



# St Martins School

## Behaviour Policy

*Selfless, Self-assured, Successful*

Approved: Summer Term 2023

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## **Introduction**

This policy is derived from The 3-18 Education Trust model policy. Each school in the Trust has adapted relevant sections, which are specific to their setting, their context, their phases and their operational procedures.

This is therefore a Trust-based policy, contextualised for individual schools.

## **Purpose**

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to full reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect all members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

## **Our Behaviour Principles**

In all schools in The 3-18 Education Trust, we expect there to be:

- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;
- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;

- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

## **Roles and Responsibilities**

### **The role of school leaders**

The school leadership team in all trust school should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

‘Arbor’ is used for pupils to record behavioural incidents and concerns, allowing for efficient sharing of information to relevant staff, be that tutors, Heads of Year, Heads of Department, SENCo or SLT. This promotes timely responses which avoid potential for escalation or conflict if there were delays in bringing about resolution or appropriate sanctions.

All staff are also able to access our ‘on-call’ system to request urgent assistance within a lesson. This highlights our dedication to supporting high levels of classroom behaviour expectations to promote optimum learning environments for all of our pupils.

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

### **The role of pupils**

Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

### **The role of parents**

Parents have an important role in supporting each school’s behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **Staff Induction and development**

Upon commencement of employment at St Martins School all staff, irrespective of the nature of employment undergo a programme of safeguarding training to ensure that all staff are confident in responding appropriately to the needs to pupils.

Our 'behaviour pyramids' also clearly outline to staff the tiered, hierarchy of behavioural concerns and 'behavioural responses' which would be considered for any behavioural issues which may arise. These pyramids are also displayed around school; staff are supported in developing dialogues with students using these in order to promote clear understanding of responsibilities and consequences for pupils and to ensure there is consistency across school.

## **Behaviour Expectations and Pupils with SEND and/or Disability**

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

## **Responding to Good Behaviour**

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have in place rewards procedures and processes in place to reward good behaviour.

At St Martins there is a strong theme of praise and reward, acknowledging and nurturing a positive culture of 'good behaviour'. Our 'positive behaviour pyramids' are a focal point in classrooms and highlight the rewards of offer for pupils making positive choices in terms of behaviour, attitude to learning, attendance and being an upstanding member of our school community.

## **Responding to Misbehaviour**

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or

elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In St Martins School a range of tiered sanctions are used to manage behaviour. Students may be removed from a lesson for a short time, 'parked' in a lesson with a Head of Department or Head of Phase, detentions for break, lunchtime and after-school are also options to reinforce positive behaviour choices.

Students with patterns of behaviour which may require repeated use of these sanctions may be assisted with a greater degree of monitoring via a report to class teacher/tutor/Head of Year/Senior teacher.

For more significant offences internal isolations (half of full day) may be used, or for the most significant issues fixed term suspensions from school will be considered.

In the most significant cases, where behaviour is not improved following progression through our tiered response to behaviour, or where single incidents of the most serious behaviour are demonstrated school will consider whether a permanent exclusion from school is necessary.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person(s) and can support in facilitate this if appropriate;
- a phone call with parents, (and the Virtual School Head for looked after children) to report when isolations are applied;
- considering whether support for behaviour management being provided remains appropriate, reviewing during regular pastoral monitoring meetings
- following any suspension from school, a meeting between student, parent/carer and staff member from Student Support Services is held to discuss concerns are make agree actions from all parties to improve behaviour

### **Specific Behaviour Issues**

Students who, whilst wearing school uniform are considered to be continuing to represent the school community. Behaviours exhibited whilst in uniform, which would be considered to be outside of our behavioural expectations will be reviewed if reported. Potentially, sanctions

will be put in place for behaviours such as smoking, drinking of alcohol, vandalism and serious violence. Sanctions (detentions, isolations and suspensions) may be deemed appropriate in these cases.

Behaviours such as inappropriate use of social media and bullying behaviours, which could lead to further issues in school may be addressed in school, with supportive advice in moving forward given to families.

## **Detentions**

Teaching staff and Heads of Year may detain students for a break detention or lunchtime detention with themselves or a Head of Department. After-school detentions may be issued for academic catch-up following truancy from lessons. A letter will be issued for this in order to provide advanced notice of this sanction. This will be issued by Head of Year, Student Support Services team and senior teachers.

## **The Use of Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.

## **Screening and Searching**

All Trust schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

All students should have any mobile phone device which may be about their person, turned off and stowed in their school bag. Any devices which are found to be on or 'out' will have their phone confiscated and kept at reception for collection by the student in question. If this

occurs three or more times in the space of a half term then parents/carers would be required to collect the phone.

### **Removal from Classrooms or 'Parking'**

Removal is where a student is required to spend a limited time out of the classroom at the instruction of a member of staff. This may allow for a de-escalation of a situation within the classroom or give opportunity to talk to a student without the presence of other students which would otherwise limit the efficacy of the discussion.

Removal from a classroom 'parking' a student is where a student may spend a portion of a lesson in a supervised space outside of their usual learning environment. This should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but it should still be meaningful for the pupils.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be distinguished from the use of separation spaces (sometimes known as nurture rooms) for non-disciplinary reasons (e.g. where a pupil is taken out to regulate his or her emotions).

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

Removal from lessons is intended to be a short term measure which allows students to manage their emotional response to an in-class situation. Students may also be removed to restore or maintain a productive learning environment.

### **Behaviour Outside of School Premises**

According to 'Behaviour in Schools 2022', schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

### **Preventing Recurrence of Misbehaviour**

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support



than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

All behaviours are logged by staff on Arbor and, through this system, will alert any relevant staff members who need to be aware of student's behaviour patterns and will specifically assign a staff member to an incident to ensure it is dealt with by the most suitable staff member and in an efficient and timely manner.

Through analysis of this information, at weekly pastoral meetings, students are monitored and discussions take place regarding necessary steps or interventions required.

Where pupils are considered for interventions an 'Assess, Plan, Do, Review' process is used as a system by which to monitor, review and revise interventions used.

Interventions could include a report to tutor/Head of Year/ Phase Leader/Head of Department, 'toilet pass' to allow student to access Student Support Services for emotional support, 'the bungalow' is also a potential designated 'safe space' which could be agreed for students as part of strategic response.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an Early Help assessment is required.

## **Anti-Bullying Statement**

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' The trust supports this definition, whether it is physical or emotional.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility,

for the welfare of others. Pupils, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

For further information on this specific area of behaviour please refer to our Anti-Bullying Policy.

## **Monitoring and Evaluating School Behaviour**

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.

Specific behaviour issues which monitor concerning behaviour/potential behaviour in or out of school (e.g. child on child sexual violence/sexual harassment/behaviour incidents online/suspected criminal activity) are logged by (all) staff on CPOMS which securely holds the information for viewing by specific staff, trained as Designated Safeguarding Leads. Incidents logged on CPOMS are assigned to a specific individual DSL.

## **Policy Monitoring and Review**

### **Monitoring**

The Chief Executive Officer and Deputy Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

### **Review**

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014 Searching, Screening and Confiscation, Advice for schools July 2022.
Policy Approved By	Trust Board
Date of Policy	Summer Term 2023
Review Period	Annually
Date of Next Review	Summer Term 2024