

St Martins School

Behaviour Policy



Policy Date:	October 2024
Current Version:	March 2026
Next Review Date:	June 2027 - or sooner should updates be required
Policy Owner:	Senior Leadership Team

1. Behaviour policy statement

At St Martins School, we believe that all students have the right to the best education and opportunities 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 help students develop the necessary skills to make choices, understand their behaviour and the consequences so that they can become responsible members of the school and wider community.

Staff at Martins School 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 their best and **Shaping Successful Futures**. Our approach focuses on building a strong value-based culture that fosters belonging over exclusion, social engagement over isolation and recognises the individual promoting reflection, change and growth.

Everything that we do at St Martins is underpinned by our school values. This is known and understood by all members of the school community '**We learn, we respect, we're family**.' St Martins School fosters an environment that has high expectations, where all feel respected, valued, empowered, safe and protected. Incidents of bullying, physical threats or abuse and intimidation are not tolerated.

Every student at St Martins is valued for their differences and have the opportunity to excel from feeling safe, well-connected and having a true sense of belonging. Our environment enables our students to face personal challenges, take risks, ask questions, feel free to make mistakes and explore new ideas.

The approaches used at St Martins are based on Maslow'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. These needs are met through the collaborative approach across the Pastoral, Learning Mentor, Wellbeing and Family support teams supporting all stakeholders across the whole of the school community.

Team Teach is adopted across the school as the primary approach to positive behaviour support; best practice and procedures underpin the whole school approach with a focus on proactive strategies. Planned personalised interventions and strategies are made explicit within Positive Behaviour Support Plans (PBSP) and Zones of Regulation are understood and used across the whole school.

2. Staff responsibility

We believe that all staff have a responsibility to help students to learn and understand their behaviour and to be positive role models across school taking responsibility for the choices they make. 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 student's behaviour around their needs and choices they make. Staff know the students, and along with personalised learning goals (PLG) which are taken from students Education Health Care Plans, they support socially and emotionally with a high challenge and high support approach.

St Martin's students are encouraged to become increasingly independent, confident problem-solvers, helping to shape a successful future beyond St Martins.

Staff responsibilities include:

- Following the behaviour approach across the whole school (see appendix 1 and 2)
- Develop strong and meaningful relationships having positive unconditional regard for all students and following the 10 Principles of Learning. (see appendix 3)
- Modelling positive appropriate behaviour and interactions at all times.
- Setting clear and appropriate expectations for student behaviour (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 on the school systems.
- Reviewing incidents with students to help them reflect and make better choices next time using a restorative approach (new day, new start)
- 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 Parent Carers fully informed about the progress and behaviour of their child and of the supportive strategies used to help them make progress.
- Working with all colleagues across the whole of school to ensure students learn and reflect on their own choices in an appropriate, restorative and individual way.

3. The Role of Parent Carers

At St Martins School, we recognise the importance of students, Parent Carers, and staff working together with communication between Parent Carers and school being integral to the educational, emotional and social well-being of our students. The staff at St Martins School develop a partnership with parents and carers to support the learning process and promote a culture of integrity and positive behaviour. Parent Carers 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 and how they present themselves
- Discuss any behavioural concerns and share contextual information and strategies of support with school staff.
- Engage in dialogue and partnership with school staff.
- Review the PBSPs and PLGs with support from pastoral teams

4. Promoting positive behaviour

Positive behaviour is promoted and recognised across all areas of school life and embodied in the 10 Principles of Learning. Positive unconditional regard and praise is used as an effective and powerful strategy across school. Individual achievements are celebrated by the Principal and Senior Leadership Team (SLT) along with weekly Key Stage assemblies celebrating individual students as 'Star of the Week'. There is a weekly 'Golden Ticket' award that can be nominated by any staff for students who individually go above and beyond expectations or make an exceptional positive contribution to school that will award them Learning Mentor reward time as well as being put forward into a weekly draw for a gift from the wellbeing team sensory store. **Half termly staff can put forward a student from their pastoral class to receive a 'Letter of Recognition', sent home to parents celebrating a fantastic positive contribution or embodiment of the school values.**

A behaviour point system is used across school to promote and motivate students to demonstrate consistently positive behaviours in all aspects of school life as well as recording and tracking behaviour patterns. Points are awarded to recognise and reward the positive skills and attitudes shown around school. Points are given in all lessons and across the curriculum by all staff including members of SLT to recognise outstanding achievements as well as demonstrating the school vision and values. Points can be used towards a bank of rewards reviewed and suggested by the student council and pastoral teams.

This provides motivation and promotes 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 6th Form, these are varied to meet the needs of the individual.

A positive behaviour support plan (PBSP) is to be in place for every student (see appendix 5). These plans are based on the approach around the four Zones of Regulation and include; 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 support plans are written with student input to provide ownership and shared with Parent Carers and the strategies included within them are agreed by

the team around the child **and regularly reviewed.**

5. Recording

All behaviours are recorded and tracked across St Martins, and used for celebrating student success and highlighting patterns of behaviour or dysregulated incidents. All behaviours can be logged using a range of categories for positive behaviours (e.g. engagement in learning, demonstration of school attitudes and skills), negative behaviours (e.g. swearing, disruption to learning, not being in the lesson) and neutral needs based behaviours (e.g. sensory breaks, leaving the classroom, and shouting).

Behaviour relating to needs can be highlighted or persistent negative behaviour incidents logged on the system in a factual way. It provides details 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 witness or are involved with the incident. The Behaviour Learning Mentor lead, SLT and pastoral team can read, monitor, and take further action as required as a response to incident logs created. Weekly reports showing patterns or areas for concern are shared by the Behaviour Learning Mentor in a whole staff briefing along with half termly reports to SLT and this can then inform appropriate CPD.

Low-level disruption can be managed by the pastoral team and teachers. Further related incidents are then recorded in a formal way by any member of staff. Any incidents relating to bullying, racial incidents, violent incidents, any physical intervention or sexualised behaviour must be reported to the Safeguarding team and recorded on My Concern as well as the behaviour system. These incidents are to be regarded as safeguarding concerns and appropriate safeguarding procedures are to be followed.

6. Dealing with inappropriate behaviour

Zones of regulation and PBSPs are a whole school approach to behaviour and inappropriate behaviours can be needs based or students making poor choices. 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 are 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 restorative work can occur. Natural consequences are discussed and highlighted to prompt students to make the right choices and as a lifelong learning experience.

Support for dealing with a behaviour incident starts with staff knowledge of the individual and PBSP, and then following the behaviour flow chart, the pastoral team, behaviour learning mentor, Key Stage Lead and SLT.

Discussion in the form of de-briefs are to take place after a negative or a 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.

St Martin's behaviour approach and universal offer (see appendix 2) takes a proactive approach of review, reflect and personalise.

7. Sanctions

Where student behaviour disrupts teaching, learning or the well-being of others proportionate action is to be taken to restore appropriate standards of behaviour. This will take account of individual needs, circumstances and reasonable adjustments will be made as required. 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. 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
- Individual target setting
- Restorative justice
- Discussions and or meetings with staff and Parent Carers
- Alternative timetabled activities or sessions
- Wellbeing team referral for specific interventions or external agency support
- 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, including bringing a weapon or any illegal substances or objects to school, suspension or permanent exclusion in line with the St Martin's Suspension and Exclusion Policy. This is a last resort after all other options have been considered 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 a lesson 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 be removed from a classroom to regulate their emotions due to sensory overload or as part of a planned response due to individual needs. Where a student cannot be removed from a classroom and in the interests of keeping all students safe the class may be removed to an alternative space.

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 a 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 further 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. A Team Teach approach and guidance will be followed by staff trained in the practice. 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 the school behaviour system 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 – T.I.I.P (Targeted, Intent, Imbalance of power, Persistent) is used as a universal understanding to communicate with students and parents the definition of Bullying and the different types. (see appendix 4)
- 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 the behaviour system.

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 (2024). 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 Arbor 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 on the incident being reported to the police. All investigations should be fully documented. If a student has an illegal or prohibited item, or if the member of staff is not certain of the status of the item, a member of the senior leadership team should be informed immediately and take appropriate action which may include searching (see Section 15). 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'.

The list of Prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used;

- to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

15. Searching of students

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in Section 14 or any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any items if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any instances of students being searched will be recorded on MyConcern.

16. 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 Martin's 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, Horizons 6th Form students and young adults on our supported internship programme. 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 Martin's 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 2023 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.



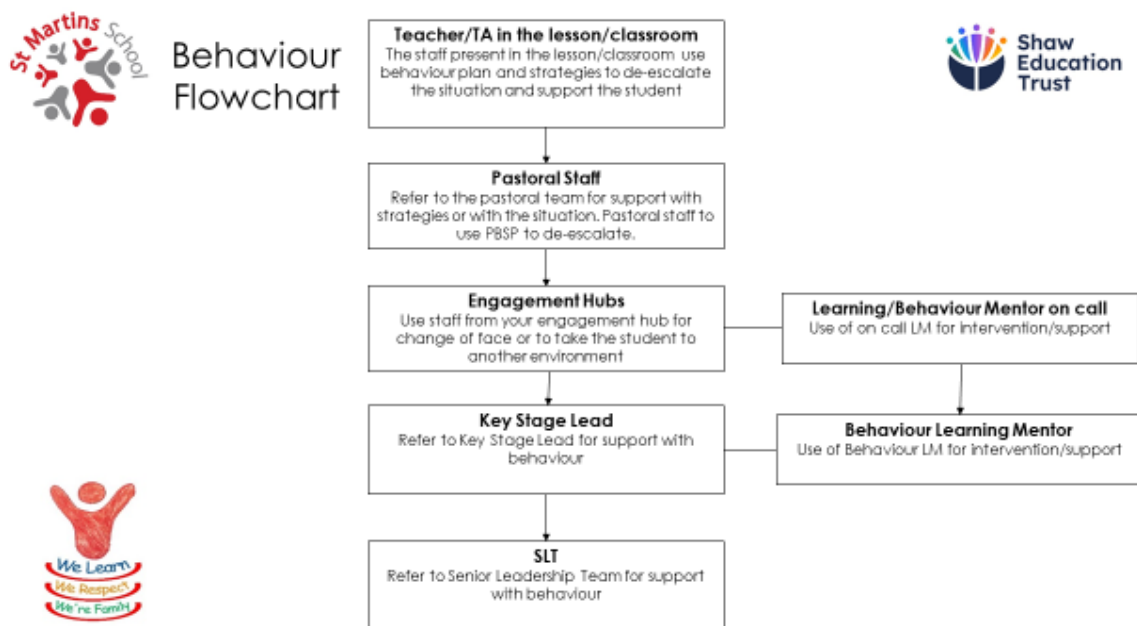
Student Anti-Bullying Statement

At St Martins students feel safe, we like every student in our school to feel comfortable. St Martins is a welcoming school where we treat everyone with respect. We have a no tolerance approach to bullying within our school and students feel they can report any issues to all staff. We want all the students in our school to feel happy.

Appendix

1. Behaviour Support Flow Chart
2. Behaviour Strategy
3. 10 principles of Learning
4. T I I P
5. Positive Behaviour Support Plan (PBSP using zones of regulation)

Appendix 1 - Behaviour support flow chart

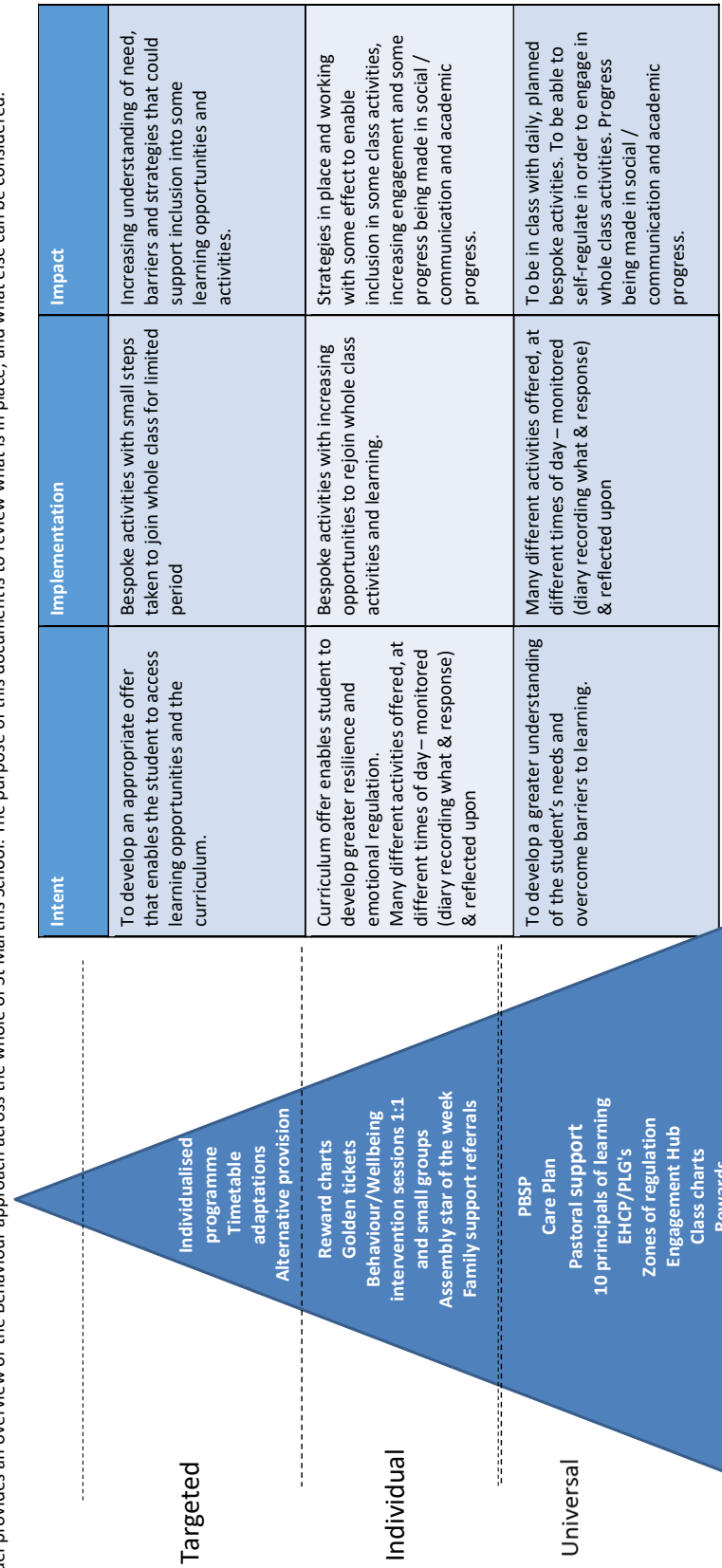


Appendix 2 - Behaviour Strategy

Behaviour Strategy

At St Martins School we believe that all students have the right to the best education and opportunities 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 help students develop the necessary skills to make choices, understand their behaviour and the consequences so that they can become responsible members of the school and wider community. All members of the school community are working towards achieving their best and **Shaping Successful Futures**. Everything that we do at St Martins is underpinned by our school values **'We learn, we respect, and we're family'**; St Martins School fosters an environment that has high expectations, where all feel respected, valued, empowered, safe and protected. Every student at St Martins is valued for their differences and have the opportunity to excel from feeling safe, well-connected and having a true sense of belonging. Our environment enables our students to face personal challenges, take risks, ask questions, feel free to make mistakes and explore new ideas.

This model provides an overview of the Behaviour approach across the whole of St Martins School. The purpose of this document is to review what is in place, and what else can be considered.



10 Principles of Learning



1. Relationships
– unconditional
positive regard

2. Personalised
– one size
fits one!

3. Planned –
considered and
shared
with staff

4. Proactive – maximise
learning time

5. Well-resourced -
ahead of the lesson!

6. Diversity and
representation

7. Aspirational
– no ceiling!
*Shaping
Successful
Futures*

8. Fun - student
led, practical,
exciting

We Learn

We Respect

We're Family

9. Consistent
– high quality,
expectations

10. All staff as
positive role
models all the time
and leaders in
learning in the
classroom

Q IS IT BULLYING? TIIP X

T Targeted X

Harm caused to one person by another person or by a group



I Intent X

To purposely cause harm to another person

I Imbalance of power X

Physical
Knowing what upsets someone and using this.
Socially isolating someone, this could be online too!



P Persistent X

Repeated incidents



Bullying is a serious issue, and it's important to speak to someone if you are experiencing it or if you know someone who might be.



We Learn, We Respect, We're Family



Name:	Positive Behaviour Support Plan (PBSP) Zones of Regulation
Class:	

	What is the pupil saying or doing?	What is this behaviour telling us?	What can we do to support?
Green Zone	(Happy / calm / focussed)	I am feeling calm, and ready to learn!	
Blue Zone	(Sad / tired / bored / disengaged / depressed)		Offer me 2/3 choices using picture cards;
Yellow Zone	Threatens to hurt others and self; run away; throws items, shouting, swearing	Other people are in my space; something has changed; told "no"; negative interactions with others; sensory (noise/temperature/uncomfortable clothes or shoes); taxi	Offer my 2/3 choices using picture cards; Breathing exercises; Emotion coaching and cards
Red Zone	Hitting; kicking; pushing other children and adults; leaving site	I am in crisis, and I need support to keep myself or others safe.	Reduce all verbal communication; follow RPI plan if needed to keep myself and/or others safe

What is the best method for debriefing after an incident? (Include communication factors)	
What is the best way for rebuilding relationships after an incident?	

	Agreement signature	Date
Staff		
Student		
Parent carer		
Additional comments		

*To be reviewed regularly (at least termly) or following any incidents