

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

A CHURCH OF ENGLAND ACADEMY  
Service Compassion Justice Perseverance



## **BEHAVIOUR POLICY**

DRAFT Awaiting Governor's ratification  
January 2018

# ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS

## BEHAVIOUR POLICY

### DRAFT Awaiting for Governors Ratification

Christ is at the centre of our Church of England school community where we live, love and learn together within an inclusive and equalities framework, and where students of all faiths and none are welcomed into our Anglican Christian community. In all that we do, we seek to show God's care for our students. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God. seen in Jesus Christ and lived out through the Holy Spirit alive in every person.

Our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING which come from the story of St Martin of Tours. Central to this is our school Bible verse from St Paul's first letter to the Corinthians.

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.*  
1 Corinthians 13:4-8

## BEHAVIOUR POLICY AND GUIDANCE

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## 1. Expectations

The behaviour management systems are underpinned by a framework of four positive statements that everyone in the school community is expected to uphold:

- I am ready to learn
- I will treat everyone with respect
- I am proud of my school
- I will choose to do the right thing

All conversations about behaviour and any interventions should be framed around these expectations. In the table below are some examples of the way in which these expectations should be upheld by students and staff

<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>

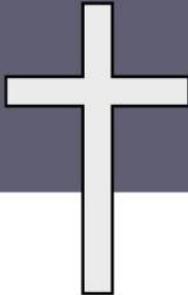
<b>"I treat everyone with respect"</b>	
<b>Staff</b> <ul style="list-style-type: none"><li>● Model good behaviour to students</li><li>● Maintain a calm demeanour</li><li>● Always reward good behaviour</li><li>● Allow the student to have their say at an appropriate time</li><li>● Ensure that the reason 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>

At the beginning of each lesson all students are expected to say the expectations as a prayer, this will be led by the teacher using the slide below.

# EXPECTATIONS



*Dear God, in Your presence I affirm*

**I AM READY TO LEARN**

**I TREAT EVERYONE WITH RESPECT**

**I AM PROUD OF MY SCHOOL**

**I WILL CHOOSE TO DO THE RIGHT THING**

*In the name of Christ, Amen.*


CARITATE ET DISCIPLINA
WITH LOVE AND LEARNING

## 2. 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 Progress Leaders. 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 alongside our four expectations:

### 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:

- Be asked to go to the exit room (Silwood)
- Be given a "red zone" (central) detention

## 5. Logging behaviour on SIMS

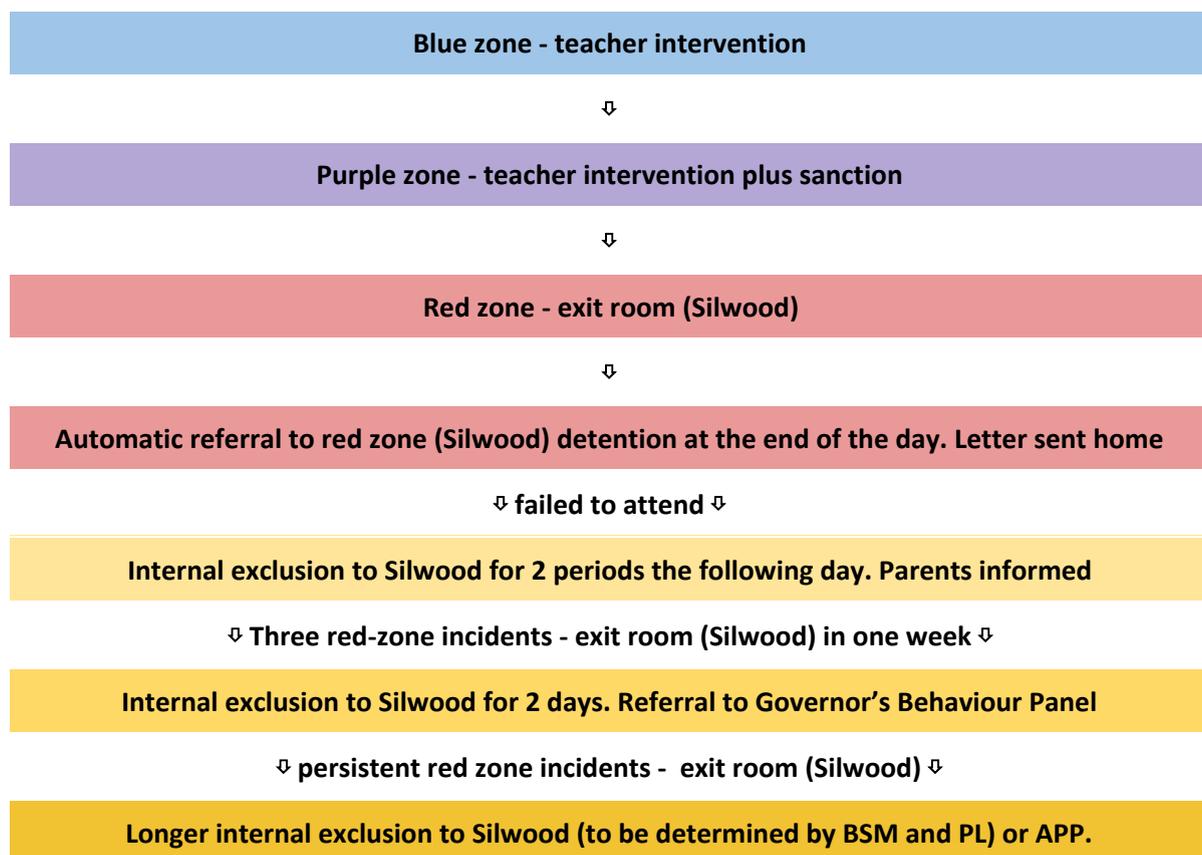
Progress Leaders check the number of behaviour points for each student in their year group on a weekly basis. Students who have a significant number of behaviour points logged in a week will be put on report by the Progress Leader. This threshold is at the discretion of the Progress Leader. Behaviour and achievement points will be taken into account when assessing a students' overall progress in school and will be reported to parents alongside academic grades.

An example of the categories for behaviour is shown in the table below:

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	

Records are kept of students who are sent out of lessons to Silwood and monitored by the BSM. If a student is referred out of lessons more than three times in a week they will be given a two day internal exclusion to Silwood. They will also be referred to the Governor's Behaviour Panel and parents will be contacted.

## 6. Behaviour escalation flowchart



## 6. Detentions

There are four main types of detention:

### **Class Teacher, Form Tutor, Head of Department or Progress Leader detention**

Given by the class teacher or form tutor either for behaviour (Purple Zone) or for lack of homework, classwork or for failure to bring equipment (e.g. PE kit). Detentions can also be set by the Progress Leaders for pastoral matters including punctuality and attendance. The detention will be set and the parents must be informed. Failure to attend a class detention will result in a referral to the Head of Department. The Head of Department will then reset the detention and inform the parents. Failure to attend the Head of Department detention or Progress Leader detention will result in a referral to the SLT detention. All detentions should be logged on SIMS.

### **Late detention**

If a student arrives late to school she will automatically be given a ***Late detention*** which takes place in B4 (or B6 on Friday) for 15 minutes after school on the same day. Failure to attend the detention will result in a detention to Silwood the next day at lunchtime (12:30 to 1:00pm).

### **Red-Zone (Silwood) detention**

If a student is referred out of a lesson and sent to the exit room she will be given a **Red Zone Detention** on the same day from 3:15pm to 3:30pm (or 3:45pm if she has been referred from two lessons). This detention takes place in Silwood and is monitored by the Behaviour Support Manager. Failure to attend the detention will result in a two period internal exclusion to Silwood the following day. A letter is automatically sent home to notify parents that their daughter was sent out of the lesson. 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

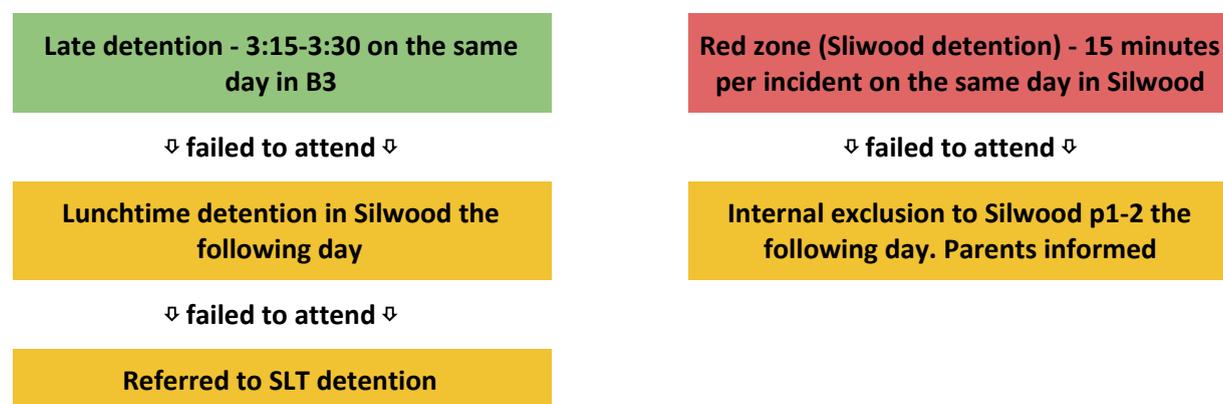
### **SLT Detention:**

If a student fails to attend a Head of Department detention, Progress Leader detention or a late detention she will be automatically put into the Friday **SLT detention**. This takes place every Friday from 3:15pm to 4pm in B4. Students can also be put into this detention for other serious incidents that have occurred during the week. All referrals to the SLT detention must go through the DHT responsible for behaviour.

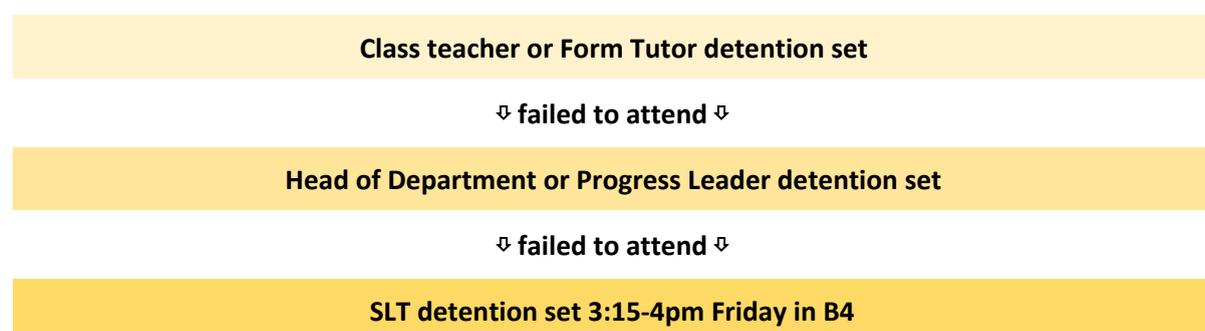
Failure to attend the Friday SLT detention will result in the student automatically being given an exclusion to Silwood p1-4 on the following Monday or Tuesday. If she missed an SLT detention a second time in any academic year the student will be given an exclusion for the whole day, if she missed a detention for a third time the exclusion will be for two full days. After the third time the student will be referred to the Governor's Behaviour Panel and if it happens again will be given a one week internal exclusion or possibly sent to another school on an Alternative Provision Programme.

### **Detentions escalation flowchart**

#### **Late and red-zone detentions:**



#### **Other detentions:**



↕ failed to attend ↕

**Internal exclusion p1-4 Monday or Tuesday of the following week. Letter sent home**

↕ failed to attend 2nd time ↕

**One day internal exclusion, referral to Governor's Behaviour Panel. Letter sent home**

↕ Further failure to attend ↕

**5 day internal exclusion leading to an APP at another school**

### 7. Internal exclusion (Silwood):

Students who have been involved in a serious behaviour incident, or who have missed detentions as detailed above, 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 often referred for behaviour incidents. Internal exclusion may also be used for students who are currently under investigation and cannot be in circulation until the issue is resolved. Silwood is overseen and monitored by the school's Behaviour Support Manager. Work will be provided for the students to complete whilst in the unit and their progress will be monitored and logged. When a student returns from an internal exclusion they will be monitored by the Behaviour Support Manager and their Progress Leader.

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>
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 or students Fire alarm infringement	5 or more days/possible fixed-term exclusion

Theft	
More serious incidents e.g. Fighting Physical assault Weapon related Illegal substances	Fixed-term or possible permanent exclusion

### **8. Alternative Provision Programme (APP):**

Students who have been involved with in a behaviour incident that is deemed too serious for an internal exclusion are sanctioned to an alternative provision programme (APP) at another school. The number of days is dependent on the severity of the incident and if the student has been in persistent breach of the school's behaviour policy.

Please see appendices for the APP recommendation form that must be completed by the student's Progress Leader or Deputy Headteacher. On return from the exclusion the student and their parent or carer are required to attend a reintegration meeting at the school and the student will be placed on report to the Progress Leader for monitoring. Students will not be allowed back to their normal lessons until this meeting has taken place. If the parent/carers is unavailable to meet the student will remain in Silwood until the meeting has taken place.

Students who have had more than one APP in an academic year 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 exclusions and APPs the student and their parent/carers 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 in a meeting with the student and 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 regularly 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.

### **10. Fixed-term and permanent exclusions**

There are two types of exclusion that are used as sanctions for very serious breaches of the school's behaviour policy; Fixed-term and Permanent exclusion.

A decision to exclude a pupil may be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;

and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude will be decided by the Headteacher. However, this will be used as a last resort and, in the case of persistent breaches, when other behaviour interventions have been tried. We make every effort to ensure everything has been done possible to support the student prior to any recommendation for permanent exclusion.

Please see the school's exclusion policy for more information.

ST MARTIN IN THE FIELDS HIGH SCHOOL FOR GIRLS  
**HEADTEACHER'S AWARD RECOMMENDATION FORM**



**Student details:**

<b>Name:</b>	<b>Year and form:</b>
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**Category:**

Service	Compassion	Justice	Perseverance
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**Reason for recommendation:**

**Approved:**

<b>Signed (Headteacher):</b>	<b>Date:</b>
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ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS  
**ALTERNATE PROVISION PROGRAMME REFERRAL FORM**



*To be completed by Progress Leader/SLT*

**Student details**

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

**Incident details**

Date:	Time:
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Incident type (please tick)

Theft	Deliberate damage to property	
Racism (language/behaviour/abuse)	Sexual misconduct	
Fighting	Fire alarm infringement	
Physical assault – staff/ student	Threatening/aggressive behaviour	
Illicit substance	Serious inappropriate language	
Weapon related	Refusal to follow leadership instructions	
Homophobia (language/behaviour/abuse)	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*)

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**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 Alternative Provision Programme details:**

Date(s):	
Length of exclusion:	



**Reintegration meeting availability:**

Suggested time and date of re-integration:	Staff:
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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 programme: (days)	<input type="text"/>
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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:**

DHT/BSM: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Reintegration Meeting Form:**

Date:	Attended by:	
Points:	Further Action:	
On report to:		
Review Date:		



**Internal Exclusion (Silwood) Referral Form**

*To be completed by Progress Leader/Deputy Headteacher*

**Student details**

Student Name	Year Group and form

**Incident details**

Date:	Time:	Lesson		Break/lunch/other

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

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**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
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- **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**
- **We ask permission to use the toilet**

**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.**



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.
- Staff should log all students correctly on the weekly Silwood Record which is on the Google Drive.
- Staff must ensure that all students comply with the code of conduct outlined below and log any incidents on the Silwood Record.
  - 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
  - We ask permission to use the toilet
- Staff should be prepared to help students with their academic work, should the need arise.
- Students should only be allowed to use the toilet at break or lunch times unless given permission (and only in exceptional circumstances)
- 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 Silwood record when they arrive in the unit.
- If there have been any particular issues with a student, Julie Cameron must be informed as soon as possible and certainly by the end of the day.

ST MARTIN IN THE FIELDS HIGH SCHOOL FOR GIRLS  
**BEHAVIOUR SUPPORT PLAN**



<b>Name:</b>	<b>Date of initial meeting:</b>
<b>Present at meeting:</b>	

**Key background information:**

**Behaviours in need of support:**

**Behaviour 1**

<b>Target behaviour:</b>
<b>Known triggers or warning signs of impending behaviour:</b>
<b>Preventative strategies and techniques:</b>

**Behaviour 2**

<b>Target behaviour:</b>
<b>Known triggers or warning signs of impending behaviour:</b>
<b>Preventative strategies and techniques:</b>



**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:**

Context:	Strategy	Sources of support
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?

Review date:	Reviewer:
<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>	

Signature of staff completing the BSP: ..... date:  
.....

Signature of student: ..... date:  
.....

Signature of parent/carer ..... date:  
.....