

St Faith & St Martin CE Junior School



BEHAVIOUR FOR LEARNING & DISCIPLINE

POLICY

Our School Vision and Core Christian Values

We will teach wisdom, model and expect respect for all. We will nurture perseverance, patience, responsibility, creativity, honesty and hope, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world.

We aspire to work collaboratively with our diocese, local authority, national and global communities through our motto and vision, which calls for all seeds in our community to be nourished together:

Motto: 'We are a team that achieve amazing things every day!'

**'Behold, how good and how pleasant it is for us to dwell together in unity'
(Psalms 133:1)**

Our vision and values are theologically grounded with clear links to a Christian narrative through Bible quotes and stories. Each term reinforces the bible teaching for one of our core Christian values.

It is with this Christian vision that we shape and craft our school policies, actions and Church school development plan.

We feel that this Christian vision and our school values impact every aspect of our school life, and no more so than our school behaviour policy, where we coherently reflect our vision and policy in practice as we work together, in unity, to support our reflections and developments in demonstrating outstanding behaviour at school.



Our shared view of behaviour

At St Faith and St Martin CE Junior School, we recognise that all behaviour is a form of communication and must be understood within the context of each child's experience and needs. We believe that nurturing and supporting children through positive relationships is central to developing behaviours that support effective learning. These relationships are built on key foundations: a sense of security, where children feel safe; a sense of belonging, where children know they are wanted and valued; and mutual trust and respect, ensuring children are listened to and understood. By fostering healthy, secure relationships with each child, we aim to create an environment where every child feels nurtured holistically, enabling them to thrive both emotionally and academically.

The Role of the Government

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupils are to show respect and courtesy towards teachers, other staff and each other.
- Parents to encourage their children to show respect and support the school's authority to discipline its pupils.

- Head teachers are to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school.
- Governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving children's behaviour.

Policy Statements

This policy has been adopted by the governing body. It will be reviewed on an annual basis. The review will always consider if the policy meets the current needs of the school.

The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school brochure, home-school agreements, newsletters, and other normally used channels, including the school's website.

The school has communicated the behaviour policy to all new and existing pupils through the school rules or expectations, school brochure, display boards, newsletters, collective worships, and throughout the whole school. Outstanding expectations for behaviour permeate and lead to outstanding outcomes and support for pupils and their families.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will ensure that all staff are consulted regularly about the policy and its implementation.

The school has communicated the behaviour policy to all staff by providing copies of the policy and through appropriate staff training.

We are one Christian community and speak in one voice together, to support each other's behaviour journey, under the grace of god as we aim to fulfil our school Christian vision: 'Behold, how good and how pleasant it is for us to dwell together in unity' (Psalms 133:1).

Definitions

The school defines acceptable behaviour as behaviour that reflects our school's Christian values and supports a positive, respectful, and inclusive learning environment. It includes showing kindness and compassion to others, following school rules and instructions, demonstrating self-control, and treating all members of the school community with dignity and respect. Acceptable behaviour enables every child to feel safe, valued, and ready to learn, and it promotes the well-being and success of both individuals and the wider school community.

Unacceptable behaviour is any action that disrupts learning, causes harm, or goes against our school's Christian values of respect, compassion, and dignity for all. This includes behaviour that stops others from learning, such as persistent disruption or refusal to follow instructions, as well as unkind behaviour like name-calling, verbal abuse, or the use of threatening language or actions. It also includes all forms of bullying (verbal, physical, cyber, emotional and non-verbal), especially those targeting protected characteristics such as disability, race, gender, sexual orientation or faith. Such behaviour undermines the sense of safety, belonging, and respect that every child is entitled to in our school community.

School Aims - What do we expect to see in our school?

Our open culture actively promotes all aspects of the children's welfare, and our school rules reflect our Church school values. They promote the courtesy, co-operation and consideration for others we expect in order for children to be safe and feel safe at all times. Staff use effective strategies to promote high standards of behaviour, and children's impeccable conduct and self-discipline means low-level disruption is rare.

Staff and children develop positive relationships because they show respect for others' ideas and views in the way they behave and respond to each other, demonstrating our Christina values. Children understand this helps them to develop behaviour and attitudes for success in the next stage of their education and beyond.

Promoting Positive Behaviour – praise and reward systems:

At St Faith and St Martin CE junior school, we believe in celebrating children's positive choices, efforts, achievements, and individual progress as a key part of developing strong behaviours for learning. Rooted in our Christian values, our approach to rewards encourages children to act with kindness, integrity, and perseverance, helping them to grow in confidence.

We strive to create a stimulating and purposeful learning environment where lessons are engaging, discussion-rich, and encourage curiosity and cooperation. Through this, children are motivated to take ownership of their learning and to develop a lifelong love of learning.

To reinforce and recognise positive behaviour and learning, we use a range of rewards across the school:

Praise

Verbal praise is given to children individually and collectively for their behavioural, personal and academic successes. At SFSM, we are conscious that all children are different; therefore, how each child would like to be praised can vary. We strive to develop a strong relationship with each child to ensure we motivate, support and highlight success appropriately.

Star of the Week

Children receive a star of the week certificate, which is chosen by the class teacher, to celebrate a personal achievement. This may reflect academic success, notable effort, or behaviour aligned with our school's Christian values.

Head Teacher Awards

Head Teacher's Awards are given by the Headteacher to recognise an exceptional piece of work or significant personal achievement. Children receiving this award also receive a gold sticker to place in their book or on their work, highlighting their success.

Gold Stars

Gold stars are awarded to acknowledge effort, positive choices, or the demonstration of Christian values. Gold stars are stamped into each child's learning journal, and at the end of each term, the stars are counted. The child with the highest number of stars is rewarded with a *Gold Star Treat* to honour their dedication and hard work.

Team Points

The children are given team points by any member of staff to reward kind, courteous, and empathetic behaviour, teamwork, or the demonstration of any of the school's core values. When children join SFSM, they are assigned a team point team (Lancaster bomber, Red Arrows,

Lincolnshire Poachers and Yellow bellies). This is displayed in each classroom for children to note when they have received a team point. Each week, team points are counted, and the winning team are presented with a team point trophy. Team points foster a collective sense of achievement and belonging.

Stickers

Teachers award personalised stickers to celebrate a wide range of learning and behavioural achievements, such as a thoughtful contribution in class or demonstrating resilience in a task. These are given to the children to wear with pride so they can share their successes with the rest of the school community and at home.

These rewards not only recognise individual success but also reinforce a positive, values-based culture where children feel encouraged, appreciated, and inspired to be the best version of themselves.

Other strategies used to promote pupil welfare and good behaviour: -

- At St Faith and St Martin Junior School, we believe that positive relationships are the foundation of a healthy, respectful, and compassionate school community. Children are supported in developing these relationships through consistent adult modelling, where staff demonstrate empathy, active listening, and respectful communication in all interactions.
- Our in-class and whole-school collective worship further reinforces these values by exploring themes such as mutual respect, forgiveness, kindness, and peaceful conflict resolution, rooted in Christian teaching.
- Our PSHE curriculum, delivered through the 'Jigsaw' scheme of work, provides structured opportunities for children to explore what makes a positive relationship, understand emotional and mental wellbeing, and learn how to stay safe both in the real world and online. This includes age-appropriate discussions around the safe use of technology and the potential dangers of social media.
- The school has a pastoral support team who are ELSA trained (Emotional Literacy Support and Mental Health Lead trained) and ready to begin to triage any mental health concerns. These are then shared on CPOMS and with our SENDCO, who can then engage with Healthy Minds, BOSS or any other support service deemed appropriate, ensuring we make use of expert advice when needed.
- Support club offers children opportunities to develop skills in positive play with other children and manage their feelings with the support of adults during playtimes.
- Staff use listening systems (Circle Time, Worry boxes or books, Feelings weather maps) so that children know how to communicate to the teacher that they need to talk about something that is worrying them.
- Encouraging children to reflect on incidents and identify ways to make the situation better, as well as deal with conflict, so that they can learn how to solve their problems. (Restorative Justice).

What will we do if we see things we do not expect to happen?

- Every classroom has a traffic light display with the school rules clearly displayed as GREEN expectations. The ultimate aim is for the children at our school to stay on GREEN and go for GOLD. Each child is an individual, and we consider this when dealing with misbehaviour. The consequences and rewards that are used in school are shown in the behaviour for learning table in Appendix 1.
- Every day, the children will start on GREEN.
- Children achieve GOLD for a variety of reasons, such as following the school rules, excellent effort or going above and beyond expectations for them as an individual for work or behaviour.

- If a child requires a reminder to reflect on their approach to the school rules, they will be given an AMBER. Children will then be given the opportunity to 'pause and reflect' (shown in Appendix 1) to reflect on their behaviour, talk to an adult to share how they are feeling and if something is causing the amber behaviour and then a chance to change the displayed behaviour.
- If the behaviour persists, then a child moves from AMBER to RED. This means the child's behaviour is unacceptable. The member of staff will record this on CPOMS, informing the Pastoral team, SENDCO, Deputy Headteacher or Headteacher. They will miss 15 minutes of their next available break time to restore and reflect on their behaviour with the support of an adult.
- **Although REDS cannot be earned back**, children can move from AMBER to GREEN and GOLD throughout the day when they make positive choices and follow the school's rules.
- Parents will be informed if their child has received a red that day by their teacher, so they feel well informed and in a position to support.
- Some behaviours will result in moving straight to RED. These are displayed in the classroom and include any act of violence, bad language, spitting, breaking resources, stealing, bringing dangerous items into school, refusal to follow instructions and persistently stopping others from learning or any other behaviour that is deemed inappropriate.
- In response to behaviour that results in AMBER or RED, school staff can choose to take appropriate action as follows: -
 - Asking the child to reflect on the event and consider a verbal or written apology;
 - Assisting with rectifying the problem they caused;
 - Finishing/repeating the task;
 - Private talk with the member of staff concerned;
 - Agreeing on a more suitable place in class;
 - Talk with the pastoral team/SENCO for support;
 - Withdrawal of privileges (e.g. not taking part in school trips or competitions).

Restorative practice

When behaviour reaches an amber or red level, we use a restorative approach to support children in understanding and taking responsibility for their actions. With the guidance of a trusted adult, children are encouraged to reflect on what happened, how they were feeling at the time, who was affected by their behaviour, what needs to be done to make things right, how they are feeling now, and what they could do differently in the future (see appendix 3). This reflective process places the child at the centre, ensuring they feel listened to, respected, and supported. Rooted in our Christian ethos of forgiveness, compassion, and reconciliation, our restorative approach helps children repair relationships, learn from their experiences, and grow into thoughtful, empathetic members of our school community.

Staff can use reasonable force to prevent a child from committing an offence, causing injury to themselves or others, from damaging property, or disrupting good order and discipline. Staff follow the School's Policy on the Use of Positive Handling to Control or Restrain Pupils and the DfE guidance 'Use of Reasonable Force' 2013. Staff are trained in de-escalation and restraint techniques, and this is updated every 3 years. New staff receive this training as required.

- The school's response to a child's behaviour follows the advice in the Lincolnshire Ladder of Behaviour Intervention. If a child is moved to RED 3 times in a term, the school will undertake screening for underlying special needs and meet with parents to review how the child's educational, social and emotional well-being can be met at school. A pastoral support plan

(PSP) will then be written and put into place. This is an oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct.

- If the behaviour continues, parents will be informed in writing about their child's unacceptable conduct. A meeting to review the pastoral support plan will be held to consider if specialist advice is needed, including a referral to the Behaviour Outreach Support Service (BOSS) for targeted support. Possible strategies will be discussed, e.g. a reduced timetable and further support if there is no improvement in the child's behaviour.

Exclusions

- The school adheres to the recommended guidance from the LA and DfE's 'Exclusion from Maintained schools' updated in 2015. In addition, for children who are at risk of exclusion because they are not responding to the approaches above, the school would work with BOSS to consider other strategies such as a managed move or a pre-exclusion placement for intensive support following use of the Lincolnshire Behaviour Ladder approach.
- Exclusion procedures will be implemented if the problem if there is a serious breach of discipline or persistent breaches of behaviour policy, such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, persistently refusing to work and disruptive behaviour in class.

Fixed term Exclusion:

- The Headteacher must inform you that your child is excluded, usually by telephone in the first instance and then followed by a formal letter to you. The letter must provide the reasons for this decision and inform you to keep your child at home for a set number of days.
- For the first 5 days of a fixed-term exclusion, the school is required to provide work for your child to complete. You should ensure that your child completes this work and that it is returned to the school for marking.
- If the exclusion extends beyond 5 school days, the school must put in place full-time educational provision for your child.
- During the first 5 days of a fixed-term exclusion, you must ensure that your child is not present in a public place during school hours without reasonable justification. This applies whether or not your child is with you. You may be liable to a Fixed Penalty if your child is in a public place without reasonable justification during school hours.
- Your child cannot be given fixed period exclusions which total more than 45 school days in any one school year.
- For exclusions lasting between 5 and 15 days, you have a right to request that the Governors' Pupil Discipline Committee convene a meeting to review the decision to exclude, and you can attend to give your views about the exclusion.
- For exclusions totalling more than 15 days in one term, the Pupil Discipline Committee *must* convene a meeting to review the exclusions, and you and your child *must* be invited to attend.
- A Headteacher has the right to formally exclude your child for the lunchtime period only and must record this as a half day exclusion. However, you will be expected to return your child to school for the afternoon session. If your child does not return the school will record this as an unauthorised absence.

Permanent Exclusion:

- The Headteacher must write to you to inform you that the school has decided to permanently exclude your child. This means that your child will not be able to return to the school unless reinstated by the Governors' Pupil Discipline Committee.
- The school must formally notify the Local Authority of the decision to permanently exclude your child.

- For the first 5 school days following a permanent exclusion, the school must provide work for your child to do at home. You should ensure that this work is completed and returned to the school for marking.
- During the first 5 days of a permanent exclusion, you must ensure that your child is not present in a public place during school hours without reasonable justification. This applies whether or not your child is with you. You may be liable to a Fixed Penalty if your child is in a public place without reasonable justification during school hours.
- From the 6th school day following the exclusion, the Local Authority must arrange full-time educational provision for your child.
- Following your child's permanent exclusion, you will be contacted by a Parent Pupil Liaison Officer from the Education Out of School Team who will arrange to visit you to discuss the exclusion processes and procedures, your rights within this process, and to discuss interim education for your child.
- The Governor's Pupil Discipline Committee must meet within 15 school days from the date of the permanent exclusion to review the Headteacher's decision. You and your child *must* be invited to attend to give your views on the exclusion.
- If the Governors' Pupil Discipline Committee upholds the Headteacher's decision to permanently exclude your child, you have a further right to request that an Independent Panel reviews the decision. (<http://www.lincolnshire.gov.uk/parents/schools/at-school/exclusion/36683.article>)

We value all of god's children within our community, and any exclusion is only ever a last resort and considered very carefully in line with the Lincolnshire Ladder for Behaviour Support.

To promote good behaviour, staff will: -

Establish a friendly, supportive relationship with each child.

Discuss the school values and expectations with the children throughout the year across all aspects of school life, including collective worship.

Model good behaviour to the children.

Offer choices and explain consequences and give take-up time when giving warnings.

Praise children for modelling the school rules.

Greet children to show they are respected.

Take rapid and appropriate action to resolve any concerns children have.

Try to be fair and consistent and follow the traffic light system.

Deal calmly with inappropriate behaviour in relation to the school's rules and values.

To promote good behaviour, children will:

Read the school rules and understand what behaviour is expected when they are at school.

Try to follow the school rules.

Arrive at school ready to learn.

Ask for help if they need it.

To promote good behaviour, parents will:

Parents should discuss the school rules with their child and encourage them to stay on GREEN and go for GOLD, emphasising that they support the rules.

Parents are asked to acknowledge a home/school agreement upon joining the school, supporting the school's policies.

Ensure children attend school regularly and on time;

Attend meetings for parents and communicate with the school about any concerns or issues about their child's learning or behaviour.

Racist Incidents

The school will report details of racist incidents in accordance with its statutory duties.

Bullying Incidents

At our school, we are committed to creating a safe and inclusive environment where bullying of any kind is not tolerated. Bullying, including online bullying, is explicitly addressed within both our Behaviour and Anti-Bullying policy.

We adopt a proactive, preventative approach by:

- Teaching respectful relationships and digital safety through our PSHE lessons and collective worship.
- Raise awareness of online safety with a particular focus on being respectful online during E-safety week and within our PSHE lessons.
- Promoting our Christian values of compassion, respect, and forgiveness in everyday interactions.

Pupils are regularly reminded of how to report concerns, which they can do by:

- Speaking to a trusted adult (posters are displayed around school of trusted adults).
- Using classroom 'worry boxes'

All reports of bullying are taken seriously, logged on CPOMS, and followed up promptly by staff. The SLT monitors patterns and trends in behaviour and bullying. This whole-school approach ensures that all pupils feel safe, supported, and heard.

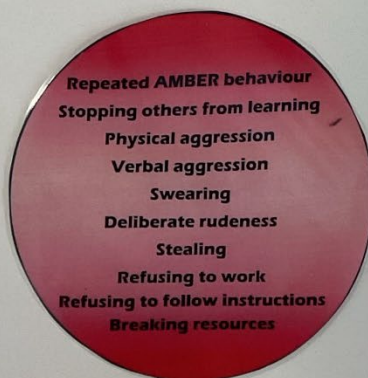
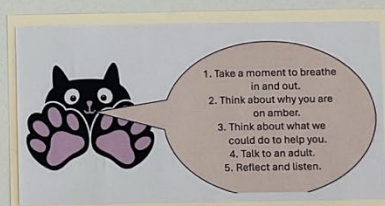
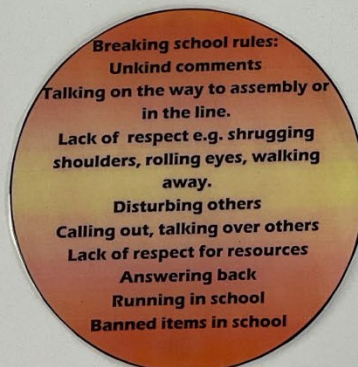
Behaviour Incident Log

Records will be kept on CPOMS to support effective record keeping that allows adds to the child's safeguarding journey at school.


Monitoring and reviewing

At our SFSM, we are committed to ensuring that our behaviour policy is not only clearly communicated but also consistently applied, regularly reviewed, and informed by the voices of our whole school community. Senior leaders and governors will monitor the implementation of the behaviour policy through regular learning walks, ensuring consistent practice across the school. Pupils' voices will be gathered throughout the year through surveys, focus groups, and school council discussions, ensuring their perspectives inform the ongoing development of behaviour approaches.

Appendix 1: behaviour system (visible in school)



Appendix 1: behaviour system

Expectations		Consequences	
	Doing something outstanding, in school or in the community		Teacher awards – star of the week Gold sticker in learning journal Team Points
	<ul style="list-style-type: none"> ✓ Be kind and thoughtful towards everyone. ✓ Be honest: take responsibility for your actions. ✓ Care for our school environment. ✓ Walk quietly and sensibly around school. ✓ Respect each other: be prepared to listen. ✓ Persevere: work hard and think creatively 	Everyone is on green.	Verbal praise & stickers Team Points
Breaking school rules: Unkind comments Talking on the way to assembly or in the line. Lack of respect e.g. shrugging shoulders, rolling eyes, walking away. Lack of respect for resources Disturbing others Calling out, talking over others Answering back Running in school Banned items in school		Any of these behaviours will take you straight to AMBER. Another AMBER will take you to RED.	Asking the child to give a verbal or written apology; Assisting with rectifying the problem they caused Finishing/repeating the task Private talk with the teacher, TA. Moving in class Talk with behaviour mentor/SENCO for support Move to another class Withdrawal of privileges
Repeated AMBER behaviour Breaking resources Stopping others from learning Physical aggression Verbal aggression Swearing Deliberate rudeness Stealing Refusing to work Refusing to follow instructions		Any of these behaviours will take you straight to RED.	CPOMS Log made informing Pastoral Team/SEND/Deputy Headteacher/Headteacher Lose 15 mins of playtime Contact home by the teacher

**St Faith & St Martin Church of England Junior School
Home School Agreement**

The school aims to:-

1. Provide your child with a good, broad and balanced education.
2. Provide a safe, caring and stimulating environment.
3. Help all children, regardless of levels of attainment, to work hard and learn.
4. Make learning interesting and relevant for all children.
5. Develop positive social and moral values in the children.
6. Keep parents informed and involved in their children's education.

Interim Headteacher
Signed (on behalf of the school)

As a pupil, I will try to:-












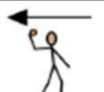
1. Work hard and do my best in all school work and activities, including homework.
2. Follow school rules and instructions and demonstrate good behaviour.
3. Be helpful and show kindness and consideration to others.













Signed

As a parent/carer, I will try to:-

1. Support and encourage my child in all his/her school work and activities, including homework.
2. Support the school in all its agreed policies, plans and procedures.
3. Support the education of my child by avoiding unauthorised absence through late attendance and term time holidays.
4. Support the school whenever possible, in special events, through the P.T.A. and in the community.
5. Keep the school informed of anything that may affect my child in school including contact details.

Signed

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore at someone				 wasn't ready
 didn't listen to instructions				 threw something

 worried	 fidgety	 confused	 angry	 sad
 anxious	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly				 fizzy



