

School Policy	
School	St Martins School
Name	Behaviour Policy
Statutory Policy	yes
Members of Staff Responsible	Headteacher /SLT.
Date of Review of current document , term / year	Summer 2018
Review Cycle	2 Years
Website	Yes
Approval body.	Local Governing Body
Legislation/ dfe guidance doc.	Behaviour and discipline in school DFE jan 2016 School exclusion DFE 2016
Trust policy	No
Stakeholders; staff / students / parents / community	staff / students / parents / community
Other policy to be taken account of	Anti bullying, , safeguarding, equality scheme, SEND , AUP 's

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Principles

Our approach to behaviour management is based on eight principles:

- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Good relationships promote good behaviour
- Effective teaching promotes good behaviour

- Behaviour will improve if good behaviour is consistently and appropriately rewarded
- Behaviour will improve if bad behaviour is consistently and appropriately dealt with
- Students need to understand the expectations we have of their behaviour and to take responsibility for their own behaviour
- Parents are important partners in the promotion of good behaviour
- Actively promote British values

Responsibilities of pupils	Rights of pupils
<ul style="list-style-type: none"> • To treat others with consideration and respect • To listen when others are talking • To follow instructions from teachers and other staff • To sort out difficulties without making matters worse • To ask for help when it is needed • To do their best and let others learn 	<ul style="list-style-type: none"> • To feel safe • To be treated fairly • To be able to learn to the best of their ability • To be treated with consideration and respect • To be listened to by adults in the school • To know what is expected of them
Responsibilities of staff	Rights of staff
<ul style="list-style-type: none"> • To create a safe and stimulating environment in which pupils can learn • To treat pupils with consistency and respect • To communicate regularly with parents • Refer to Inclusion /SENd teams if required. 	<ul style="list-style-type: none"> • To be treated fairly and with respect by pupils, parents and colleagues • To be able to teach without unacceptable behaviour
Responsibilities of parents	Rights of parents
<ul style="list-style-type: none"> • To get your children to school on time, ready to work • To treat other people's children with respect • To talk to your children about things they learn in school • To tell the teachers if your child is being bullied or is upset 	<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect • To know that their children are safe • To be able to raise concerns with staff and to be told when there are difficulties

Out of lessons (including travelling to and from school) students are responsible for:

- Treating everybody they encounter with courtesy and respect
- Showing proper respect for their own and other people's property
- Following school rules including those on punctuality, uniform and smoking as published in the school prospectus
- Completing the work set for homework
- Behaving in a way that maintains the good reputation of the school

Parental Responsibilities

Parents are responsible for:-

- Ensuring that students attend school in school uniform and are ready to learn
- Ensuring that school has an up to date emergency contact telephone number
- Dealing with members of the school community calmly and with respect
- Encouraging their children to show respect and supporting the school's authority to discipline its pupils
- Attending a reintegration meeting if their child has been excluded
- Not sanctioning violent behaviour

School Responsibilities

All staff are responsible for putting these principles into practice and reinforcing these expectations at all times:

In particular:

All staff are responsible for:

- Creating a positive classroom ethos
- Consistently apply whole school expectations of classroom behaviour
- Implementing any rewards schemes
- Applying appropriate sanctions.
- Referring students to their head of department or phase manager as per the behaviour framework
- Use Sims and framework paperwork to record incidents of bad behaviour

Tutors / class teachers

- Ensuring a positive ethos within the tutor group/class
- Accurately completing a register so attendance can be monitored.
- Identifying any patterns in behaviour using reports from subject staff

- Providing guidance and support to enable students to improve behaviour
- Monitoring behaviour through individual or group reports
- If this is unsuccessful, referring students to phase managers
- Liaising with the inclusion team to initiate any external agency involvement

The School Leadership Team is responsible for:

- Ensuring a whole school ethos based on clear expectations which are fully understood by students and parents
- Modelling effective relationships
- Ensuring the curriculum meets the needs of all students
- Ensuring the effectiveness of the rewards system
- Ensuring that a range of sanctions is available and consistently applied
- Supporting all staff

Challenging and Complex behaviour.

All staff are responsible for supporting students in improving their behaviour through their Quality First Teaching. Where QFT interventions provided by class teachers fail to modify challenging or complex behaviours. Referrals can be made to inclusion team or SEND team for further assessment and support.

- Learning mentors - the role of inclusion is to work with students and their families in order to reduce the risk of exclusion.
- Inclusion Centre- the student follows their normal timetable and curriculum but with additional support in the Inclusion Centre. This will usually be a programme of withdrawal from one or more subjects for a fixed period.
- Personalized programmes to modify behaviour, build self-worth, learn social skills and personal development.
- Complex behaviour may be the result of ADHD, ASD, Attachment or other medically recognised issues. Further investigation, assessment and potential diagnosis may need to be undertaken, referral to an Educational psychologist, health professional (CAMHS) or GP may be made.
- Support from external agencies, referral through the EHAF assessment (Shropshire) and CAF (welsh).
- Education Access & Safeguarding Officer provides support from the local authority for families of students who are at risk of permanent exclusion.

Student with medical diagnosis may fall into the SEND category and will be jointly support by the inclusion and SEND teams.

Where a student has a diagnosed special educational need which may impact on their behaviour (eg. ASD or ADHD) staff will be made aware of the

diagnosis and any recommendations given to support teaching strategies by the agency who have undertaken assessment and diagnosis.

As part of the regular professional development programme all teaching and support staff, will have training to develop QFT strategies in relation to the SENd categories Communication & Interaction (C&I) Social, Emotional & Mental Health (SEMH), promoting good behaviour and addressing behaviours which may negatively affect learning or the school's behaviour principals. However, the SENd Code of Practice (Jan. 2015) states, "persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN".

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children Good Behaviour certificates.
- We nominate children to have good work put on the 'Wall of Fame'.
- We distribute house points to children, either for good work behaviour, or effort or to acknowledge outstanding effort or acts of kindness in school.
- All students have an opportunity to take part in a house assembly where they can be recognised for their efforts.
- Rewards for outstanding effort in termly reports

Class teachers (primary phase), tutors (secondary phase) and Head of House will monitor the house points awarded. When students have reached target numbers of house points they will qualify for rewards. The rewards given will be appropriate to the age and interests students in different year groups.

Sanctions

- **Personal sanctions** by staff are the first course of action in the event of misbehaviour in class, failure to complete work or failure to meet other classroom expectations. These are appropriate to age of the student.
- All subject areas in the secondary phase and the primary phase have next steps actions for the students in their care if first sanctions fail to effect the behaviours of the child.
- Code 1 provides emergency support in lessons. It is used where, either a student poses a threat to the safety of others, or the student's repeated refusal to co-operate is making it impossible for the rest of the group to learn. Wherever possible students are given take up time before the code 1 is issued. The aim of the code 1 system is to maintain the student in the lesson. Where this is not possible, the student is removed. Incidents which have led to code 1 being used will be followed up by the subject teacher and a senior member of staff.

- **School detentions** (secondary only) are used where subject team sanctions have not resulted in improved behaviour or where misbehaviour has taken place out of lessons. Any request for a student to be placed in school detention must be made by the head of department or phase manager. School detentions may be used in cases including (but not limited to) those where students are guilty of one or more of the following offences:
 - failure to attend subject detentions
 - uncooperative behaviour to staff
 - unkind or disrespectful behaviour towards students
 - truanting a lesson
 - leaving the school site without permission at break or lunchtime
 - persistent lateness (three times in any fortnight)
 - damage to school property
 - poor behaviour at break or lunchtime
 - other offences of similar seriousness
 - failure to behave out of lessons
 - not completing work
 - not completing homework
 - not completing sufficient work
 - Disrupting the learning of other students

School detentions may take place during afternoon break(lunch) or after school. 24 hours notice will be given for an after school detention. A late bus is available for most students at 4.45pm. For other students, the school will take reasonable steps to ensure that parents are able to collect them after the detention is over. However, parents do not have the right to veto detentions.

- Isolation provides an alternative to exclusion. Senior members of staff will, in conjunction with the head of pastoral/student services, place students in isolation for up to three days. Such students will follow a separate timetable, the mechanism for isolation will be age appropriate. Isolation will be typically be used in cases where students are in breach of school rules examples include:
 - failure to attend or to respond to after school detentions
 - persistent disruption of lessons
 - truanting most or all of a school day
 - breach of school rules on smoking
 - Failure to comply with school rules on mobile phones or taking photos of or making video's of other students or staff.
 - Swearing at a member of staff
 - Violence
 - Vandalism
 - Bullying
- **Fixed term exclusions** are used in circumstances where isolation is deemed inappropriate. Such cases would include (but not limited to):
 - where isolation has not resulted in improved behaviour

- where a student's continued presence in school may constitute a threat to others
- swearing and abuse to a member of staff
- Failure to comply with school rules on mobile phones by taking photos of or making video's of other students or staff.
- persistent breach of school rules on smoking
- violence
- serious vandalism
- possession of alcohol or drugs, illegal or otherwise
- continued persistent disruption of lessons
- sexualized behaviour
- Bullying
- other offences of similar seriousness

Only the Head of School, or, in her absence, a member of the SLT , may exclude students from school. Any decision about fixed term exclusions will be taken having regard to the current DFE guidance on exclusions from school.

After any fixed term exclusion a Behaviour Support Agreement will be written.

- **Permanent Exclusion** will be used as a last resort. It will normally be used in cases where there is a history of poor behaviour and where the student is failing to respond to other sanctions and behaviour support. It may however also be used in exceptional cases where a first or "one-off" offence deliberately puts others at extreme risk. Such cases would include (but not be limited to):

- serious actual or threatened violence
- aggressive swearing and abuse to a member of staff
- sexual abuse or assault
- supplying a drug, illegal or otherwise
- arson
- carrying an offensive weapon
- long term continual disruptive behaviour

Any decision about permanent exclusion will be taken in consultation with the local authority and having regard to the current DFE guidance on exclusion from school

Monitoring

The Local Governing Body is responsible for monitoring the effectiveness of the Behaviour Policy.

- Details on the use of fixed term and permanent exclusions
- Outcomes of questionnaires and discussions with staff, parents and students
- Their observations from school visits.
- External evaluations eg by LA officers and Ofsted