

Behaviour Policy

St Martins School



We believe, you achieve

Last Review Date: Autumn Term 2020 (Catherine Cheung)

To be reviewed: Summer Term 2021

Behaviour Policy

Policy Statement

At St Martins School we believe that respect, good manners and positive behaviour are important in creating a happy and caring environment. We aim to promote making positive choices for all students and to help students develop the necessary skills to understand and manage their choices and understand consequences so that they can become responsible members of the school and wider community.

Students learn best in an environment that has high expectations of them and where they feel both respected and safe.

School Ethos

The school is very enthusiastic about maintaining a positive ethos amongst staff and students throughout the time the students are in our care. Much emphasis is placed on providing opportunities and experiences in which students can be successful, and then rewarding their success and achievement. Positive student to student, and staff to student relationships are promoted through the SHAPE curriculum and focus on ASK-Attitudes, Skills and Knowledge. Further emphasis on making good choices is reinforced through assemblies, school themes, Leadership for students at all levels from class responsibilities, School Council, and o Head Boy and Head Girl roles, as well as ambassador opportunities on school visits.

Green and Yellow tokens reward students for “SECRIT” elements from SHAPE curriculum:

Self Manager

Effective Participator

Creative Thinker

Reflective learner

Independent enquirer

Team worker

These are rewarded in weekly Key Stage assemblies.

Star of the Week : Each class has a Star of the Week and they receive a medallion and the class trophy in the Key Stage assembly.

Attendance Rewards- vouchers, and gifts given termly for 100% attendance.

Strategies to Promote Positive Behaviour

-Use Positive Language

-Use Tactical Ignoring

-Label the behaviour, not the student

-Use distraction and diversion

-Partial Agreement:

Acknowledge the problem / student whilst repeating assertive direction e.g. "You may not have been talking Tom, but I need you to turn around and show me that you are working well."

-Provide "get out" opportunities so students are not painted into a corner from which they cannot see a positive way out they can control.

-Allow take up time

Give the student space and time to comply with the request, so as not to lose face with peers, and for emotions to settle. They may need time to make the right choice.

-Cooling off time

A student whose anger has been triggered will need time to calm down. This can be at the desk, by the door, or somewhere else by prior agreement.

- Restorative Justice

-Use other student mentors

Behaviour plans are followed by all staff around a student to ensure consistency and effective positive management of behaviour.

No physical interventions are used in school.

The PROACT SCIP philosophy is adopted by and used throughout school.

RESPONSIBILITY FOR DISCIPLINE

1. All staff i.e. teachers, Teaching Assistants, Kitchen staff, Midday supervisors, Administration staff and the caretaker have a collective responsibility for discipline throughout the school.
2. Pastoral staff have a key role as regards responsibility for the positive behaviour of students in their classes. Pastoral teachers should receive as much support as possible from other staff and the Senior Management Team in carrying out their responsibilities.

3. The Senior Leadership Team, along with other staff directly involved, have responsibility for both identifying what constitutes a 'serious offence' and for ensuring that an appropriate sanction is used.
4. All staff are responsible for students who they place in detention.
5. At break times all duty staff should be prompt and vigilant. During wet breaks and lunchtimes students are supervised in their classrooms by pastoral staff.

The Role of Parents

At St Martins School it is fully recognised how important it is for students, parents and carers and members of staff to work together. Dialogue between parents / carers and school is essential to the educational, emotional and social well-being of our students. Parents' and carers' knowledge of their child's behaviour, personality, strengths and weaknesses are needed to support staff in developing appropriate strategies to support the needs of their child. The staff at St Martins School aim to develop a partnership with parents and carers to support the learning process and promote positive behaviour in our students.

Contact with parents and carers is maintained through a variety of methods:

- Telephone calls and meetings
- Letters
- Information sheets and Newsletters
- Home-school diaries
- Individual Education Plans
- Parents Evenings
- Home visits
- Annual Review Meetings
- Transition Plan Meetings
- Report to Parents
- School events e.g. parent groups, bingo nights, quiz nights, selected assemblies and sports day.

*Good Letters Home / Phone Calls Home and Certificates Students efforts are also recognised by good letters home, phone calls to parents and carers and certificates.

*Detentions are used as an effective sanction for a variety of inappropriate behaviours. These are held during morning break, lunchtime, or after school. The length of time of the detention is determined by the member of staff. Parents / carers are notified if their child is kept for an after school detention. Detentions are communicated to all members of staff in the morning briefing and a record is kept and held by SMT.

*Involvement of Senior Management Team – If the student refuses to follow the above steps then SMT will become involved. A behaviour incident log will be completed and the student's parents / carers may be contacted.

*Behaviour Incident Logs These are completed by the appropriate member of staff and details the behaviour of the student and the action taken; this may include isolation, detention, contact with parent / carer or a process of restorative justice. The Restorative Justice approach consists of asking four key questions: what has happened? Who has been affected? How can we involve everyone who has been affected in finding a way forward? How can everyone do things differently in the future? A copy of the log is held in the student's file and logged by the Lead Behaviour Professional. All incidents of bullying are recorded.

*Serious Outbursts of Inappropriate Behaviour – If a student's behaviour is presenting a possible risk to the safety of themselves or others then the student will need to be isolated to calm down. On these occasions a member of the SMT may become involved. If the student is non-responsive to calming or containment strategies or where the outburst is ongoing, then a member of the SMT will become involved and the parent / carer will be contacted. It may then be deemed appropriate that the student will spend the remainder of the day at home. Parents / carers and school may agree to an additional day at home for calming and reflection.

*Extreme Cases of Inappropriate Behaviours - If students are involved in incidents of bullying, racist remarks, serious verbal abuse towards staff, physical abuse of another student or a member of staff, stealing or damage to property in school then an incident log will be completed and parents/ carers will be informed of the incident. The SMT will take necessary action which may include a period of exclusion. The police may be contacted in extreme cases of inappropriate behaviours.

When a student returns from a 'cooling down' day or a period of exclusion they will be seen by the Lead Behaviour Professional or a member of the SMT. Parents / carers will be invited to all post exclusion meetings. Within this meeting strategies will be discussed with the student so they can address and improve their behaviour. It may be deemed appropriate that a behaviour contract is written up which is agreed to by the student and parent / carer or their behaviour will be monitored on a daily report log.

Where a student persistently fails to make good choices and this adversely affects the teaching and learning of other students then it may be deemed appropriate to take alternative action.

- review the students timetable
- arrange for the student to receive off-site tuition.
- arrange for the student to participate in sessions provided by external providers
- an interim review may also be called involving Educational Psychology, and external agencies.

*Confiscation An item can be confiscated from a student when it poses a threat to health and safety, breaks the RESPECT code, contravenes the ethos of the school or is illegal. Any member of teaching staff or teaching assistants may confiscate an item from a student.

However if a student has an illegal item or if the member of staff is not certain of the status of the item of an item, then a member of the SMT should deal with the incident. In the case of a student having drugs in their possession the school will follow the protocols laid out in the Derby City Council's 'Policy for Schools' for Drug Related Incidents'.

Exclusions

In the event of a very serious offence then exclusion procedures may follow. Only the Headteacher, or in their absence the Deputy Head, have the authority to implement exclusions. When considering the possibility of permanent exclusion the school may arrange an Annual Review in order to discuss the continued placement of the student. Other strategies may include the completion of the Common Assessment Framework to engage other appropriate agencies, undertaking restorative justice procedures, engaging the student in external provisions or a managed move to another school.

If a student is excluded the parent / carer is informed in writing. The Local Authority will also receive a copy of this letter with a copy of the exclusion form.

The following guidelines have been established with regard to anticipated periods of exclusions:

1 - 2 days for non-compliance, swearing at or abuse of staff, leaving the school site without permission, smoking, theft, damage to school property or the property of other individuals.

2 – 5 days for bullying, racial, gender or other abuse, physical intimidation, aggression, violence or any other inappropriate behaviours that adversely affect themselves, others students or staff.

Permanent Exclusion for behaviour that is deemed to be grossly unacceptable and dangerous for students and staff of the school. In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour.

The Headteacher has the right to exclude students for a fixed term periods of up to 45 days in a school year. In certain circumstances the Discipline Committee of the Governing Body must be informed of exclusions.

Role of the Discipline Committee

On receiving notice of an exclusion from the head teacher the governing body/ discipline committee:

- a) must, in the case of a fixed period exclusion of more than 5, but not more than 15 school days in one term (which does not bring the student's total number of days of exclusion to more than 15 in one term), convene a meeting between the 6th and the 50th school day after receiving notice of the exclusion, to consider the exclusion, but only if the parent /carer requests such a meeting;
- b) must, in the case of a permanent exclusion, or a fixed period exclusion of more than 15 school days in one term (or which brings the pupil's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and the 15th school day after the date of receipt of notice to consider the exclusion. If a student's total number of days of fixed period exclusion exceeds 15 school days in one term, any subsequent fixed period exclusion(s) of the pupil in the same term would again trigger the governing body's/management committee's duty to consider the circumstances of the exclusion;
- c) must invite the parent /carer, head teacher and an LA officer to the meeting at a time and place convenient to all parties (but in compliance with the relevant statutory time limits);
- d) should ask for any written statements (including witness statements) in advance of the meeting;
and
- e) should circulate, at least five days in advance of the governing body/ discipline committee meeting, any written statements (including witness statements) and a list of those who will be present at the meeting to all parties, including the pupil if it is known that they are to attend the meeting.

Parents / carers who wish to appeal against an exclusion should contact the LA who will inform them of the Appeals Procedure.