



# ST. MARTIN'S SCHOOL BEHAVIOUR MANAGEMENT POLICY 2018

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At St Martin's School we take very seriously our duty of care to establish, and maintain, the highest standards of conduct so that teaching and learning can flourish in an environment where all who learn and work at the school feel safe, secure and happy. This policy applies to all learners both inside and outside school and on school business, for example on school trips, sports fixtures or work placements.

Learner conduct in the immediate vicinity of the school or at lunchtime or on a journey to or from school can also be subject to the rewards and sanctions detailed in this policy, including exclusion, where there is a clear link between that conduct and maintaining good conduct and discipline among the learner body as a whole.

## **PURPOSE:**

- Identify the features of good conduct
- Establish a positive environment for teaching and learning
- Encourage self-discipline and promote self-esteem
- Celebrate and reward good conduct
- Provide clear guidelines on everyone's roles and responsibilities
- Ensure that learners and parents are aware of the disciplinary process

## **COMMITMENTS:**

- To ensure that all staff are familiar with, and apply the guidelines that form part of this policy
- To create and maintain a consistent approach to learner conduct
- To implement clear roles and responsibilities for members of staff
- To issue guidelines on the use of sanctions
- To create clear steps in the disciplinary procedures
- To promote positive conduct at all times
- To use a range of rewards to maximise learner achievement and enhance their self-esteem
- To record instances of poor conduct
- To communicate with parents/carers and work in partnership with them
- To regularly review and evaluate this policy

## **RESPONSIBILITIES**

Learners are expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedure and expectations. Learners will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable conduct.

All people working with the school community, will be responsible for ensuring that the policy and procedures are followed, and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high quality learning environment, encouraging and promoting positive conduct for learning and implementing the agreed policy and procedures consistently.

Parents and carers will be expected, encouraged and supported to take responsibility for the conduct of their children both inside and outside the school. Staff will actively encourage parents to work in partnership with the school to assist it in maintaining high standards of desired conduct.

The Governing Body, Headteacher and staff will ensure this policy will be applied consistently in order to meet the needs our school community.



## **ROLES**

### **CLASS/SUBJECT TEACHERS**

Effective conduct management is directly linked to the quality of teaching and learning. Effective teaching and learning involves thorough lesson planning, suitable differentiation, use of a variety of teaching strategies and clearly specified lesson objectives with diagnostic success criteria.

Class teachers will be expected to deal with most general problems that disrupt learning, relating to infringements of rules/requirements.

Incidents must be recorded on SIMS where appropriate using the relevant code. If learners demonstrate persistent problems with these issues after the implementation of sanctions by the class teacher, they should be referred to the Head of Faculty or refer to the Behaviour Sanctions Matrix for further support and guidance. Class teachers should use the information sharing forms to list interventions implemented at classroom level including departmental conduct report/pastoral conduct report.

### **Core skills teachers**

These teachers are expected to deal with incidents with learners in their class e.g. forgotten journals, uniform etc. These issues should be dealt with during core skills lessons as far as possible.

Incidents must be recorded in SIMS where appropriate using the relevant code. If learners demonstrate persistent problems with these issues after the implementation of sanctions by the core skills teacher, they should be referred to the Head of Learning. Core skills teachers must use the information sharing forms to list interventions previously implemented.

Core skills teachers must monitor SIMS referrals and journals to support learners within the core skills class and share information with parents/guardians if necessary. Referral information will be provided to form tutors and Heads of Learning on a weekly basis and the Behaviour Sanctions Matrix can again be referred to for any further guidance or support required.

## **HEADS OF FACULTY**

The Head of Faculty has a key role in supporting their staff in the management of learners conduct, in order to ensure effective teaching and learning and, therefore, maintain the highest possible standards.

Heads of Faculty should act as the first line of referral for subject teachers and supply teachers when a learner's negative conduct escalates. The Head of Faculty must satisfy themselves that all appropriate measures (see Behaviour Sanctions Matrix) have been taken by the class teacher before becoming involved.

Incidents should be recorded in SIMS where appropriate using the relevant code. If learners demonstrate persistent problems after the implementation of sanctions by the Head of Faculty, they should be referred to the Head of Learning. Heads of Faculty should use the information sharing forms to list interventions previously implemented. (See departmental conduct report/pastoral conduct report. and Behaviour Sanctions Matrix)

It must be understood by the learner that the level of sanction has increased at this point and parents should be communicated with where appropriate.

## **HEADS OF LEARNING**

A learner will be referred to the Head of Learning when they fail to conform to the discipline imposed by the Head of Faculty or core skills teacher. The Head of Learning will also help to deal with conduct problems



that occur across the school community. It should be noted, however, that it is the responsibility of all staff to maintain good order and discipline around the school at all times.

Heads of Learning also deal with learners whose difficulties cross faculties and contribute to academic underachievement. They will also deal with more serious misdemeanors. The Head of Learning has the overview and full information on all learners in their care and this enables them to determine the most appropriate level of intervention/support each learner requires (see Pastoral Roles and Responsibilities for detailed staged approach)

## **SENIOR STAFF**

If learners are not making sufficient improvement following interventions from Heads of Learning, they will be discussed and referred to the appropriate member of SLT. In the majority of cases, this would be the link SLT for the year group or line manager for the relevant faculty should the incidents be related to a specific subject area. (see Pastoral Roles and Responsibilities for detailed staged approach)

## **THE CLASSROOM CODE**

The conduct of learners will link to 3 main areas:

Be **READY**: this relates to learners being ready for the lesson, whether this be listening or arriving to the lesson with appropriate equipment.

Be **RESPECTFUL**: this relates to showing respect or behaving in a respectful manner to others and to the physical environment of the school and their community.

Be **SAFE**: this relates to learners behaving in a safe way and keeping others safe.

### **As part of the code, staff will be consistent in the application of the following rules:**

1. Model positive conducts and build effective relationships;
2. Meet and greet at the door;
3. Give a reminder of the expectations: 'Be Ready, Be Respectful, Be Safe,' every lesson;
4. Engage and challenge learners during every lesson;
5. Guide learners calmly and at an appropriate pace through steps giving 'reflection time', every time;
6. Follow up incidents every time and retain ownership; engage in reflective dialogue with learners, seeking support where necessary.

**It is imperative that class teachers retain ownership of situations to empower themselves.**

See Classroom Code Desktop



## SANCTIONS

Unfortunately, if a learner does not conform to school rules, then they will be subject to school sanctions. These sanctions are imposed for a variety of reasons, and carry a different 'points' weighting depending on the severity of the sanction.

Sanction points, as indicated by the code used, are cumulative and action against learners will be both structured and progressive; actions will be monitored by classroom teachers, Heads of Faculty, Core skills teachers, Heads of Learning and Senior leadership team. Conduct points will be recorded in SIMS.

### STAGED SANCTIONS

All class teachers will adhere to the following, agreed, responses to poor conduct where appropriate. *This common approach will be displayed in all classrooms.*

**Staff should be mindful that de-escalation techniques should be used before moving to staged sanctions.**

| Sanction   | 4 STEP RESPONSE TO POOR CONDUCT |   |
|--|---------------------------------|---|
| <b>S1</b>  | <b>1st Warning</b>              | A clear verbal caution delivered <i>privately</i> wherever possible, making the learner aware of their conduct and clearly outlining the consequences if they continue. |
| <b>S2</b>  | <b>2nd Warning</b>              | Speak to the learner privately wherever possible. The learner is moved within the class if appropriate and a 10 minute detention is issued.                             |
| <b>S3</b>  | <b>Exiting</b>                  | At this point the learner is asked to move to another room/space in the department or area within the school and a 20 minute detention is issued.                       |
| <b>Reconciliation Meeting</b>  |                                 | Short face-to-face meeting with a clear structure that deals with the incident, repairs trust and resets expectations prior to the next lesson.                         |
| <ul style="list-style-type: none"> <li>➤ <i>Staff will use the steps as a framework for problem solving not as a process to walk through.</i></li> <li>➤ <i>The steps do not hold the answer, rather the skill and patience of the member of staff intervening.</i></li> <li>➤ <i>At all times we seek to reengage the learner with the minimum of confrontation.</i></li> </ul> |                                 |   |

When following up incidents of poor conduct:

- ✓ **The Head of Faculty must be present to work with the member of staff and learner during the reconciliation meeting.**
- ✓ **Staff are actively encouraged to contact parents/carers where necessary and appropriate.**
- ✓ **Where at all possible, ownership of conduct issues should be retained within the faculty.**

### ANY SANCTION IMPOSED FOR MISCONDUCT MUST BE ENTERED ON SIMS

e.g. S2 – PE – BP S2 – Sanction Level, PE – lesson, BP – initials of staff

**All incidents must be entered on SIMS by the classroom teacher. Incidents for one lesson **MUST** be recorded under one SIMS entry with the final sanction level shown.**

**Any accounts of incidents written by staff or learners must be attached to relevant Sims profiles.**



*Staff must use appropriate language/terms to inform other relevant staff and to allow follow up actions to be recorded. A description of the incident must be included with no personal opinions.*

If a learner reaches S3 on more than one occasion, the HOF will:

1. Put in place departmental monitoring report
2. Contact the learner's parents by telephone, email or letter.

If this happens on a further occasion, the Head of Faculty will again make contact with home and make a referral to Head of Learning. The Head of Learning will consider all information and decide on the appropriate course of action.

### **LEARNERS ON REPORT**

Learners can be placed on conduct report at any time following conduct issues and parents will be contacted. This can be implemented at department level by HOF - if specific to a particular subject - or by the HOL for general or specific monitoring.

- ✓ All reports will be printed and will be the responsibility of the learner
- ✓ Reports will be collected from the relevant staff member at the start of each day
- ✓ Stages of reports can be repeated at any time; as agreed by HOL or SLT
- ✓ At any stage of these procedures, there may be a need for a more serious sanction, depending on the nature of the misconduct. This will be decided by the Head teacher after consultation with Head of Learning or SLT and may include a Behaviour Contract, Governor's Behaviour Panel Meeting or Exclusion Panel meeting

### **SLT Lead and the Head Teacher**

If an incident is very serious, exclusion may need to be considered. A full investigation of such incidents and detailed information will need to be presented to the Head teacher so that an informed decision can be made. If the incident is very serious or potentially contentious (e.g. bullying, learner assault), learners and staff, if necessary, should write out their own statements and sign and date them (using the Serious Incident Log and Statement for Serious Incident Form.) Where more than one learner is asked for their account, this must be taken and recorded or written by them where possible individually i.e. without discussion with others. It may also be necessary to refer a learner to Learner Referral for additional support with their conduct as a form of Behaviour Management and this referral will be discussed with the Pastoral Team, SLT Lead and necessary Local Authority Lead.



## **EXCLUSION**

There will be circumstances in which it is necessary to exclude a learner from the School either for a fixed period or permanently.

Head teachers, Governors, LAs and Exclusion Appeal Panel members are required to have regard to the guidance outlined in the National Assembly Circular 1/2004 'Exclusion from schools and learner referral units', when making decisions on exclusions and administering the exclusion procedures and appeals. As a school, we use a wide variety of sanctions in response to poor conduct, however, the School may decide to exclude a learner where conduct is deemed of a serious nature.

Only the Head teacher, the SLT lead for this area, or someone deputising for the Head teacher, has the jurisdiction to exclude a learner from school. The Head teacher will pay due regard to the procedures set out in the above named circular when deciding that a learner is to be excluded.

The decision to exclude a learner for a fixed period is taken:

- In response to serious breaches of the school conduct policy (inside and outside school, where necessary) or
- If allowing the learner to remain in the school would seriously harm the education or welfare of the learners or others in the school.

As indicated in WG guidance:

"There will, however be exceptional circumstances where, in the Head teacher's judgment, it is appropriate to permanently exclude a child for a first or one-off offence. This might include:

- a) serious actual or threatened violence against another learner or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) use or threatened use of an offensive weapon."

## **MALICIOUS ALLEGATIONS**

All allegations against staff will be investigated in line with safeguarding procedures.

All allegations which are proved to be unfounded or malicious will be dealt with and an appropriate sanction will be given.