



St. Martin's School

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"At St Martin's School we are a fellowship of scholars who achieve excellence. We seek a rich, broad and challenging Curriculum. This culture puts us in control of our journey. Our children not only excel academically but are given the tools to enable them to pass their exams and converse at interview with confidence. This learning nurtures and stimulates us whilst emphasising the importance of individuality, intellectual wonder and self-actualisation. We obtain mastery in all aspects of the Curriculum. The heart of our journey is Literacy which we recognise as the fundamental tool of human communication. We explore the human condition through Music, Media and Drama. We value the planet, nature and fellow human beings in all their expressions."

We assert that the best method of facilitating this culture of learning with our children excel academically and possess confidence is by having a clear attitude to behaviour which is evenly applied.

We have written this policy as it particularly fits the ethos of our school. We are aware that children who attend St Martin's School live in different boroughs. However, for clarity we focus on the London Borough of Barnet.

This Policy will be disseminated to all staff for their contribution, understanding and agreement to adhere to it. It is on our website, in every classroom and a copy is in our main office for anyone to read and discuss.

St Martin's School Behaviour and Discipline Policy 2018/2019

St Martin's School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours, respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution. We celebrate each individual person for the uniqueness, progress and reward effort and contribution not only success.

School Expectations

These are the expectations of the school:

1. Members of the school community will be polite, courteous, nurturing, helpful and kind.
2. Members of the school community will listen and be respectful of one another.
3. Members of the school community will strive hard in their learning whether at school or home
4. Members of the school community will act in ways that keep themselves and others safe.
5. Members of the school community will take care of property and show pride in our school.
6. Members of the school community work hard on growth mind-set and set a GRIT in everything they tackle.
7. Members of the school community will strive to be active independent learners with the highest ambitions.
8. Members of the school community will follow the instructions of the staff respectfully and immediately.
9. Members of the school community will take pride in their actions, dress and conduct.

10. Member of the school community will celebrate British Values including charity, Democracy and the rule of law.

These 10 expectations form the school's Golden Rules. Children can become 'Star of the Week' or achieve 'Shooting Star awards'. In addition, we have Numeracy, Literacy and reading reward systems which promote and celebrate individual learning.

Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils to take responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. We believe this to be particularly true of growth mindset and GRIT.

This Behaviour Policy aims to:-

- Ensure expected standards of behaviour and conduct are shared with the school community.
- Ensure that all children are, and feel, safe and secure in school.
- Ensure all members of the school community understand, support and promote the principles underpinning the policy.
- Ensure the underpinning principles of sanctions and rewards are consistently applied in school.
- Enable pupils to develop reasoning self-discipline and demonstrate respectfulness towards others.
- Ensure pupils have high levels of self-esteem, are happy in school and take pride in their achievements.
- Ensure high standards of orderliness to maintain a quality learning environment and opportunities for all.
- Ensure the principles of inclusion are promoted and practiced throughout the school community.

Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, '*Behaviour and Discipline in Schools; Advice for Head Teachers and school staff (February 2014)*' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:-

- Know the school expectations and engage in discussions about them.
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school.
- Support other members of the school community in promoting the expectations of good behaviour.
- Not moan, complain or talk at or "underneath" the teaching staff.
- Take a pride in their appearance.

Parents and carers are expected to:-

- Know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school.
- Ensure their child adheres to the school's expectations.
- Ensure their child attends school appropriately dressed in school uniform

Members of Staff in school are expected to:-

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.

- Listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance.
- Create vivid and creative learning journeys which stimulate the children's imagination and promote their learning.
- Plan and mark children's work so they rapidly progress.
- Actively support the Behaviour Policy through implementing and discussing this with pupils.
- Seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy.

These elements feed into outstanding behaviour and therefore a love of learning.

Rights Respecting School

St Martin's School is a UN Right's Respecting School. We believe that the children and staff of St Martin's School have the following rights and mirrored responsibilities. These rights are one of the methods we ensure that the children understand their behaviours in relation each other and the wider worldwide community.

Rights

1. We have the right to the best education possible with staff who will be good role models and give us great opportunities to learn.
2. We have the right to have our thoughts and beliefs respected and to learn about other religions and Cultures.
3. We have the right to be kept safe in school and benefit from a productive learning environment.
4. We have the right to develop our talents and personality to the full.
5. We have the right to relax and play with friends and join in a wide variety of activities.
6. We know that other children and the staff have rights too. These include to work hard without distraction or for staff to come to school without being concerned with our behaviour.

Responsibilities

1. We have the responsibility to try our best at everything we do and to make the most of every opportunity to learn.
2. We have the responsibility to respect the beliefs and opinions of others.
3. We have the responsibility to act sensibly and safely all the times and to treat our school building and peers with respect.
4. We have the responsibility to try our best to develop our personality and special talents.
5. We have the responsibility to be a kind friend as well as to include others, respect playtime equipment and make the most of school clubs. This includes caring for our peers and younger children.
6. We have the responsibility to follow instructions first time and follow the rules of the school.
7. We have a responsibility to ensure that the atmosphere of the school is one of purpose and learning.

Behaviour Management

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils:-

- use the principles of a growth mind-set approach to all work and behaviour;
- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil;
- acknowledge and celebrate the talents, gifts and differences between individual pupils;
- Are always asked to do the best they can. Staff members' will teach and facilitate this behaviour;
- praise and reward appropriate behaviour;
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Principle of Reward

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

Individual Rewards

The following rewards are used regularly by all staff:-

- specific verbal praise highlighting the effort or acquisition of new skill / understanding;
- stickers for the pupil to wear;
- opportunities for pupils to share their work with a senior member of staff;
- Shooting stars awarded during the weekly sharing assemblies.
- golden book for exceptional work
- FRIV time.
- We also celebrate children's achievements during House Assembly and Celebration Assemblies.

House Points

Every pupil is a member of a house team (Elgar, Widor and Mendelssohn). They can earn house points by following the behaviour expectations. House points are counted on a Wednesday and the winning House announced on a Friday. Sports teams and other teams representing the school are given performance awards during termly PE and Sports assemblies. House points are given and lost singularly.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. There are a number of specific lunchtime clubs, organised sports and other activities available to the children which help to promote positive behaviour. Additionally, there are increasing opportunities for pupils to organise and run their own lunch time clubs. The expectation for positive lunch time behaviour is also reinforced through rewards such as:-

- specific verbal praise;
- award of House points;
- FRIV or music time

- Form 5 / 6 clubs

Lunchtime Sanctions

- Yellow cards
- Loss of House Points.

Sanctions and Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. Whole class sanctions will be used sparingly and only in circumstances where the inappropriate conduct of a significant majority of the class warrant this. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

Where sanctions and consequences significantly involve other children, the school will investigate and always take appropriate action which will be recorded in the behaviour log but it may not necessarily inform the parents of actions taken against pupils who are not their children. This is to protect the personal information and data of all children in the school

A child friendly version of the behaviour system will be displayed in all classes. It will include a chart showing house points earned. In addition, some class teachers may, and are invited to use class dojo's if they wish but this is a mirror to the visual record not a replacement for it. In general, the school highlight positive behaviours and reinforces expectations through praise. We always try to pre-empt situations with quiet conversations.

In general, the school highlight positive behaviours, reinforces expectations through praise, pre-empt situations, uses quiet conversations / reminders and provides tactile resources to help focus. If this does not work, we apply the following:

STAGE	CHARACTERISTICS	INTERVENTIONS and CONSEQUENCES
Low level disruption / inappropriate behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task / playing	LOOK – VISUAL SIGNAL VERBAL REMINDER Repeated over a lesson – Loss of house points. Send to a partner class with work for 10mins (Returns) Loss of lunch time or break time. Yellow letter home
In addition, If there is "running" low level disruption.	10 lost house points in a week. 3 Yellow letters in a week	Send to the Head Teacher Red letter home
Medium level disruption / inappropriate behaviour	Taking possessions belonging to others Persistent disruptive behaviour Deliberately creating a disturbance Increasing incidents of ignoring instructions Offensive language General lack of effort in learning Low level physical assault of a pupil or member of staff, such as a push or kick	Apply positive strategies as above Loss of break times Discussion with parents Record of incidents in behaviour book Expectations with timescales / timers Loss of house points Send to the Head Teacher Red letter home
In addition, If there is "running" medium level	Resulting in 3 red letters during a term.	Immediate call home Internal/External Exclusion

disruption.		(see exclusion policy)
High level disruption / incident	Serious challenge to authority Intentional physical harm of others such as fighting. Systematic bullying Repeated & sustained ignoring of instructions Leaving classrooms without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning over several days Publicly denigrating the school or staff	Apply positive strategies as above Individual behaviour plan in place Target card overseen by senior leader Record of incidents in behaviour book Regular review meetings with parents Advice applied from outside agencies Immediate Order Mark/ Red Letter home or/and immediate call to parent Internal/External Exclusion (see exclusion policy)
Persistent disruptive behaviour / serious incidents	Bullying – physical and emotional Repeated serious challenge to authority. Serious intentional physical harm of others. Leaving school boundary without permission. Bringing banned substances/items to school.	Involvement with outside agencies Fixed term exclusion Permanent exclusion

NB It is possible and quite likely that children can exhibit behaviours from different stages. The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

As a summary:

Yellow Letters indicated a minor issue/low level disruption.

Red Letters indicated a major issue/high level disruption.

3 Yellow Letters in a week will result in a Red letter because continued disruption is a significant concern.

3 Red letters in a term will result in an internal/external exclusion.

Using Target Cards

If a child is having difficulties, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. Targets will be small and achievable so that the child experiences success early on in the process. Target cards will be used for a time limited period. The time limited period will be agreed with the SENCO and designated member of SLT.

Children using target cards will be asked to show them to the Head Teacher at break times and lunch. They will also be sent home daily so parents can watch the progress of the children.

Where the course of action fails to solve the problem the school may involve outside agencies [e.g. Education Psychology, Education Welfare, Health Education, Education other than at school (EOTAS), Child and Family Therapy, Behaviour Support Team (BST) again, only after consultation with the parents.

Exclusions

Exclusion is such as serious matter we have separated it from the main behaviour policy, although they need to be read together. In summary:

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied.

Fixed-term exclusions are deemed serious by the school. Parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or fewer, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare but is entirely at the discretion of the Head Teacher and in line the process in the exclusion policy.

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Other Aspects of Behaviour and Discipline

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We devote time during PHSE and house meetings to prevent bullying whilst at the same time the school is inclusive and nurturing. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and e-safety policies; copies of which can be obtained from the school office or on the school's website. For data protection, we will not discuss our actions with parents. If these actions are not taken against their child. However, we will record all actions in a behaviour log and will follow the policies.

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

However, the school reserves the right to ensure the wellbeing of the whole community is also recognised in its decision making.

Further information is available in the school's SEND Policy

Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:-

- holding the hand of the pupil;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use equipment;
- to demonstrate techniques;
- To give first aid.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort and is extremely rare.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in an incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Head Teacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

The following will be applied:-

- school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils;
- school expectations will be placed in prominent places;
- the policy will be reviewed annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently;
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook

- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- By email to staff
- By display in each classroom, in the office and in the Head Teachers office.

Relationship with Other School Policies

This policy should be read in conjunction with the school's Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children Equal Opportunities, E-safety, Exclusions, Inclusions, Medication, Teaching and Learning, SEND and Race Equality policies.

Signed by Dr Jason Walak Head Teacher
12th September 2018

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and (when appointed) governors. It will be available from the school office as well as through the school's website.

Dr J. Walak
12th September 2018
Review September 2020