

BEHAVIOUR FOR LEARNING POLICY



Learning Together, Achieving Forever
Dysgu Ynghyd, Cyflawni o Hyd

St Martin's School Approved by Governors January 2025

Review Date - January 2027



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING
POLICY



Overview

At St Martin's School we take very seriously our duty of care to foster and maintain positive relationships, environments and behaviours so that teaching and learning can flourish and all members of the school community feel happy and safe. A calm, productive and disciplined school is vital to ensure students achieve their full potential.

This policy applies to:

- All students on school grounds;
- All students on school business, for example on school trips, sports fixtures or work placements; ● All students in the immediate vicinity of the school, such as on their journey to and from school; ● All students where there is a clear link between conduct and maintaining a safe school community.

This policy recognises the principles of the *United Nations Convention on the Rights of the Child*, in particular relation to the following articles:

- Article 2 (Non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;
- Article 3 (Best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children;
- Article 4 (Implementation of the Convention): Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights;
- Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life;
- Article 19 (Protection from violence, abuse and neglect): Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;
- Article 28 (Right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this;
- Article 29 (Goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment;
- Article 39 (Recovery from trauma and reintegration): Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life; and
- Article 40 (Juvenile justice): A child accused or guilty of breaking the law must be treated with dignity and respect.



Aims

- Provide a consistent approach to behaviour for learning;
- Identify the features of good behaviour for learning;
- Define what the school considers to be successful behaviour for learning;
- Summarise the roles and responsibilities of different people within the school community with regards to behaviour for learning;
- Outline the school's system for rewards and sanctions.

Commitments of all members of staff

- To adhere to the responsibilities outlined in this policy;
- To maintain a consistent approach to behaviour for learning;
- To provide a personalised approach to the specific behavioural needs of particular students
- To promote and celebrate positive behaviour for learning at all times;
- To record instances of positive and negative behaviour for learning on Class Charts;
- To communicate with parents/carers and work in partnership with them.

Each individual teacher is fully responsible for managing students in their own classroom without the need to resort to assistance from outside (unless in extreme circumstances or with students being exceptionally challenging).

Features of expected behaviour for learning

The conduct of students will link to 3 main areas:

1. Be READY: this relates to students being ready for learning, with the appropriate equipment and mindset.
2. Be RESPECTFUL: this relates to showing respect or behaving in a respectful manner to others and to the physical environment of the school and its community.
3. Be SAFE: this relates to students behaving in a safe way and keeping others safe.

As part of the policy, staff will be consistent in the application of the following:

- Model positive conducts and build effective relationships;
- Meet and greet at the door;
- Give a reminder of the expectations: 'Be Ready, Be Respectful, Be Safe';
- Celebrate successful behaviour for learning and improved behaviour for learning;
- Guide students calmly and at an appropriate pace through sanction stages giving 'reflection time', every time;
- Follow up incidents every time and retain ownership; engage in reflective dialogue with students, seeking support where necessary.

Definitions on unacceptable behaviour

Misbehaviour:

- Disruption (both in and out of lessons);
- Non-completion of classwork or homework;
- Poor attitude to learning and/or others (including peers and members of staff);
- Incorrect uniform.



Serious misbehaviour:

- Repeated breaches of the school rules;
- Swearing directly at a member of staff;
- Any form of bullying (please refer to the Anti-bullying Policy);
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear and/or intimidation;
- Inappropriate physical contact;
- Vandalism;
- Theft;
- Physical altercation with other members of the school community or wider community;
- Smoking, which includes vaping etc;
- Racist, sexist, misogynistic, sexual, homophobic, transphobic and/or any other form of discriminatory language/behaviour or harassment directed at students, members of staff or members of the community;
- Possession of any prohibited items. These include
 - a) Knives or weapons;
 - b) Alcohol;
 - c) Illegal drugs;
 - d) Stolen items;
 - e) Tobacco / cigarette papers/ cigarettes / snus / vapes;
 - f) Fireworks;
 - g) Pornographic images;
 - h) Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, or any person.
- Any behaviour which unsettles or disrupts the school community.

Roles and Responsibilities

Learners

- Be ready to learn, arriving to school and lessons on time with the correct equipment;
- Behave in a safe manner;
- Follow instructions, without defiance;
- Show respect to all members of the school community;
- Wear the correct uniform at all times;
- In lessons, behave in a manner which allows effective learning and teaching to happen;
- Move quietly and calmly around the school;
- Treat the school buildings and school property with respect;
- Follow sanctions when given without dispute/conflict;
- Refrain from behaving in a way that presents the school in a negative way to

others. **Parents/carers**

- Support their child in adhering to the school's Behaviour for Learning policy;
- Support the school in implementing the Behaviour for Learning policy;
- Model positive behaviours;
- Inform the school of any changes in circumstances that may affect their child's behaviour; ● Discuss any behavioural concerns with the class teacher (in the first instance) and/or Head of



January 2025

Faculty/Learning promptly.

Support staff

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Record rewards and sanctions on Class Charts.

Form teachers

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Avoid using a raised voice;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Conduct equipment and uniform checks, ensuring parents/carers are made aware of persistent issues;
- Review Class Charts profiles with individual students and celebrate where relevant;
- Record rewards and sanctions on Class Charts.

Class teachers

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Avoid using a raised voice;
- Celebrate and reward successful behaviour for learning;
- Ensure communication with parents is used effectively;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Create a positive learning environment in the classroom;
- Deal with general problems that disrupt learning, relating to infringements of rules;
- Liaise with ALNCo and LSAs to facilitate behaviour for learning;
- Record rewards and sanctions on Class Charts.

Heads of Learning

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Avoid using a raised voice;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Record rewards and sanctions on Class Charts;
- Celebrate successful behaviour for learning within the year group;
- Ensure communication with parents is used effectively;
- Support with students whose difficulties cross faculties and/ or the school community and contribute to academic underachievement and/or impaired wellbeing;
- Liaise with the ALNCo and SLT to ensure students are supported where appropriate;
- Deal with more serious misbehaviours, alongside SLT where appropriate.

Heads of Faculty/Deputy Heads of Faculty/Teaching and Learning Leads

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Avoid using a raised voice;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Record rewards and sanctions on Class Charts;

- Support class teachers in the implementation of the Behaviour for Learning policy;
- Be the first line of referral for class teachers and supply teachers when a student's behaviour for



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING POLICY



January 2025

learning needs addressing (e.g. faculty exit, subject report);

- Be satisfied that all appropriate measures have been taken by the class teacher before becoming involved;
- Ensure communication with parents is used effectively;
- Celebrate successful behaviour for learning within the faculty;
- Liaise with the ALNCo to ensure students are supported where appropriate.

ALNCo

- Implement the Behaviour for Learning policy consistently;
- Model positive behaviour for learning;
- Avoid using a raised voice;
- Celebrate and reward successful behaviour for learning;
- Ensure communication with parents is used effectively;
- Provide a personalised approach to the specific behavioural needs of particular students;
- Record rewards and sanctions on Class Charts;
- Support staff in identifying students who may require a personalised approach due to their needs;
- Support staff in the implementation of the Behaviour for Learning policy with regard to those pupils attached to the ALN team.

Headteacher and Senior Leadership Team

- Review this behaviour for learning policy in conjunction with the Governing Body;
- Ensure that the school environment encourages successful behaviour for learning and that staff deal effectively with undesirable behaviour;
- Avoid using a raised voice;
- Celebrate and reward successful behaviour for learning;
- Ensure communication with parents is used effectively;
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently;
- Make decisions about appropriate rewards and sanctions that keep the school community settled and safe;
- Support the implementation of this policy.

The Governing Body

- Review and approve the Behaviour for Learning policy;
- Celebrate successful behaviour for learning;
- Conduct behaviour panels where appropriate;
- Conduct exclusion panel meetings;
- Monitor this policy's effectiveness.

Rewards

Why? Creating a culture of positive behaviour for learning means that students must feel they are achieving something which is worthwhile. It is crucial to raising students' self-esteem and self-expectations. Rewarding a whole class is highly effective at encouraging students who may challenge the Behaviour for Learning policy to rise to the school's expectations. Rewards should outnumber sanctions as they are more effective in motivating students. Rewards that recognise improvement in behaviour for learning are highly effective.

- Class Charts should be used to record positive behaviour for learning, or improved behaviour for learning;

● Examples of behaviours which earn positive points on Class Charts:

- Academic achievement / progress
- Good / improved behaviour for learning
- Kindness, empathy, helpfulness



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING POLICY



January 2025

- Following instructions
- On-task behavior
- Positive attitude
- Excellent effort
- Good / improved attendance
- Attendance at clubs / enrichment activities
- School representation (e.g. School Parliament / sports teams);
- Good standards of uniform

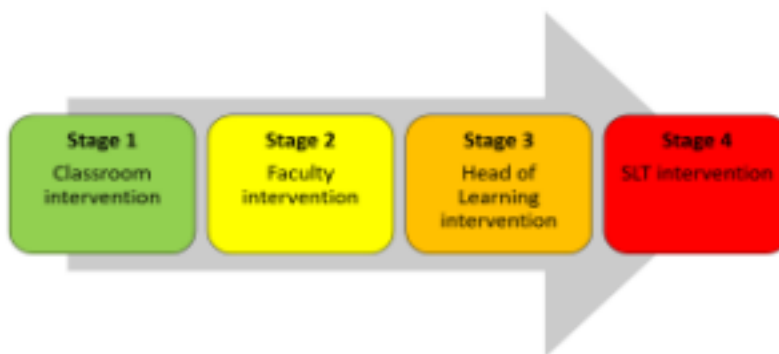
★ Certificates of achievement / success / improvement;

★ Interform competitions on Class Charts (e.g. most positives in a term results in a treat); ● Class Charts has a range of rewards available to 'purchase' using spendable points achieved for positive behaviour for learning;

- Rewards assemblies are used to celebrate successes;
- Class teachers and HoFs may wish to implement rewards systems within their classrooms/faculties.
- Positive reinforcement through celebratory communication with students and parents/carers.

Sanctions / Interventions

The school operates a graduated response to undesirable behaviour so that students are supported in making more positive choices regarding their behaviour and conduct. The aim of any sanction is to restore positive behaviour for learning so that learning can continue. Reactionary punishments are discouraged. At any stage, classroom teachers are encouraged to communicate with parents.



Stage 1: Classroom Intervention (this is a staged approach)

1. De-escalation techniques to support the student(s) to refocus:
 - Non-verbal communication (such as visible cues);
 - Use tone of voice to minimise risk of public confrontation;
2. A clear verbal warning delivered privately;
3. Movement of seat within the classroom;
4. Exit for the lesson and break time detention with classroom teacher - contact home; ● If a detention is missed, home is notified of the rearranged time to support the student attending. *If any steps are*

taken, record on Class Charts as Stage 1 and add context in the comment box if required.

Stage 2: Faculty Intervention

If a student presents persistent negative behaviours in a faculty, the Head of Faculty / Deputy Head of Faculty / Teaching and Learning Lead should intervene to provide support:

- HoF / DHoF / T&LL detention;



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING POLICY



January 2025

- HoF / DHoF / T&LL contact home;
- HoF / DHoF / T&LL facilitate restorative session;
- Faculty report;
- Extended faculty exit (for a series of lessons - no more than two weeks' worth in one go)
- Parental meeting with HoF / DHoF / T&LL and classroom teacher;

If any steps are taken, record on Class Charts as Stage 2 and add context in the comment box if required. HoF / DHoF / T&LL are invited to attend wellbeing end of day meetings to discuss key pupils and ways forward.

Stage 3: Head of Learning Intervention

This stage can be activated by a HoL who deems it appropriate, or requested by a HoF/2nd who has dealt with persistent undesirable behaviour from a student within their faculty. Additionally, HoL/SLT intervention is required when any of the serious misbehaviours are exhibited. The Stage 2 intervention will have been attempted more than once.

- HoL detention;
- HoL contact home;
- HoL facilitate restorative session;
- Staged Ready to Learn Plan / Catch Me Being Good Report started (lack of progress may lead to further sanctions and/or escalation to Stage 4);
- Isolation;
- Parental meeting with HoL (HoF / DHoF / T&LL and classroom teacher where relevant);

Referral to external agencies which may help with good behaviour for learning / wellbeing support. *If any steps are taken, record on Class Charts as Stage 3 and add context in the comment box.*

Stage 4: SLT Intervention

This stage may be activated if Stage 3 has been exhausted, or requested by a HoL or HoF. Additionally, HoL/SLT intervention is required when any of the serious misbehaviours are exhibited. • Leadership Team after school detention;

- Parental meeting with SLT (and HoL /HoF / DHoF / T&LL where relevant);
- Referral to external agencies which may lead to engagement with external alternative provision;
- Exclusion (for serious misbehaviour).

If any steps are taken, record on Class Charts as Stage 4 and add context in the comment box.

Restorative Approaches

Teaching and academic support staff have had training from Wales Restorative Approaches Partnership. Staff will use the approaches consistently. If a restorative conversation needs to occur, there are questions to facilitate this. This may be between students, between adults, or between adults and students. The school has staff who are trained facilitators in restorative approaches.

Enquiry questions:

1. What happened?
2. What were you thinking and how were you feeling?
3. Who else has been affected and how?
4. What are your needs and strengths?
5. What do you want to happen now in order to move forward?

Exclusions



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING POLICY



January 2025

- The use of an exclusion will be determined by the Headteacher (or someone deputising for the Headteacher). Any decision will be applied considering Welsh Government Guidance, ('Exclusions for Schools and PRU' 255/2019).

Physical intervention

In some circumstances, staff may need to use physical intervention in order to keep students (and others) safe. This power may be used where a student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit). Considering Welsh Government Guidance ('Safe and Effective Intervention' 097/2013), intervention should be applied for two different purposes. This is to 'control' and/or to 'restrain' a student(s).

- "Control" can mean either passive physical contact (eg. standing between students or block a student's path) or active physical contact (eg. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back);
- When members of staff use "restraint" they physically prevent a student from continuing what they were doing having been told to stop. Restraint techniques are usually used in more extreme circumstances. For example, where two or more students are involved in an altercation where physical intervention is needed to separate them.

All school staff have a legal power to use physical intervention to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. However, staff will be aware of the sensitivities associated with any form of physical contact with students.

Prior to using physical intervention, staff should be aware that physical intervention should always be used as a last resort and, wherever practicable, a member of staff should warn a student(s) that intervention may be used before using it. Physical intervention should:

- Only be used where there is a danger to staff, students or self;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

The school will confiscate any item which is harmful or detrimental to school discipline, such as mobile phones and other digital devices. These items will be returned to students after discussion with leaders and parents/carers, if appropriate. In most cases, parents/carers will be required to collect the item from reception. Where the school is required to confiscate any illegal items or items which may cause harm to others, they will not be returned to the student and will likely be transferred to the police.

Searching and screening students is conducted considering Welsh Government Guidance on 'Safe and effective intervention – use of reasonable force and searching for weapons' (097/2013).

Mobile Phone Policy

The school recognises that mobile phones are now an important aspect of everyone's private lives and have considerable value, particularly in relation to individual safety.

However, mobile phones can also be a major distraction to a child's education and also be used to propagate bullying and negative social media use.

The school, therefore, requires students to hand in their mobile phone at the start of every lesson.



ST MARTIN'S SCHOOL BEHAVIOUR FOR LEARNING POLICY



January 2025

If a child is seen with a mobile phone in lessons, the phone will be confiscated for the rest of the day. In some instances of persistent mobile phone use, students will be asked to leave their phone at home or at reception, and parents' support is expected with this.

Providing a personalised approach to the specific needs of particular students

The school recognises its legal duty under the Equality Act 2010 to prevent students with protected characteristics from being disadvantaged. Consequently, our approach to undesirable behaviour may be differentiated to cater to the needs of the student.

The school's ALNCo, using the ALN Code for Wales 2021, will evaluate a student who exhibits undesirable behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

Staff Training

Staff are provided with training on fostering good behaviour for learning at the start of the school year. New members of staff are provided with guidance as part of their induction process. The use of effective behaviour for learning strategies also forms part of our continuing professional learning programme. Individual advice, support and strategies to support staff, at all levels, is provided on an ongoing basis by members of the wellbeing and senior leadership teams. All staff are provided with guidance on how to use Class Charts to record rewards and sanctions.

In the event of pandemic (e.g.) Coronavirus

The school will adhere to Welsh Government guidance on any measures invoked to mitigate the spread of any viruses etc. in school. All students will be expected to observe these measures. Where a student is exempt from any measures due to a medical or additional learning need, wearing a mask, official proof must be provided to the school. Failure to comply with operational procedures in the school's risk assessment will result in an appropriate sanction so that the health and safety of students and staff can be optimised. It may be necessary to educate a student using a blended learning approach for the health and safety of staff and students.

Date of review: January 2027