



Behaviour at Martin Primary School



Martin Primary School is a Gold Rights Respecting School and all children and adults are expected to treat each other with kindness and respect. High standards of behaviour help to make our school a happy and safe place for everyone and help to create an environment in which purposeful education can take place.



It is important for us all to remember that children need to learn how to behave appropriately, just as they learn how to read and write. We are all responsible for modelling and encouraging good behaviour and it is important that we talk to them about their own feelings and the impact of their actions on other people's feelings.



Restorative approach

As a Rights Respecting School, it is essential that our approach to behaviour focuses on respecting everyone's right to be heard and on building and repairing relationships rather than managing and controlling behaviour.

When an incident occurs, we need to:

- provide all the children involved with the opportunity to share what has happened
- think about the impact on everyone involved
- explore what needs to happen to put things right
- think about what can be learned.



Good relationships are the basis for learning. Anything that affects relationships, like inappropriate behaviour, impacts learning. Challenging inappropriate behaviour needs to be experienced as an opportunity for learning.

Bruce Scheck, Director at International Institute of Restorative Practices

When there has been a disagreement, the children involved are asked the following questions by a member of staff:

- ⇒ **What happened?**
- ⇒ **How were you feeling?**
- ⇒ **Who has been affected/hurt?**
- ⇒ **How do you think they are feeling?**
- ⇒ **What can you do to make both/all of you feel happy?**



Consequences

We aim to focus on positive reinforcement to encourage good behaviour, however, there are inevitably times when we need to apply consequences for unacceptable behaviour.

If a child displays low level behaviour concerns, e.g. they distract other children in class or argue when playing football, they will receive a warning. If the behaviour continues, they will be referred to a member of the Senior Leadership Team (SLT) and consequences will be applied, e.g. they may be required to miss a playtime or to miss out on a privilege.

In cases where there has been a serious behaviour concern, e.g. a child has intentionally harmed another person or they have used offensive language, they will usually be sent directly to a member of the SLT.

In cases of extreme behaviour it may be necessary to consider an internal or external exclusion.



This process gives those who are harmed an opportunity to:

- have their story heard
- be involved in what happens next
- have things put right and start again.

It also gives those who have harmed others an opportunity to:

- reflect on and take responsibility for their actions
- understand how their actions have affected others
- put things right and start again.

Our aim is for the children to become so familiar with this process that they eventually use it themselves to resolve disagreements.