and promote a class 'Class Charter' in consultation with the children and have it agreed with the SLT. This will include specific class targets/goals/aspirations and incorporate bespoke rewards and sanctions that meet the needs of the individual class. This 'Class Charter' should be reviewed/ altered regularly throughout the year to meet the changing needs of the class
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement and praise
 - Zone of regulation

To support good classroom behaviour management, the SMS Federation follows an 8 tiered Classroom Management System (see Appendix 5). The following guidance points are important aspects to note when implementing this Classroom Management System:

- The 8 tier system and associated colour codes are not intended to be used as a rigid display within each classroom, they are instead, intended to be used as a process for understanding a pathway for delivering rewards and sanctions
- The class teacher and class as a whole is responsible for designing how the 8 tiered system will be displayed and operate within their own classroom
- Tier 1 and Tier 8 will only be implemented after consultation with the SLT
- Tier 2 and Tier 7 will only be implemented after consultation with the class teacher
- All sanctions (Tiers 6-8), will not involve individual's names being displayed visually on a class behaviour display board. For all sanctions (Tiers 6-8), names can be relocated or noted down in a discrete place such as the teachers table/child's individual desk space/reflection bubble
- Children are able to move freely and regularly between the tiers during the day if behaviours displayed are responsive to the rewards/sanctions given. This should be actively encouraged as the aim of any sanction is to redirect misbehaviours so that children understand it's good to follow 'The St Martin's Way/The Seabrook Way'.

Physical restraint

The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the member of staff will aim to stop any activity and try to prevent any harm occurring. The child may be withdrawn from taking part for the rest of that session. This may require removing the individual or the class from the situation.

We believe that everyone attending or working in the school has a right to be safe and to be protected from violence, assault and acts of verbal abuse. In rare circumstances, staff may need to take action to ensure the well-being and safety of all children and staff. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- causing serious disruption
- hurting themselves or others
- damaging property
- committing a criminal offence

(These can be actual or threatened risks)

Incidents of physical restraint must:

- always be used as a last resort - there is no alternative (TINA)
- be reasonable, proportionate and necessary
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded on a behaviour form and reported to the SLT
- be reported to parents/carers

Where a child demonstrates a known, foreseeable need for restraint, a risk assessment will be carried out and either a Behaviour Plan or Individual Health Care Plan will be created by the SLT/SENCO which will identify the child's individual needs. The plan will be shared and agreed between the school, the child and the parents/carers. This will be reviewed regularly and amended when necessary.

The SMS Federation follows guidance from [PROACT-SCIPr-UK®](#) which emphasises a Positive Range of Options to Avoid Crisis and use Therapy (PROACT) which is a person centred approach to supporting Strategies for Crisis Intervention and Prevention (SCIPr).

Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has been proven to have taken place, we will act swiftly to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying completely, the SMS Federation will do everything in its power to ensure that all children attend school free from fear. For more information about bullying see the SMS Federation's Anti-Bullying Policy.

Searching, screening and Confiscation

Any prohibited items (see Appendix 4) found in a child's possession will be confiscated. These items will not be returned to the child. The SMS Federation will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child after discussion with the SLT and/or parents/carers, if appropriate. Any searching and screening of children will be conducted in line with the DfE's guidance on [Searching, screening and confiscation at school](#).

Searching, Screening and Confiscation' guidance states (77 – 79)

In determining whether there is a 'good reason' to examine images, data or files, the Executive Headteacher or an authorised member of staff will need to reasonably suspect that the images, data or files on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any images, data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.

If the data or files are not suspected to be evidence in relation to an offence, the Executive Headteacher or an authorised member of staff may delete the images, data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Support

The school recognises its legal duty under the Equality Act 2010 to prevent a child with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual child. The school's SENCO will

evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers or external agencies to identify or support specific needs. When acute needs are identified in a child, the SMS Federation will liaise with external agencies and plan support programmes for that child. The SMS Federation will work with parents/carers to create an appropriate personalised plan and review it on a regular basis.

6. Transition

To ensure a smooth transition to the next year, children have transition sessions. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

7. Training

Staff are provided with training on managing behaviour, including proper use of PROACT-SCIP techniques on a regular basis. Behaviour management also forms part of the SMS Federation's continual professional development. All staff can access support to improve their practice by contacting the SLT, SENCO and FLO at any time.

8. Monitoring arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher and the Governing Body every 2 years. At each review, this Behaviour Policy will need to be approved by the SLT and Governing Body.

9. Links with other policies and documents

This Behaviour Policy is linked to the following school documents:

- KCSIE 2025
- Exclusion Procedures
- Child Protection Policy
- Anti-Bullying Policy
- Whistle Blowing Policy
- Allegations Against Staff Policy
- Accessibility Plan
- Complaints Policy
- SEND Policy
- Equality Objectives and Statement
- Online Safety Policy
- Mobile technology and Social Media
- Exclusion and Suspension

10. Exclusions and Suspension

In-School (internal) Exclusions:

Should it be necessary for a child to be given severe consequences, this may result in an in-school exclusion which would be for a period of at least half a day. During this time the child is isolated from his/her peers and set work to complete. At least one member of staff will supervise the child. Should a child be issued with an in-school (internal) exclusion the parents/carers will be informed and may be called to a meeting to discuss the issues the school is having with the child. A record is kept on a behaviour form of all children who have been issued with such a consequence.

It may be necessary to exclude a child from an external visit where it is felt behaviour may put theirs and others' safety at risk. This decision would be discussed with both the child and

parents/carers prior to the visit and opportunities should be made available for the child to demonstrate appropriate behaviour where possible.

Where a child's behaviour does not meet the expected requirements while on an external visit, the school may require the child to be removed and/or collected by the parents/carers.

Fixed-Term Suspension and Permanent Exclusions:

Only the Executive Headteacher/Heads of School has the power to exclude a child from the school. They may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher/Heads of School suspends/excludes a child, they will inform the parents/carers immediately, giving reasons for the suspension/exclusion. At the same time, the Executive Headteacher/Heads of School makes it clear to the parents/carers that they can, if they wish, make an appeal against the decision to the Governing Body. The school informs the parents/carers how to make such an appeal; all of this will be put in writing.

At the end of the suspension and before the child is readmitted to school, a meeting between the parents/carers and the school will be arranged. The purpose of the meeting will be to discuss strategies and the way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion and commitments to the agreed plan by both parents/carers and the school will be made. One copy will be kept in the school's record and one sent to the parent/carer. If a child is at risk of exclusion again a Pastoral Support Plan, Behaviour Plan or Individual Health Care Plan may need to be generated.

The Executive Headteacher/Heads of School informs the local authority and the Governing Body about any fixed term suspension or permanent exclusions. The Governing Body considers any suspension/exclusion appeals in line with their procedures. The Governing Body cannot exclude a child or extend the exclusion period made by the Executive Headteacher/Heads of School, however they can at an appeals panel, consider the circumstances in which the child was excluded, consider any representation by parents/carers and the local authority and consider whether the child should be reinstated. If the appeals panel decides that a child should be reinstated, the Executive Headteacher/Heads of School must comply with this ruling.

In circumstances where excluding a child poses a potential safeguarding risk and where it is not in the best interest of the child's wellbeing, the school will work on providing alternative provision.

Appendix 1: Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected
- Every child has the right to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this Behaviour Policy
- This Behaviour Policy is understood by all children and staff
- Exclusions will only be used as a last resort
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: The St Martin's Way



The St Martin's Way

The Bible tells us:

"Always treat others as you would like them to treat you"

(Matthew Ch7 v12)



- We are polite, kind and courteous to everybody
 - We respect others and their property
 - We keep our hands, feet and objects to ourselves
 - We always try to do our best
 - We forgive others as well as forgive ourselves

Appendix 3: Definitions

Misbehaviour is defined as not following 'The St Martin's Way/The Seabrook Way', such as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as repeated or serious breaches of 'The St Martin's Way/The Seabrook Way', such as:

- Major disruptions in lessons, in corridors between lessons, and at break and lunchtimes
- Altercations with threatening behaviour
- Any form of bullying
- Child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Any criminal offence
- Fighting
- Smoking
- Swearing
- Online safety breeches
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Examples of these include:
 - knives
 - weapons
 - alcohol
 - illegal drugs
 - stolen items
 - cigarettes, tobacco / cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

(This list is not exhaustive)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in the SMS Federation's Anti-Bullying Policy.

Appendix 4 – Classroom Management System

Tier	Colour	Behaviours	Rewards/sanctions
Rewards	1 Purple (SLT agreement)	Continual examples of exceptional behaviour	As tier below Award the Purple Star trophy Automatic invite to 'Tea with Mrs C'
	2 Gold (Class teacher agreement)	Repeatedly going beyond what is expected or an exemplary example of behaviour	As tier below Child given a gold card/sticker and entry into the 'Gold Book/Merit Book'. 3 personal entries into these books per term qualifies for an invite to 'Tea with Mrs C'
	3 Silver	Going beyond what is expected	As tier below Use as a model of expectations Possibly moved to sit in a special place/given a special pre-agreed reward from the 'Class Charter'
Expected Behaviour	4 Green	No misbehaviour Child following 'The St Martin's/The Seabrook Way'	This is the expected level – (everybody starts here) Praise/house points/raffle tickets/pre-agreed rewards from the 'Class Charter' at discretion
	5 N/A – still green	Minor misbehaviours	Non-verbal cues or minor verbal corrections may be needed to address minor misbehaviours 2 clear verbal cues are needed before any escalation towards sanctions: <ul style="list-style-type: none"> • describe the unwanted behaviour • describe/direct towards the expected behaviour Always give adjustment time to allow for correction of initial minor misbehaviour There should be more than one instance of minor misbehaviour before any escalation towards sanctions
Sanctions	6 Yellow	Redirection cues given above are not followed, leading to repeated minor misbehaviour Misbehaviour escalates	Verbal cues repeated Adjustment time repeated to allow for correction of misbehaviour Where possible ignore any secondary misbehaviour (focus on initial misbehaviour) Possibly move child to a different location or reflection space within the classroom Removal of some break time or lunch time (KS1 up to 2 minutes, KS2 up to 5 minutes)
	7 Orange (Class teacher agreement)	Repeated redirection cues given above are not followed Continued misbehaviour	Child should be moved out of classroom (under close supervision) for a short period of time to a reflection space (blue chairs/outside the classroom door/different classroom if appropriate) Removal of some break time or lunch time (KS1 up to 5 minutes, KS2 up to 10 minutes)
	8 Red (SLT agreement)	Acts of serious misbehaviour	Name and brief synopsis of events recorded Child removed from their peers (or class removed from situation if necessary) and brought to a member of the SLT Consequences to be determined by the SLT in line with this Behaviour Policy

Note:

Children are able to move freely and regularly between tiers during the day if behaviours displayed are responsive to the rewards/sanctions given. This should be actively encouraged, as the aim of any sanction is to redirect misbehaviours so that children understand it is good to follow 'The St Martin's Way/The Seabrook Way'.

Appendix 5 - Examples of: Behaviour Charts/Behaviour Displays/Class Charters/Reflection Bubbles

Behaviour Chart

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

3 x 295

My Behaviour Reward Chart

Must	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Be Kind	Heart						
Listen	Speaker						
Not Shout	No Shouting						
Be Helpful	Helping Hand						
Respect Others	People						
Respect Belongings	Objects						

My reward will be

Article 28: We have the right to an education.

Article 31: We have the right to rest and play.

Article 24: We have the right to be healthy.

We will ...

- Eat fruit and vegetables at lunch
- Rest at home so our brains are ready for school
- Not distract other children
- Include other children
- Not shout out

Adults will...

- Be kind
- Support us if we are worried
- Teach us new things
- Help us spot our mistakes
- Give us brain breaks
- Teach us how to be healthy

KEEP IT GREEN!

IN THIS CLASS,

- say please and thank you
- LISTEN • take turns
- GROW • LEARN • PLAY
- HELP EACH OTHER
- ask questions
- make mistakes
- smile • laugh
- share
- dream big
- work hard
- ENCOURAGE
- INSPIRE
- DO OUR BEST!

Class Rules

We respect others
We are sensible within the school grounds
We try our best
We always listen to who ever is speaking
We say please, thank you, sorry
BECAUSE ME, may I?

Rewards

Golden Time
Certificate
John night
Move up the star chart
Stars on the star chart
Drawing and best in class teacher award
Sanctions

Sanctions

A raffle ticket
Letter of praise
Letter of protest / punishment
Lunch with the teacher
Move up the star chart
Stars on the star chart
Drawing and best in class teacher award

“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”

Ephesians 4:32