

St Martins School Behaviour Policy 23/24



St Martins School Behaviour Policy

1. Behaviour Policy Statement

At St Martins School we believe that all students have the right to the best possible education to enable them to reach their potential. We aim to create an environment which promotes making positive choices and taking responsibility for your actions. We aim to help students develop the necessary skills to understand and manage their choices and behaviour and understand associated consequences so that they can become responsible members of the school and wider community.

Staff at Martins School aim to create a happy, safe and caring learning community where relationships are built on mutual respect and everyone is valued for who they are. All members of the school community are working towards achieving the best quality of life for each individual. Our relational approach focuses on building a strong value-based culture in schools that fosters belonging over exclusion, social engagement over control and meaningful accountability over punishment. We know punishment alone can be seen by young people as a form of control and creates resentment rather than reflection, change or growth.

Every student at St Martins is different and they all have the right to expect the conditions necessary for growth if they are to feel safe, well-connected and have a true sense of belonging. Our environment enables our students to take risks, ask quality questions, feel free to make mistakes and explore new ideas.

Team Teach is adopted across the school as the primary approach to positive behaviour support; practices and procedures underpin the whole school approach with a focus on proactive strategies. Planned personalised interventions are made explicit within positive behaviour support plans.

Everything that we do at St Martins is underpinned by our school moto. This is known and understood by all members of the school community '*We learn, We respect, We are family.*' St Martins School fosters an environment that has high expectations, where all feel respected, valued, empowered, safe and

protected, as far as possible, from extreme disruption. Incidents of bullying, physical threats or abuse and intimidation are not tolerated.

The approaches used at St Martins are based on Maslov's hierarchy of need. Maslow organised human needs into a pyramid that includes (from lowest-level to highest-level) **physiological, safety, love/belonging, esteem, and self-actualisation needs**. According to Maslow, one must satisfy lower-level needs before addressing needs that occur higher in the pyramid.

2. Staff responsibility

We believe that all staff have a responsibility to help students to learn to understand and manage their behaviour and needs to play an effective part in supporting students around school. All staff should ensure that students have a clear, consistent understanding of expectations and consequences which will always be student focussed, relational, positive and supportive. Pastoral teams understand the difference between dysregulated students and chosen behaviour. They use their relational knowledge of the student to support socially and emotionally and make a connection to help support with a high challenge and high support approach.

St Martin's students are encouraged to become increasingly self-regulating and develop as confident problem-solvers, with positive spin-offs in their learning at school and beyond. This develops independence and helps shape a successful future beyond St Martins

Staff responsibilities include:

- Develop strong and meaningful relationships with students by knowing and understanding our young people
- Modelling positive behaviour and interactions at all times.
- Setting appropriate boundaries for student behaviour.(to promote good behaviours for learning)
- Showing empathy and understanding for and to all students.
- Showing respect and understanding to all in the school community
- Reinforcing positive behaviour across all areas of school life.
- Recording positive and negative behaviour incidents in detail on Class Charts.
- Reviewing incidents with students to help them reflect and make better choices next time.
- Creating full and relevant positive behaviour support plans shared with key stakeholders.

- Following the strategies and information outlined on an individual's positive behaviour support plan to ensure a consistent approach and to ensure all are working in a way that is in the best interests of the individual.
- Keeping parents fully informed about the progress and behaviour of their child and of the supportive strategies used to help them make progress.
- Working with wider colleagues to ensure students learn and reflect on their own choices in an appropriate, restorative and relational way.

3. **The Role of Parents and Carers**

At St Martins School, the importance of students, parents, carers and members of staff to work together is recognised. Dialogue between parents/carers and school is essential to the educational, emotional and social well-being of our students. 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. Parents are expected to:

- Support their child in developing and maintaining positive behaviour/choices
- Inform the school of any changes in circumstances that may affect their child's behaviour presents themselves
- Discuss any behavioural concerns and share contextual information and strategies of support with school staff.
- Engage in dialogue and partnership with school staff.

4. **Promoting positive behaviour**

Positive behaviour is promoted and recognised across all areas of school life. Praise is used as an effective and powerful strategy across school. Bespoke reward charts are used in individualised and appropriate ways. Individual achievements are celebrated by the Principal and Senior Leadership Team. Special mentions are made to students in relevant ways depending on the individual.

A fully embedded Class Charts system is used across school. Points are awarded to recognise and reward the positive skills and attitudes of the students. Points are given by members of SLT to recognise outstanding achievements. A shop is available for students to spend their points on it has a variety of bespoke rewards they can purchase with their points. This provides motivation a personal choice for students. It helps facilitate positive behaviours for learning. It links pastoral teams and school leaders to enable high quality support and wider contextual information around students.

Age appropriate and individualised reward systems are used at Horizons, these are varied to meet the needs of the individuals.

A positive behaviour support plan is to be in place for every student. These plans include areas such as; regulation strategies, positive behaviour support techniques and calming techniques. Positive behaviour support plans take into account the specific circumstances and requirements of the individual student and any reasonable adjustments that may be required in order to facilitate success. Positive behaviour plans are shared with parents and carers and the strategies included within them are agreed by the team around the child.

5. Recording

Class Charts is used across St Martins as the recording system for celebrating student success and highlighting behaviour or dysregulated incidents. All significant or persistent chosen negative behaviour incidents are to be logged on the Class Charts system in a factual way. It will give detail relating to factors such as antecedents, triggers, factors impacting on escalation, de-escalation techniques used and action taken. It is the responsibility of all staff to ensure that behaviour and reward logs are completed. These should be completed by the person or persons who witnesses or are involved with the incident. The behaviour lead and pastoral team will read, monitor, and take further action as required as a response to incident logs created. Minor infringements may not need to be reported as long as they are noted by a member of staff and any further related incidents are then recorded in a formal way. Any incidents relating to bullying, racial incidents, violent incidents, any physical intervention or sexualised behaviour must be recorded on My Concern as well as Integris. These incidents are to be regarded as safeguarding concerns and appropriate safeguarding procedures are to be followed.

6. Dealing with inappropriate behaviour

In dealing with inappropriate behaviour, we seek to help students to make the right choices both at the time of the incident and in the future, reflect on their actions and over time change their behaviour and attitudes. Time for reflection and repair and important factors in positive behaviour support at St Martins. We recognise the need to de-escalate a negative situation and help the student to regulate before a positive discussion can take place and restoration work can occur. Natural consequences are used across the school as a tool for prompting students to make the right choices and as a lifelong learning experience. Discussion in the form of de-briefs are to take place after a

negative or dysregulated event for those involved to have an opportunity to discuss, problem solve, reflect and to move forward. These should be facilitated by the staff involved with input from the pastoral team, behaviour Lead, or a member of SLT as required.

7. Sanctions

Where student behaviour disrupts teaching, learning or the well-being of others proportionate action is to be taken to restore acceptable standards of behaviour. This will take account of individual needs, circumstances and reasonable adjustments will be made as appropriate. Keeping students safe is a legal duty of all staff. When sanctions are used these must be appropriate and necessary. These are planned, deployed and reviewed on an individual basis and are detailed within a student's positive behaviour support plan prior to a foreseeable event and after an incident in the case of an unforeseen incident. It must be remembered that the purpose of a sanction/intervention is to encourage and promote a positive change in the individual's decision making.

Examples of sanctions/interventions used at St Martins include:

- Positive discussion
- Timetable adaptations
- Loss of privilege
- Paying back time owed
- Individual target setting
- Restorative justice
- Discussions and or meetings with staff and parents/carers.
- Alternative timetabled activities or sessions.
- Detention, including detention outside of school hours can be used as a possible sanction, in agreement with individual parent/carers.
- In the most serious of circumstances, suspension or permanent exclusion in line with the St Martin's suspension and exclusion policy. This is a last resort and will exhaust every option we can to support our students into making better choices. Each case will be looked at on an individual basis by the leaders within the school.

Removal from classrooms as a short term intervention can be utilised to maintain the safety of all students, to enable education to continue for the majority of students in a managed environment, free from disruption, or to allow an unregulated student to regulate in a calm, safe space. Students may also be

removed from a classroom to regulate his or her emotions due to sensory overload or as part of a planned response due to individual needs.

All sanctions must be lawful, they must not breach any other legislation, for example in respect of equality, special educational needs and human rights and they must be reasonable and proportionate in all circumstances.

8. Serious/ dangerous behaviour

Where circumstances arise in which the student, or other members of the school community, are considered to be in danger of harm in any way the school will act swiftly and decisively to remove the threat and to reduce the likelihood of its reoccurrence. The school lockdown procedure may be implemented, this will be done by a member of SLT. Should this need to happen a message will be sent to all classes via their computers informing staff that the lockdown procedure has been implemented. Students and staff will then be expected to stay in the room that they are in and not move about the building. Doors will be locked to keep everyone as safe as possible. Students are not to be locked in a room without a member of staff. This procedure will last for the shortest time possible. A debrief will take place after the incident to minimise any possible foreseeable risks and to ensure maximum well-being of all involved.

9. Physical intervention

The safety of all students is paramount in all situations. There are circumstances when it will be appropriate for staff to use a physical intervention for example if they consider it necessary to prevent injury to another, or if a student is in danger of injuring or putting themselves in a position of danger. Team Teach manoeuvres and guidance will be used. If absolutely necessary the minimum amount of force would be used for the minimum amount of time possible. It must be used in a way that maintains the safety and dignity of all concerned. If a restrictive intervention is used this must be immediately reported to a member of the senior management team, communicated to parents and be reported fully on Integris and on My Concern. All physical interventions will be proportionate to the risk of the types of behaviour being exhibited.

10. Child on Child Abuse

All staff should be aware that children can abuse other children – formerly referred to as peer on peer abuse. This may include but is not limited to:

- Bullying and cyberbullying
- Physical abuse, e.g. hitting, kicking, biting, hair pulling etc.
- Sexual harassment such as sexual comments or remarks or online sexual harassment
- Up skirting
- Sexting

All staff should be aware of and follow the schools safeguarding procedures should any of the above occur.

Sexually abusive language or behaviour will not be normalised or treated as 'banter'. All staff will respond in an appropriate way to address sexually inappropriate behaviour in order to prevent such behaviour from occurring in the future. Incidents of sexually abusive language or actions will be recorded as a safeguarding concern on My Concern and safeguarding procedures will be followed. Incidents will also be recorded on Integris.

Sexual violence and harassment, including child-on-child sexual abuse will be taken very seriously in our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) and the DfE's guidance document 'Sexual violence and sexual harassment between children in schools and colleges' in dealing with such incidents.

11. Indicators of serious violence

All staff should be aware of indicators which may signal that students are at risk from, or are involved with serious violent crime. These may include absence from school, a change in friendship or relationships, a decline in performance, signs of self-harm or a significant change in well-being. All staff should be aware of the measures in place to manage such indicators in line with the St Martins safeguarding policy and procedures which is informed by Keeping Children Safe in Education (2023). Any concerns should be reported to the Designated Safeguarding Lead.

12. Bullying

Bullying is not tolerated or accepted at St Martins School. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. Bullying is regarded as "the repetitive, intentional hurting of one person or a group by another person or a group, where the relationship involves an imbalance of power. It can happen face to face or online". (Anti-bullying

Alliance 2020). All incidents of bullying should be reported to a member of the senior leadership team and recorded on both Integris and My Concern. Actions and procedures laid out in the anti-bullying policy will to be followed. The St Martins response to bullying takes into account the needs of the person being bullied, the needs of the person displaying bullying behaviour and the needs of any bystanders. We will review any actions relating to bullying behaviour at regular intervals to ensure that the problem has been resolved in the long term.

13. Behaviour incidents online

It is important that all of the school community are aware that the same standards of behaviour from all are expected online as apply off line and that everyone should be treated with respect, kindness and dignity. Inappropriate behaviour online including; bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be address following the same procedures as off line behaviour. These will be treated as a safeguarding concern; the child protection and safeguarding policies and procedures will be adhered to. Incidents will be reported to the designated safeguarding lead and responded to immediately.

14. Suspected criminal behaviour.

In cases where criminal behaviour is suspected members of the senior leadership team will gather enough information to make an informed decision as to whether or not an incident should be reported to the police. All investigations should be fully documented. If a student has an illegal item, or if the member of staff is not certain of the status of the item, a member of the senior management team should be informed immediately and take appropriate action. In the case of a student having drugs in their possession the school will follow the protocols laid out in Derby City Council's 'Policy for Schools for Drug Related Incidents'.

15. Suspensions and permanent exclusions

St Martins has developed a highly supportive culture and as an inclusive organisation we insist that any exclusion or suspension is seen as an absolute and final resort and where best endeavour is used by school leaders to avoid permanent exclusion from school.

Serious breach or persistent breaches of the behaviour expectations of St Martins School and /or instances where allowing the student to remain in school

could seriously harm the education and/or welfare of the student or others in school may result in suspension or permanent exclusion. These will be implemented by the Principal following the protocol and procedures outlined in the St Martins suspension and permanent exclusion policy. No student can be given fixed period (non-permanent) suspensions which total more than 45 school days in one year. If a student is suspended, work will be provided and marked by school staff. After all suspensions, a meeting will take place between a member of the Senior Leadership Team, the student and the student's family prior to reintegration.

This Behaviour Policy applies to all St Martins School and Horizons students. Students are expected to behave in the same way offsite as they do inside the educational setting, and as such, this policy applies to all situations and locations where St Martin's students are being educated by St Martins staff.

This Policy is written with due regard to fulfilling our statutory responsibilities as laid out in the: Education Act 2002, Education Inspections Act 2006, Education Act 2011, Equality Act 2010 and Keeping Children Safe in Education 2022 and subsequent updates. Advice and guidance from the Department for education document 'Behaviour in Schools' (September 2022) has been considered. This policy should be read and followed alongside the St Martins School Suspension and Exclusion policy, the Anti-Bullying policy and the Safeguarding and Child Protection policy.