



ST. MARK'S CE SCHOOL

ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

Behaviour Policy

Policy Statement and Guidelines

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INDEX

Vision and Aims	Page 3
The Purpose of Positive Behaviour	Page 4
Procedure for Level 1 PBS	Page 4
Level 1 Lesson Plans	Page 4
Recognising good behaviour	Page 5
Management of persistent challenging behaviour	Page 6 - Page 10
Procedure for delivering Level 3 PBS	Page 10
Support for Students	Page 11
Internal Isolation	Page 12
The use of restraint	Page 13
Mobile phones	Page 14.
Clothing & other accessories	Page 15
Online behaviour	Page 15
Sports kit	Page 15
Policy of bag and pocket checks	Page 16
Discretion	Page 16

Our school vision:

St Mark's C of E School is to be a place where students acquire the knowledge and skills to become confident, resilient, lifelong learners who can contribute to the world they live in. Through our core Christian values of love, service and belonging students will be supported by the whole community, to achieve excellence.

Aims

- As a school we believe that teaching students how to behave is as important as teaching the students curriculum knowledge and skills.
- Grounded in our Christian values, we explicitly teach behaviour to show our expectations through age appropriate lessons.
- Leaders expect staff to form strong positive relationships with students and to apply this policy consistently to all students, so it is fair and equitable. Through the building of strong relationships and understanding between staff and students, we aim to promote the belief in all learners about the value of positive behaviour so they have a sense of belonging.
- Staff will be role models in the building of relationships and in behaviour towards each other
- All students are expected to listen to the adults who hold the authority in the school.
- We aim to understand the triggers underlying poor behaviour choices and to look for solutions, including the repairing of relationships.
- We will teach students about choices regarding behaviour and make it clear as to the consequences of the choices they make.
- We will all actively seek to acknowledge students being good in class and around school
- Our behaviour policy will be delivered through PBS (Positive Behaviour Strategy) supported by use of the behaviour board in years R - 5 and through merits and demerits in years 6 -11.
- Leaders will monitor the behaviour of individuals and groups through the analysis of CPOMS [internal management system] and sims [pupil database] to ensure no group is unfairly targeted and actions are put in place to improve behaviour.

The purposes of positive behaviour is: -

- To prioritise strong relationships between adults and students.
- To enable students to study in a safe and disciplined classroom environment
- To provide a consistent approach to classroom behaviour management
- To reward good behaviour and attendance in a consistent way.

Procedure for Level 1 PBS

- As a staff we collectively determine our behaviour expectations
- We explicitly teach all expected behaviour through PBS lesson plans.
- All staff are supported in delivering behaviour plans
- All staff have the behaviour matrix provided in their staff handbook and all members of staff are expected to know our behaviour expectations.
- All staff recognise the importance of having a well organised environment in class and around the school in which students can learn and behave
- All staff will actively praise students when they are seen to be demonstrating PBS
- Students will be encouraged to praise each other and influence peers positively
- Behaviour for learning in all above areas will be returned to regularly to remind students about expectations and to help them to practise these behaviours
- There will be staff training for the delivery of PBS and active supervision with lunchtime staff
- PBS lesson plans will be regularly revised and updated.

Level 1

There are level one PBS lesson plans for:

- Entering school
- Classroom behaviour to include SLANT and SHAPE (Appendix 1)
- Behaviour in the cloakrooms
- Behaviour in the toilets
- Behaviour in the dinner hall

- Behaviour on the stairs
- Behaviour during transition
- Behaviour during assemblies
- Behaviour during independent walking around the school.
- Hygiene behaviours.
- When speaking to staff: STEPS (appendix 1)

Recognising good behaviour

- We will recognise efforts made by students in promoting behaviours for learning and safety, including respecting the right of other students to learn and be safe and teachers to teach and be safe.
- Recognition and praise are rewards in themselves. We will also reward behaviour through moving students up the behaviour board or with merits. Occasionally we will also reward students through the use of a variety of non-material rewards such as, phone calls/text messages home, special assemblies.
- Rewards will be age appropriate.
- Throughout the day all students can be praised individually in a variety of ways e.g smile, praise, thumbs up, showing work to class.
- The use of the behaviour board or merits will not be used for non-negotiables e.g. sitting up straight, being ready to listen, walking in corridors and keeping others safe. The expectation of PBS level 1 is that all students will do these as they are a part of school life and a part of being in a community. Verbal praise will be given to encourage students demonstrating these behaviours.
- A behaviour board will be displayed in each class.
- Every member of the class will have a clear understanding about the use of the behaviour board.
- The students need to know that moving a peg up must be properly earned.
- It is important that the student moving his/her peg up or getting a merit and the rest of the class know what good behaviour for learning has been displayed. This is important for students to begin to manage their behaviour

Management of persistent, challenging behaviour

At St. Mark's, we believe that challenging behaviour is any behaviour that inhibits learning, is detrimental to the learning of an individual or peers or impacts on the safety of other students. This can be overtly disruptive behaviour or overly passive introverted behaviour. Through active support we aim to minimise the impact on the other students as well as helping the identified students. At St Mark's we acknowledge that our youngest students, due to their age and maturity, need additional time to understand and learn school rules. The teachers are the experts and will apply the policy appropriately to the age group.

All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson.

Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice unless doing group work. *As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:*

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head or sharp pause.
2. **Unnamed:** *'We're tracking. Just waiting for 100%. We need one person ... and 100%.'*
3. **Named:** *'David, we listen so we can learn. Thank you.'*

Our high expectations for the personal development of all our students means that students will be challenged and sanctioned if they breach the behaviour expectations.

We firmly believe that students must learn to manage their own behaviour and whilst staff will support them to do this, we expect them to attend any detention as requested. There will be an increased level of sanctions for any student who fails to take responsibility for managing their behaviour.

Parents/Carers have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents / carers and the student to resolve any difficulties. This 'partnership' is cemented through the Home School Agreement.

Primary parents will be informed at the end of the day by the class teacher that a child has had a lunchtime detention/ removal from class, or if this is to take place the following day.

Secondary parents will be informed by 2pm if their child is to serve a 30 minute detention for that day. If behaviour for detention falls after this time, detention will be served the following day.

Parents will be informed by 2pm if a student needs to serve a senior detention. Behaviour that warrants a senior detention after this time will be carried out the following day.

A member of the Senior Accountability Team or a pastoral support officer will inform parents if the child is in internal isolation and the expectations for this.

If a child is due to do an after school club or to take part in a sports fixture, the detention will take place and they will miss the club or fixture.

1. A **warning** or **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks a school rule, or for:
 - Minor misbehaviour in corridors or around school (running, wrong side, etc.)
 - Persistently not following the basic rules of SLANT, SHAPE, STEPS
 - Careless work in lessons
 - Messy uniform (untucked shirts etc.)
 - Anything else that a pupil has previously been reminded about by a teacher.

2. **Teacher talk** or **30 minute detention** is given for 3 warnings or demerits in a day, or for:
 - i. Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
 - ii. Disobeying a teacher
 - iii. Talking in the corridor to a peer
 - iv. No homework
 - v. Incorrect equipment or uniform (e.g. no ruler, pencil case, reading book, no blazer, PE kit)

- vi. Lateness to school (secondary)
 - vii. Note-passing in class
 - viii. Hesitating in handing over confiscated items
 - ix. Chewing gum
 - x. If a phone is confiscated
- a) **Critical contact/ referral** is removal from lessons to complete work independently and serve detention (11.45 - 12pm Primary 2.30pm - 3pm Secondary) . This can be for 3 warnings (primary), 3 demerits within one lesson (secondary) or for defying a teacher.
- b) **Senior detention (secondary students only)** is from 2.30pm-4pm. It is given to pupils who receive three behaviour detentions in the week OR who have been in referral more than once during the past seven days.
- c) **Internal isolation** is from 8.30am - 3pm for Primary students and 8.20am-4pm for secondary students and is for at least 1 day. The number of days spent in isolation is at the Executive Headteacher or Head of school discretion but reasons for being placed in isolation may include:
- xi. Failing to attend lunch time or after school detention
 - xii. Failing to complete Senior detention
 - xiii. Serious misconduct
 - xiv. Severe refusal to follow instructions
 - xv. Arriving to school in incorrect uniform or with an inappropriate hair style
 - xvi. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
 - xvii. Discrimination or prejudice towards another pupil
 - xviii. Major incident, or damaging the School's reputation
 - xix. Possession of forbidden items
 - xx. Disrespectful behaviour towards a member of staff
 - xxi. Play fighting
 - xxii. Absconding from after school detention (Internal isolation extended to 6.00pm)
 - xxiii. Receiving 6 or more detentions in one day
 - xxiv. Multiple on calls in one day
 - xxv. Extremely bad reactions

xxvi. Swearing- verbal or in writing

Pupils who go in to referral after 1pm will complete a full day of referral the following day.

Pupils who are added to internal isolation for uniform finish the school day at 2.45pm.

6. **Suspension** is at the discretion of the Executive Headteacher or Head of School and can include but is not limited to the following:

- i. Breach of school rules
- ii. Persistent disruptive behaviour
- iii. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- iv. Extreme defiance
- v. Extreme rudeness
- vi. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
- vii. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- viii. Inappropriate use of social media and/or technology, including serious cases of bullying
- ix. Damage to property, vandalism, graffiti
- x. Use of discriminatory language
- xi. Cheating, including plagiarism
- xii. Sexual harassment
- xiii. Sexist, Racist or Homophobic abuse

b. **Exclusion** is for:

- i. Persistent disruption and disrespect
- ii. Serious violation of school rules

c. **Managed Moves** are for:

- i. Pupils at risk of permanent exclusion
 - ii. Pupils who persistently break the school rules and require a fresh start elsewhere
- d. **Governors' Hearing & Permanent Exclusion** is for:
- i. Persistent refusal to follow school rules of school rules
 - ii. Persistent disruptive behaviour
 - iii. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
 - iv. Extreme defiance
 - v. Extreme rudeness
 - vi. Possession or use of weapons
 - vii. Malicious accusations against a member of staff
 - viii. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
 - ix. Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
 - x. Gang affiliation

Exclusion from the site for parents can also be used where one of the following is evident:

1. Parental breach of contract with the school
2. Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff, other parents or students (including via social media or electronic communication) or bringing the school into disrepute
3. Failure to follow school protocols for raising concerns about another student and taking matters into their own hands.
4. Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality

Procedure for delivering Level 3

- Students who find it difficult to respond to the school behaviour policy and who are persistently struggling with behaviour will be supported through IBPs(Individual Behaviour Plans). Students who may have additional identified needs or conditions and who may be struggling with complex physical, social, emotional needs or life crises will have additional support to meet our behaviour expectations. These Students will already be known to the Senior Leadership Team and will already be monitored through CPOMS and SIMS. The teachers will be supported to apply their support consistently.
- Using level 3 PBS the identified student will be observed by all key personnel through direct observations in a variety of situations. School will facilitate this procedure by releasing staff to observe and meet as a team
- The staff team will analyse these observations to generate an IBP (individual learning plan)
- The IBP will be implemented and behaviour will be monitored to see if there is a decrease in challenging behaviour and an increase in pro social/educational behaviour
- IBPs will be reviewed and new ones written if there is no change in behaviour and new approaches need to be considered
- IBPs will be shared with parents.
- Referrals will only be made with the consent and involvement of parents and carers.

Support for students

Students who have difficulty with adhering to the behaviour policy are supported in a number of ways as outlined below. This is not an exhaustive list:

- Misbehaving pupils are given reflection letters to write.
- Pupils will have restorative conversations with the teachers who gave them the consequence.
- Pupils may be given self-control mentoring.
- Persistently disruptive pupils are positioned in every subject at the back of the room on an individual table to reduce the temptation to misbehave.
- Pupils who persistently fail to complete their homework are supported with reading club and homework club after-school.
- Persistently late pupils have phone calls and letters home from the attendance officer and Senior Accountability Team.
- Restorative Conversations
- Pastoral Support Reports to staff
- Mentoring and Enrichment Programme
- Peer mentoring
- Anger Management
- Counselling
- Educational Psychologist Interventions
- Speech and Language Therapy
- Social Communications Interventions
- CAMHS referral
- Referral to Local Authority Early Help interventions including the Youth Offending Service intervention
- A variety of support is given to pupils who are routinely receiving demerits or detentions as a consequence of their behaviour falling short of the community's standards:

Internal Isolation

Internal isolation is from 8.30am - 3.00pm for Primary students and 8.20am-4pm for secondary students and is for at least 1 day. Students should not be in the vicinity of the school until 5 minutes of their isolation time.

However, if a pupil is only told that morning that they are to be in Isolation then they will begin isolation at 7.50am(secondary)/8.20am (primary) or when they arrive - whichever is sooner.

If secondary students are late, they make up the time after school until 5:00pm, with 3 minutes for every minute they are late. Secondary students can also be given detentions in isolation, extending their stay until 5pm. If students receive detentions on top of this, they will be in isolation for the duration of the following day.

If a primary student is late to isolation or receives a detention whilst in isolation, they will have additional time in isolation the following day.

In isolation, students are provided with a workbook covering all subjects and read during this time in the isolation room. In order for a student to return to lessons, a reintegration meeting must take place with a member of the Senior Accountability Team and the pupil's parent. The pupil will remain in isolation until that reintegration meeting is scheduled.

If a student refuses to go to isolation, or if their parent opts to take their child out of isolation against the wishes of the School, three days will be added to the time in isolation on the student's return.

The use of restraint

- There may be times when staff feel that physical intervention is needed to keep students or staff safe

- We will follow the Ofsted guidelines and legislation which requires us to consider whether the action was legal and necessary and was the action reasonable and proportionate
- Our starting point will always be the rights, needs and safety of the student and other students and adults if present
- We have staff trained in 'Team Teach' who will be used in situations where physical restraint is necessary
- Physical restraint will only be used if all other approaches have been used e.g. the use of IBPs over a period of time, understanding of triggers and finding solutions, giving a child time out, internal isolation, defusing the situation, counselling, working with parents, taking advice from the educational psychologist, Cahms, a change of personnel.
- Where possible staff who are carrying out restraining practices will wear full PPE for their own protection and that of the child.
- Sometimes a child may be placed in a room away from other children to help the situation to de-escalate. This may be the Isolation Room or another room supervised by staff
- Any separate room should only be used when it is in the best interests of the child and other pupils
- As a school we will adhere to legislation in the Disability Discrimination Act
- Reasonable adjustments will be made to ensure that expectations of pupils who have special educational needs and or disabilities are developmentally appropriate and fair
- On extreme occasions we may need to respond to a crisis situation where none of the above have been applied
- After any situations of internal physical restraint, we will inform and meet with parents/carers

Risk assessments will also be instigated when there is a heightened risk of physical intervention and will be shared with all key staff to ensure safe practice

- We will record all restraints in a bonded book and log on CPOMS where actions will be explained
- This information will be used to inform future practice

- We will take into account the views of the child
- The emphasis will always be on repairing relationships.

Mobile phones

Mobile phones are an unnecessary distraction for students. Research shows that students who spend too much time on their phones do significantly less well on their learning. We want our children to succeed, therefore at St Mark's we will not allow mobile phone use by students on the school site.

Reasons for confiscation

1. A pupil's phone is seen or heard on the school site.
2. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).
3. A pupil's phone is found to be turned on while on the school site.

Time period

- Confiscated phones will be returned at the end of the day on the first breach, at the end of the week on a subsequent breach and at the end of the half term for all other breaches of the phone policy.
- However, if an item is confiscated in the last week of the half-term, it will not be returned until the last day of the *following* half-term.

Further consequences

- If any phone is confiscated, the pupil will receive a detention.
- If they refuse to hand it over or if they pretend it was not theirs, the item is confiscated until the end of the half-term.

Some families like their children to ring home to confirm that they have arrived at school. Please be assured that if a child does not turn up for school the school will contact the family directly within an hour of the morning register being taken. This reduces the need for pupils to carry phones.

Clothing and other accessories

Class teachers/tutors check uniform in morning registration, and after lunch. If a student has incorrect uniform they are sent to a member of the Senior Accountability Team who will decide if the Student is to receive a uniform pass. Parents must inform the school if they have had an issue with uniform, as we are aware that sometimes unavoidable situations occur. Primary pupils will have a letter given to the parent to outline expectations on uniform. If the lack of uniform is due to the older students'(KS2/KS3/KS4) refusal to wear it or because they forgot, the student will receive a detention and a parent will be requested to bring in the correct uniform.

Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, can be confiscated by teachers and will be returned to parents if they come to school to pick it up.

On-line Behaviour

- In school we monitor our students on-line behaviour
- We also expect parents and carers to support us and also monitor their child's on-line behaviour at home
- Any on-line behaviour that compromises safety and brings the school into disrepute will be dealt with robustly. That may also necessitate contacting the police
- We will teach safe on-line behaviour and also support parents and carers in delivering this.

Sport Kit

On Sports days, secondary students should arrive in uniform but bring in their sports kit. Details of the sports kit are listed on our website. If a primary pupil fails to attend school with the correct kit on this day, they should be sent to the Senior accountability team and the parents will be called to bring this in. If a secondary student does not have correct kit, will result in the same consequences as for failure to have the correct equipment for the day. Subsequent PE kit failings will lead to senior detentions which are 2.30 - 4pm. All pupils will still still complete the lesson given appropriate spares as learning can not be lost.

Primary students can wear their PE kit to school, however this is the standard school PE kit, no alternatives allowed. Contact will be made with parents to provide the correct PE kit.

Policy on bag and pockets checks

In order to deter pupils from bringing contraband items on to the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given the opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets and bags are searched.

In rare and extreme circumstances, usually when the School has received information that a pupil may have brought an offensive weapon to School, such as a knife, members of staff may undertake a search using a metal detector. In this instance, a search is undertaken by at least two members of staff of the same gender as the pupil, one of whom will use the metal detector to search for metallic items on the pupil.

Discretion

No Behaviour Policy can cover all eventualities. The Senior Accountability Team reserves the right to use discretion to help pupils make better choices and learn the right lessons.

Appendix

S.T.E.P.S.

- S Sir/Miss
- T Thank you
- E Excuse me
- P Please
- S Sorry

We know that manners and politeness are not something that people are born with, we also know how important and how highly regarded they are in society. S.T.E.P.S is our acronym to easily remember the basics of this important characteristic. If a student makes a request and doesn't say 'please' for example, a member of staff would simply say STEPS to identify that something was missing and warmly prompt the student to try again. Please and Thank You are still 'magic words', they have a positive impact on the person you are communicating with, and will continue to do so for the rest of a student's life, whatever they choose to do.

S.H.A.P.E.S.

- S Speak in full sentences
- H Hands away from your mouth
- A Articulate words clearly
- P Project your voice
- E Eye contact
- S Smile

Similarly, being able to clearly communicate to people is an important life-skill to master. At some point, to be able to achieve anything in life you will need the help of others along the way and if you are a master at communicating, you will be more likely to get others on board. Like STEPS, SHAPES is an acronym, listing the basics needed for clear communication and staff will use this acronym to develop students' communication skills throughout their time with us.

S.L.A.N.T.

- S Sit up straight, arms folded
- L Listen
- A Answer questions
- N Never interrupt
- T Track the teacher

In other schools, it takes vital minutes to get the attention of the whole class if a teacher is about to teach. Add these minutes up over the years that students are with us and you get days of missed opportunities for learning. SLANT is our code for informing the students that the teacher needs the attention of all of the class. The teacher will say '3-2-1, SLANT', at this point all students immediately stop what they

are doing and pay 100% attention to the teacher. We fold arms because this takes away the temptation to play with equipment or poke the person sitting next to you which takes away a percentage of concentration from their learning. Students will only be SLANTing for a couple of minutes at the most as, with no behaviour issues to deal with, the teacher can work through their explanations a lot quicker. This, in turn, provides more students with more time for guided and independent practise.