

*St Martin-in-the-Fields  
High School for Girls*



*With Love and Learning*

**BEHAVIOUR FOR LEARNING  
POLICY**

**APPROVED:** awaiting Governors ratification November 2016  
**DATE TO BE REVIEWED:**

St Martin-in-the-Fields High School for Girls  
is a company limited by guarantee registered  
in England and Wales Registered Number  
07984073. Registered office: 155 Tulse Hill,  
London SW2 3UP

**St Martin-in-the-Fields High School for Girls**  
**Behaviour for Learning Policy**

Approved:

Review:

**Contents:**

1. Introduction
2. Expectations
3. Rewards
4. Behaviour Escalation Procedure
5. Behaviour Escalation flow chart
6. Detentions
7. Internal Exclusions
8. Fixed-term exclusions
9. Behaviour support plans

Appendix 1 – Headteacher’s award recommendation form

Appendix 2 – Fixed-term exclusions form

Appendix 3 – Silwood referral form

Appendix 4 – Silwood code of conduct

Appendix 5 – Silwood procedures for staff

Appendix 6 – Behaviour Support Plan

## 1. Introduction

Our commitment to academic excellence and personal wellbeing is total. Our vision is summed up by our motto CARITATE ET DISCIPLINA - with Love and Learning. Through challenge and a supportive, caring environment, our girls shine and grow together, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

As educators we understand that for our girls to thrive and achieve we must create a learning environment that is safe, calm and that promotes excellence. As a Christian school we take Christ's love for us as the model and inspiration for our relationships in the school and our responsibility to each other.

St Martin's has at its' core the 4 key Christian values of:

- Service
- Justice
- Compassion
- Perseverance

These values underpin our approach to promoting behaviour for learning in the school

## 2. Expectations

The behaviour management systems are underpinned by a framework of 4 basic rights and responsibilities which apply to the whole school community:

- All students have a right to learn
- Everyone has a right to feel and be safe and healthy
- Everyone has a right to dignity and respect
- All Adults have a right to do their job
- It is the responsibility of the whole school community to make sure that everyone can enjoy these rights. This includes students, staff, parents and governors.

To establish a positive framework in classrooms and to allow teachers to frame their interventions with students in a positive way it is expected that staff and students alike demonstrate their support of the following statements which will be displayed in the classrooms:

<b>"I am ready to learn"</b>	
<b>Staff</b> <ul style="list-style-type: none"><li>• Be at the door of the classroom on time to greet the class as they arrive and supervise students as they leave the lesson</li><li>• Have a seating plan for every lesson</li><li>• Plan and prepare excellent lessons, taking into account the different needs of the pupils in the class</li><li>• Follow the school's behaviour policy</li><li>• Log all rewards and sanctions on SIMS</li><li>• Be available to help students with their work and answer questions</li></ul>	<b>Students</b> <ul style="list-style-type: none"><li>• Arrive at lesson on time and in an orderly way</li><li>• Bring all necessary equipment to the lessons</li><li>• Only drink still, bottled water in the classroom</li><li>• Remain silent when the teacher or another class member is talking</li><li>• Follow all instructions</li><li>• Put their hand up to ask or answer questions</li><li>• Ask permission to leave their seat</li><li>• Be engaged in the lesson</li></ul>

<b>"I treat everyone with respect"</b>	
<b>Staff</b> <ul style="list-style-type: none"> <li>• Model good behaviour to students</li> <li>• Maintain a calm demeanour</li> <li>• Always reward good behaviour</li> <li>• Allow the student to have their say at an appropriate time</li> <li>• Ensure that the reason any sanction has been given is clearly explained to the student</li> <li>• Report any racist, homophobic or other abusive language</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>• Listen to others and taking turns to speak</li> <li>• Think carefully about non-verbal communication</li> <li>• Respect other's personal space and property</li> <li>• Choose an appropriate time to speak to the teacher about any sanction given</li> <li>• Use appropriate language</li> <li>• Report any racist, homophobic or other abusive language</li> </ul>

<b>"I am proud of my school"</b>	
<b>Staff</b> <ul style="list-style-type: none"> <li>• Encourage a positive atmosphere in class around the school</li> <li>• Maintain a tidy and ordered classroom, displaying excellent examples of student's work</li> <li>• Look after the area/corridor in which they work</li> <li>• Report any damage to premises staff</li> <li>• Engage positively about the school with parents and the wider community</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>• Wear the school uniform correctly</li> <li>• Tidy up all litter</li> <li>• Only eat in the dining hall</li> <li>• Look after the classrooms, corridors and all other spaces inside and outside school</li> <li>• Be polite and helpful to any visitors to the school</li> <li>• Move quietly around the school</li> <li>• Behave appropriately on the way to and from school</li> </ul>

<b>"I will choose to do the right thing"</b>	
<b>Staff</b> <ul style="list-style-type: none"> <li>• Frame all conversations with pupils around the language of choice</li> <li>• Use the school behaviour policy fairly and consistently</li> <li>• Act swiftly to address any concerns that are raised by students</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>• Follow all instructions without challenge</li> <li>• Help others to make the right choices</li> <li>• Report any incidents of bullying</li> <li>• Treat all members of the school community with respect</li> </ul>

### 3. Rewards

We believe that every student has great value and much to offer and that we must recognise and reward students for particular instances of academic achievement, or for upholding the school values. Teachers should always use praise freely in the classroom and around the school. In addition, SIMS achievement points can be given by any teacher or member of staff using the tariff below.

Achievement	Level	Points
Showing significant improvement	Bronze	3
Excellent effort	Bronze	3
Excellent behaviour	Bronze	3
Excellent homework	Bronze	3
Excellent classwork	Bronze	3
Helping others	Bronze	3
Looking after the school	Bronze	3
Excellent attitude	Bronze	3
Other (please add comment)	Bronze	3
Representing the school	Silver	5
Academic distinction	Silver	5
Charity work	Silver	5
Showing leadership	Silver	5
Helping at a school event	Silver	5
Other (please add comment)	Silver	5
Headteacher's award - Service	Gold	10
Headteacher's award - Compassion	Gold	10
Headteacher's award - Justice	Gold	10
Headteacher's award - Perseverance	Gold	10

#### Headteacher's awards

Headteacher's awards can only be sanctioned by the Headteacher but any member of staff can nominate a student by using the nomination form in Appendix 1. When a student receives a Headteacher's award it will be announced in assembly and a letter will be sent home.

#### Achievement points

At the end of each term the achievement points for each student will be calculated and rewards and certificates given out in the end of term assembly.

#### Golden tickets

These can be given to students by SLT for upholding the values of the school. If a student is given a golden ticket they receive a cupcake on Friday and will be entered into a termly draw.

#### Other rewards

There are many other ways in which students are rewarded in the school, these are organised by tutors, class teachers, departments and year teams. St Martin's aims to be a school where effort and achievement are constantly recognised, valued and rewarded.

#### 4. Behaviour Escalation Procedure

Negative behaviour is categorised by three levels of severity:

**Blue zone** = Low level disruption - **teacher intervention.**

*Low level disruption should never be ignored and should be challenged consistently. The teacher should have a rights and responsibilities discussion with the student who is given the choice to change their behaviour and warned that a failure to do so immediately will escalate to the Purple zone*

**Purple zone** = Persistent low level disruption - **teacher intervention plus sanction.**

*If the low level disruption is persisting or becoming worse the student should be given a warning that they are entering the "purple zone" and that the situation has escalated. They should also be issued with a purple zone sanction. If the behaviour persists they should be issued with a warning and told that they will be entering the red zone.*

**The purple zone sanction must be logged on SIMS**

**Red zone** = High level disruption - **sent out of lesson; YD/SLT involvement**

*If all other strategies have failed and there is high-level disruption the pupil should be told that they are now in the red zone and be given a warning. It should be made clear to the student that she has the choice to do the right thing (change her behaviour) and therefore stay in the lesson. But that if not she will be referred to the exit room and given a "red zone" (central) detention. If there is no change in behaviour then the student should be referred to the exit room (Silwood). If she refuses to leave, the behaviour support manager or the on-call member of SLT should be called. The teacher who has given the red-zone detention must attend the detention at the end of the day in order to have a discussion with the student.*

**The exit room referral must be logged on SIMS by 3pm that day.**

**All staff are required to log any other behavioural incidents they witness, or are involved with, or with on SIMS.**

The following will be displayed in classrooms:

### Blue zone

#### **Unsettled behaviour:**

*Review your behaviour. Typical features of this sort of behaviour include:*

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for other students or staff
- Not bringing the right equipment (including PE kit)
- Incorrect uniform

*If you do not change your behaviour immediately when asked you will be warned and then moved into the **PURPLE** zone*

### Purple zone

#### **Persistent low level disruption.**

This behaviour disrupts the lesson and adversely affects the learning of others in the class.

*Have you made the right choices? If not and you are in the purple zone you may be asked to:*

- Move to a different seat
- Stay back at the end of the lesson to discuss your behaviour.
- Meet with the Head of Department
- Be referred to another lesson in the Department
- Attend a “purple zone” (departmental) detention for up to 30 mins.

*If you do not change your behaviour immediately when asked you will be warned and then moved into the **RED** zone*

### Red Zone

#### **High-level disruptions:**

These are more serious and are overtly confrontational and challenging. High-level disruptions include:

- Challenges to authority
- Refusal to obey rules
- Frequent verbal abuse or swearing
- Unsafe behaviour

If your behaviour is serious and persistent and you are in the red zone you will be given a final warning. If you still do not make the right choice and change your behaviour you will:

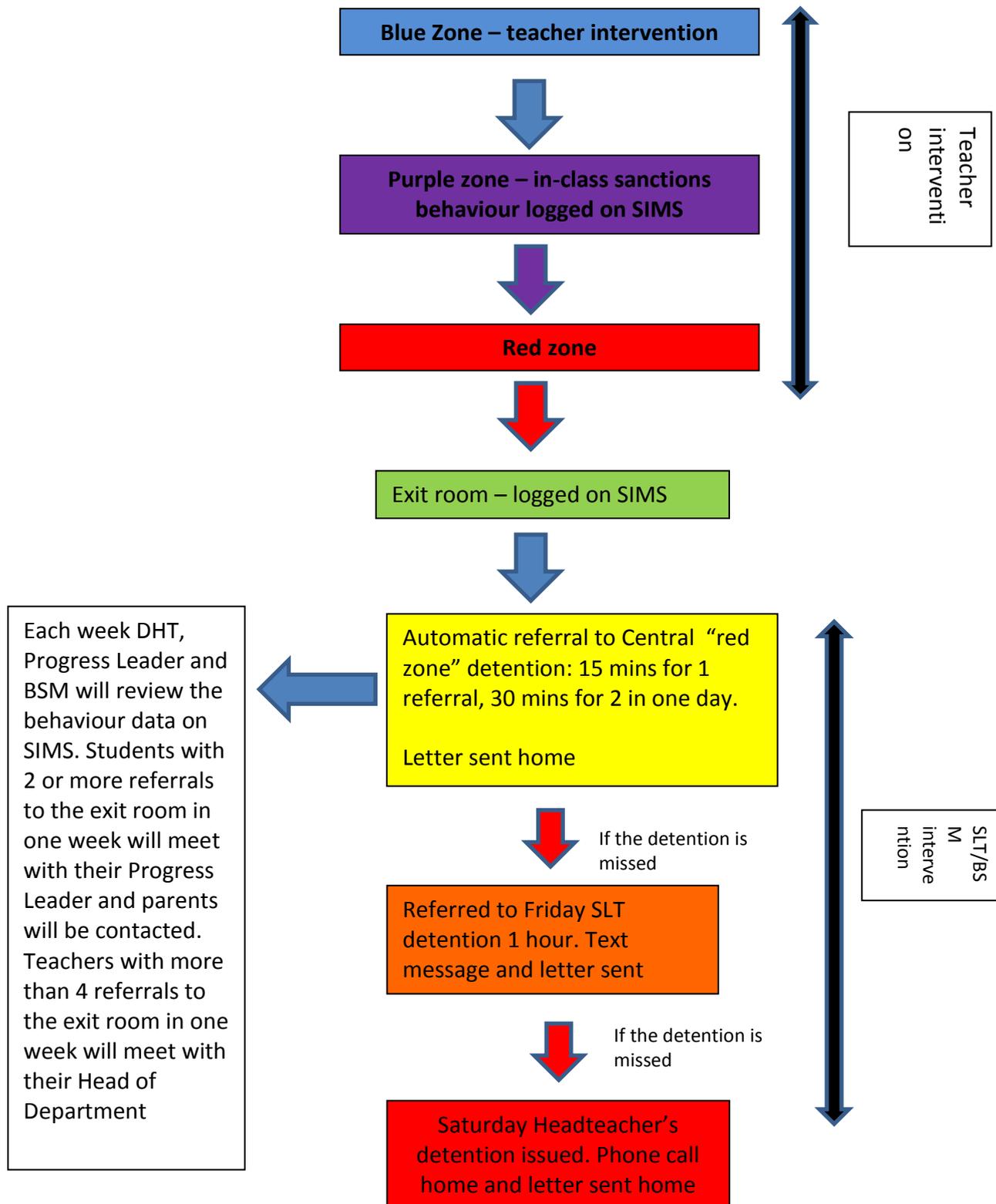
1. Be asked to go to the exit room (Silwood)
2. Be given a “red zone” (central) detention

## 5. Logging behaviour on SIMS

To enable student behaviour to be tracked and monitored by Progress Leaders and Heads of Department and the Behaviour Support Manager, staff should log all behaviour incidents on SIMS using the following tariff.

Behaviour	Level	Points	Sanction
Chewing/eating/drinking in lesson	Blue	1	No further action required
Defiance	Blue	1	
Inappropriate comment to staff	Blue	1	
Inappropriate comment to student	Blue	1	
Incorrect uniform	Blue	1	
Lack of effort	Blue	1	
Lack of equipment	Blue	1	
Late	Blue	1	
Rudeness	Blue	1	
Shouting/calling out	Blue	1	
Talking	Blue	1	
Littering	Blue	1	
Bullying	Purple	3	
Continued inappropriate comments to staff	Purple	3	
Continued inappropriate comments to student	Purple	3	
Damage to property	Purple	3	
Graffiti	Purple	3	
Inappropriate behaviour towards staff	Purple	3	
Inappropriate behaviour towards student	Purple	3	
Mobile phone out	Purple	3	
Persistent defiance	Purple	3	
Persistent rudeness	Purple	3	
Persistent shouting/calling out	Purple	3	
Persistent talking	Purple	3	
Refusal to follow instructions	Purple	3	
Refusal to stop chewing/eating/drinking	Purple	3	
Refusal to work	Purple	3	
Serious lack of effort/disengagement	Purple	3	
Swearing	Purple	3	
Fighting	Red	5	<p>Student sent to exit room (Silwood) and red zone detention issued.</p> <p><i>If a red zone incident is logged a detention will automatically be set for 3:15pm that day. The detentions will be logged by a member of office staff.</i></p>
Physical aggression	Red	5	
Racist incident	Red	5	
Refusal to follow SLT instructions	Red	5	
Serious challenge to authority	Red	5	
Smoking	Red	5	
Swearing at staff	Red	5	
Swearing at student	Red	5	
Theft	Red	5	
Truancy	Red	5	
Verbal abuse	Red	5	

## 6. Behaviour escalation flow chart



## 6. Detentions

There are four main types of detention:

### **Departmental detention (class teacher or Head of Department)**

Given by the class teacher either for behaviour (Purple Zone) or for lack of homework, classwork or for failure to bring equipment (e.g. PE kit). The detention will be set and the parents must be informed. Failure to attend a departmental detention will result in a referral to the Head of Department.

**Departmental detentions must be logged on SIMS by the teacher**

### **Red Zone detention**

Automatically issued for the same day for 15 minutes if a student has been referred out of the lesson to the exit room or 30 minutes if they have been referred out twice in one day. A letter is sent home to notify parents. It is expected that the teacher who referred the student out of the lesson meets the student during the detention to discuss behaviour and to resolve the issue. If the student misses the detention they will be referred to the Friday SLT detention after school. If a student is referred out of lessons more than twice in a week they must attend a meeting with the school Behaviour Support Manager and they will be given an internal exclusion. If the pattern of behaviour persists their parents will be contacted and they must attend a meeting with their parents and the Behaviour Support Manager and DHT/Progress leader. This may also lead to a fixed-term exclusion.

### **SLT detention**

These take place on a Friday for 45 minutes (3:15 to 4pm). They are issued for either missing the red-zone detention or two or more Head of Department detentions. They can also be given for one-off serious behaviour incidents or behaviour incidents in break or lunchtime. All referrals to the SLT detention must go through the relevant Progress Leader and the DHT responsible for behaviour.

### **Silwood Detention**

Failure to attend the Friday SLT detention will result in an automatic referral to the Silwood detention on the following Monday from 3:15pm to 4:45pm. This detention takes place in the internal exclusion unit. Failure to attend this detention will result in an internal excluded to Silwood the next day.

### **Other Detentions:**

For one-off serious behaviour incidents a Headteacher's Detention may also be issued. This takes place on Saturday from 9am to 11am.

### **7. Internal exclusion:**

Students who have been involved in a serious behaviour incident will be sanctioned to a fixed period of days to spend in the internal exclusion centre (Silwood). An internal exclusion may also be given for persistent referral out of lessons. The number of days is dependent on the severity of the incident and if the student is a persistent offender. Internal exclusion may also be used for students who are currently under investigation and cannot be in circulation until the issue is resolved. Students who are given a fixed-term exclusion will spend one day in the centre upon their return as part of their re-integration period. Silwood will be overseen and monitored by the school's Behaviour Support Manager. Below is a guide to the types of incident that may lead to an internal exclusion. However, these will vary depending on the severity of the incident and previous referrals. All referrals to Silwood must go through the DHT responsible for behaviour and will be made in consultation with the Progress Leader and Behaviour Support Manager.

<b>Incident</b>	<b>Sanction (guidance only)</b>
Missed Saturday SLT detention	1 day internal exclusion
Returning from fixed-term exclusion	
Persistent failure to comply with uniform regulations	1 day internal exclusion or until uniform is correctly worn
Red zone referral more than three times in one week Failure to report on SLT report Refusal to follow leadership instructions Multiple leadership detention referral Forging reports/ signatures Serious mobile phone incident Sabotage of lesson Vandalism / graffiti	2 days internal
Accessing inappropriate websites Serious inappropriate language Deliberate damage to property Behaviour which could damage the reputation of the school Verbal abuse towards staff Abusive behaviour towards student(s) Bullying Racist language/behaviour Homophobic language/behaviour	4 days internal
Threatening/aggressive behaviour towards staff Fire alarm infringement Fighting Weapon related Physical assault Theft	5 or more days/possible fixed-term exclusion

When a student returns from an internal exclusion they will be on report to the behaviour manager to monitor behaviour.

### **8.Fixed-term exclusion:**

Students who have been involved with in a behaviour incident that is deemed far too serious for an internal exclusion are sanctioned to a fixed term period of exclusion. The number of days is dependent on the severity of the incident and if the student is a persistent offender.

Please see appendices for the fixed term exclusion procedure policy and recommendation form that must be completed by the student's Progress Leader or Deputy Headteacher. On return from the exclusion the student's parent or carer are required to attend a re-integration meeting at the school and the student will be placed on report. For Students who have had more than one Fixed-term exclusion they will be put on a Behaviour Support Plan which will be monitored by the Behaviour Support Manager.

If there is a continued pattern of internal or fixed term exclusions the student will be required to attend the Governor's behaviour panel.

### **9. Behaviour Support Plans:**

Students who have been excluded twice in an academic year will be placed on a behaviour support plan (BSP) which will be managed by the Behaviour Support Manager. The behaviour support plan will comprise of strategies and techniques for both student and staff to use when the student's behaviour can and/or has become an issue in the classroom and out of the classroom.

The school Behaviour Support manager will prepare the BSP documents for the reintegration meeting with parents. Once this has been agreed with the student and parents it will be signed and circulated to all staff working with the student. The student will then meet with the Behaviour Support Manager every two weeks to monitor progress and add/amend the BSP accordingly. The BSP will remain in place even if significant progress has been made to ensure support is given, however the intensity will decrease accordingly.

See Appendix 6 for more details.



To be completed by Progress Leader/SLT

**Student details**

Student Name	Year Group and form

**Incident details**

Date:	Time:	Lesson	Break/lunch/other
-------	-------	--------	-------------------

Incident type (please tick)

Theft	Deliberate damage to property	
Racism (language/behaviour/abuse)	Sexual misconduct	
Fighting	Fire alarm infringement	
Homophobia (language/behaviour/abuse)	Threatening/aggressive behaviour	
Illicit substance	Serious inappropriate language	
Weapon related	Refusal to follow leadership instructions	
Physical assault – staff/ student	Behaviour which could damage the reputation of the school	
Sabotage of lesson	Other:	

Description of incident (*this will be used in preparing the exclusion letter*)

**Documentation details:**

Please ensure that the following actions/documents have been taken before this request goes to the HT:

Student statement	Complete SIMS log	
Witness statement(s)	Attendance and punctuality	
Staff statement	Other – please state below (photographic evidence, latest tracking, etc.)	
Home contact		

**Previous incidents/ interventions this academic year:**

Red Zone detentions	If yes, then how many?	
SLT Detention	If yes, then how many?	
Fixed term exclusions	If yes, then how many?	
Internal exclusions	If yes, then how many?	
Current interventions	If yes, please give details...	

**Proposed Fixed-term Exclusion details:**

Date(s):	
Length of exclusion:	

**Reintegration meeting availability:**

Please give 3 times/dates that you are available to attend the reintegration meeting:

--	--	--

Only if all exclusion paperwork is complete and attached, please give this form with the paperwork to the Headteacher.

*To be completed by the Headteacher if approving the exclusion.*

**Decision:**

Length of exclusion: (days)	
-----------------------------	--

The exclusion manager must ensure that a reintegration meeting takes place with the family present and the student in any event, and that the meeting form below is completed by the Year Director/SLT/Headteacher during the meeting.

Authorisation:

Exclusion manager: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

---

**Reintegration Meeting Form:**

<b>Date:</b>	<b>Attended by:</b>	
<b>Points:</b>	<b>Further Action:</b>	
Review Date:		

**Appendix 2 – Internal Exclusion (Silwood) Referral Form**

*To be completed by Progress Leader/Deputy Headteacher*

**Student details**

<b>Student Name</b>	<b>Year Group and form</b>

**Incident details**

Date:	Time:	Lesson		Break/lunch/other

Description of incident/ reason for exclusion *(this will be used in preparing the exclusion letter)*

**Previous incidents/ interventions this academic year:**

Red Zone detentions	If yes, then how many?	
SLT Detention	If yes, then how many?	
Fixed term exclusions	If yes, then how many?	
Internal exclusions	If yes, then how many?	
Current interventions	If yes, please give details...	

**Details of exclusion**

Date(s):	
Length of exclusion:	

**Date of re-integration meeting with Parent/Carer**

<b>Time</b>	
<b>Date</b>	
<b>Staff</b>	

**Referred by:**

Headteacher/Deputy Headteacher	Progress Leader	Behaviour Manager
-----------------------------------	-----------------	-------------------

# Silwood code of Conduct

- We show respect for others

- **We follow instructions the first time**
- **We raise our hands to speak**
- **We avoid distractions**
- **We stay in our seats**
- **We never use put downs or abusive language**
- **We work hard to complete all work**
- **We do not use electronic devices, including mobile phones**
- **We do not chew gum**
- **We do not eat or drink, except at lunch and break times**

**5 minutes will be added to your stay after school each time you break any part of the code of conduct. However, this can be removed for good behaviour.**

**Persistent failure to follow the code of conduct may result in more time being added to your exclusion in Silwood.**

### **Silwood procedures for Staff**

It is vital that all staff who are timetabled in Silwood follow the procedures outlined below. This is to maintain consistency and ensure the smooth running of the centre in order for it to effectively benefit the wider school. Any questions about the running of the centre or concerns should be raised in the first instance with Julie Cameron, the school Behaviour Support Manager.

- Staff who are timetabled in Silwood must do all they can to arrive promptly in the unit. At the end of their timetabled period they must wait in the centre for the next member of staff to arrive. If there is a problem, they must contact the school office via telephone. Silwood must not be left unsupervised at any time.
- Staff should actively monitor the students in the unit. The use of computers, electronic devices and mobile phones is not allowed by students or staff.
- Staff must ensure that all students comply with the code of conduct outlined below and log any incidents on the Daily Behaviour Log Sheet.
  - We show respect for others
  - We follow instructions the first time
  - We raise our hands to speak
  - We avoid distractions
  - We stay in our seats
  - We never use put downs or abusive language
  - We work hard to complete all work
  - We do not use electronic devices, including mobile phones
  - We do not chew gum
  - We do not eat or drink, except at lunch and break times
- Staff must update the Daily Behaviour Log Sheet and ensure that it is left on the teacher's desk at the end of the timetabled period.
- Staff should be prepared to help students with their academic work should the need arise.
- If a student is referred out of a lesson, staff should settle them into Silwood with minimal disruption and allow them to leave at the end of the lesson. They should also be recorded onto the Daily Behaviour Log Sheet.
- If there have been any particular issues with a student, the Behaviour Support Manager must be informed as soon as possible and certainly by the end of the day.

## Appendix 6 – Behaviour Support Plan

Name:	Date of initial meeting:
Present at meeting:	

Key background information:

### Behaviours in need of support:

#### Behaviour 1

Target behaviour:
Known triggers or warning signs of impending behaviour:
Preventative strategies and techniques:

**Behaviour 2**

Target behaviour:

Known triggers or warning signs of impending behaviour:

Preventative strategies and techniques:

**Behaviour 3**

Target behaviour:

Known triggers or warning signs of impending behaviour:

Preventative strategies and techniques:

**Behaviour 4**

Target behaviour:

Known triggers or warning signs of impending behaviour:

Preventative strategies and techniques:

**Proactive Strategies:**

<b>Context:</b>	<b>Strategy</b>	<b>Sources of support</b>
Before school		
Rec		
Lunchtime		
After school		
Lesson (specify)		

**Recognising good behaviour:**

**What works to promote good behaviour for this student?**

**How will the behaviour be recorded?**

**Who is responsible for rewarding good behaviour?**

<b>Review date:</b>	<b>Reviewer:</b>
<ul style="list-style-type: none"> <li>• Do they feel they are doing well? (Look at BW logs, round robins, academic progress levels)</li> <li>• Do they feel they are using their strategies?</li> <li>• Do they feel the teachers are using the strategies put in place?</li> <li>• Do we need to adapt (more or less support) the targets to reflect progress so far?</li> </ul>	