

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

A CHURCH OF ENGLAND ACADEMY  
CO-ED SIXTH FORM



# BEHAVIOUR FOR LEARNING POLICY

**APPROVED: OCTOBER 2021**

**DATE TO BE REVIEWED: SEPTEMBER 2022**

**ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS**  
**BEHAVIOUR POLICY**  
**Approved: October 2021**  
**To be reviewed: September 2022**

At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. 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**

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

**Our Mission**

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

*'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech.'* Titus 2: 7-8

**St Martin's School Prayer**

Dear God,  
We thank you for your love and your promise to be with us. At school or work, at rest or play, help us to feel near to you and hear your voice. Inspired by St. Martin's example, may we always show respect, encourage one another and serve our community. Help us to be aware of our talents, be enquiring and independent. May your gifts of faith, hope and love shine in us today.

Amen

*Inspired by St Martin's School Prayer*

**We nurture. We develop. We educate. We are St Martin's.**

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# Aim

This policy sets out clearly the expectation of behaviour and social relations in the school. The key aim is to create and maintain a community which is considerate, where interaction is based on mutual respect, and which fosters good learning and teaching.

We have the highest expectations that our students will behave with courtesy and respect for others in and out of school. We believe that in order to enable effective teaching and learning to take place it is essential that we promote and maintain the highest standards of behaviour. We acknowledge and reward the good work and behaviour of students and seek to create a caring, safe and happy learning environment in school by:

1. Encouraging all members of the school community to show respect for others.
2. Encouraging students to acquire self-discipline, taking responsibility for their own actions and choices.
3. Encouraging students to respect the customs and regulations of the school and have proper regard for authority.
4. Fostering a set of shared values among staff, students, parents and the wider community.

# Objective

The school will endeavour to:

1. Make explicit the philosophy underlying the school's system of rewards, sanctions and pastoral provision.
2. Encourage staff to recognise and praise good behaviour as well as dealing with bad behaviour, and to ensure that punishment, when needed, is appropriate and applied in a fair and consistent manner.
3. Promote early intervention in case of breaches of the rules.
4. Ensure that staff, students and parents know, and understand the reasons for, the school rules and code of conduct.

The school has a set of rules that are the framework for good behaviour and appearance, as well as promoting high standards. Courtesy, safety and common sense are the basis of the rules, which are applied fairly and consistently.

# 1. Promoting Positive Behaviour for Learning

The development of social, emotional and behavioural skills is fundamental to support learning. The development of these skills is consistently reinforced in the school. Outstanding behaviour in all aspects of school life has a positive impact on the life of the school community. Our expectation is that all students:

- Have respect for each other, the environment and themselves.
- Have the right to come to school and to learn in an environment which is not disrupted by the poor behaviour of a minority of students.
- Students are expected to attend regularly and be punctual to school and lessons.
- The expectation is that if a member of staff asks a student to do something it is done and there is no comment back or questioning of the staff decision.

## Character Education: We Are HEROIC

At St Martin-in-the-Fields High School for Girls, we believe that students should display the following character traits: **H**opeful, **E**nquiring, **R**espectful, **O**rganised, **I**ndependent and **C**ollaborative. We

believe that these characteristics should be developed and practised on a day to day basis by all students to become strong, tenacious and empowered young people. Every interaction is an opportunity to develop their character.

A St Martin's Student is:

**Hopeful** - an individual who is inspiring, accepts challenges, is determined, optimistic, scholarly and makes exceptional progress

**Enquiring** - an individual who wants to know more, think more and do more

**Respectful** - an individual who is compassionately sensitive to the needs of others and self; instilled with a heightened sense of morality and culturally aware

**Organised** - an individual who is independent, able to plan things carefully, prioritise and is goal-orientated

**Independent** - an individual who is able to think unassisted, confident in her academic and social capability and work within a strong moral framework

**Collaborative** - an individual with a strong sense of community, an understanding of the importance of courtesy, appropriate behaviour towards others and the environment

Students will use regularly use the following words and phrases:

### HOPEFUL

I am inspiring, determined, optimistic and scholarly. I accept challenges and make exceptional progress.

### ENQUIRING

I want to know more, think more and do more.

### RESPECTFUL

I am sensitive to the needs of others and self;  
I have a heightened sense of morality;  
I am culturally aware.

### ORGANISED

I am independent and goal-orientated.  
I am able to plan and prioritise my work.

### INDEPENDENT

I am able to think unassisted, confident in my academic and social capability  
I work within a strong moral framework.

### COLLABORATIVE

I have a strong sense of community;  
I understand the importance of courtesy  
and of appropriate behaviour.

## 2. Rewards

At St Martin's, we wish to create a positive learning culture predominantly through hard work, achievement and contribution to the life of the school. The school reward systems are based upon the school key principles of promoting outstanding behaviour and achievement. Staff will reward students for their academic and pastoral achievements. These include:

- **Praise** - praise will be given for the behaviour we want to see more of and for students doing the right thing
- **Merits** - Merits may be given to students for work of high standard; exceptional effort, marked improvement in a school week; exemplary behaviour, a marked improvement in behaviour, being helpful to staff and other students
- **HEROIC Postcard home** - this is sent home for improved and sustained outstanding work/behaviour over a term
- **Commendations Certificates** - these are awarded at the end of each term . All teachers award certificates for attainment and effort to between 5- 10% of their group. Students with the highest number of awards receive their certificates from the Senior leadership team

- **HEROIC Character Achievement points** - At the end of each term the achievement points for each student will be calculated and rewards and certificates given out at the end of term assembly
- **Headteacher's Afternoon Tea** - Students are invited to an Afternoon Tea with the Headteacher for achieving 300 or more achievement points .
- **Headteacher's Awards** - Headteacher's awards can only be sanctioned by the Headteacher but any member of staff can nominate a student. When a student receives a Headteacher's award it will be announced in assembly, a letter will be sent home and the name will be posted on the **Headteacher Award Board**
- **End of Term/Year Award** - Prizes given for merit points, Bronze, Silver, Gold, Platinum and Distinguished Student Award. These awards are given on the net points (Merits-Consequences). Prizes includes trips, gifts, vouchers, prom discount and more
- **HEROIC Assembly** - Students achieving 1000 or more achievement points , parents are invited to an assembly where certificate and prizes are given
- **Prizes and Other Awards** - Outstanding academic and extra-curricular achievements are celebrated by announcements and presentation of certificates in assemblies, prizes at Key Stage Assemblies and Celebration and Prize Giving Evening

### 3. Statutory powers

The School's statutory powers regarding behaviour and discipline are set out in the Education and Inspections Act 2006, supplemented by the Department for Education's 'Ensuring good behaviour in schools' (April 2012). These powers give members of staff in lawful control of children the right to regulate pupil's conduct and enforce sanctions. Powers shall be exercised 'reasonably and proportionately'. Where reasonable, this power extends to students when outside of school (for example on school trips, travelling to and from school, representing the school at sports' fixtures). These powers include the right to:

- Detain students on weekdays (after the normal school day has ended), weekends, or staff days. There is no requirement for 24 hours notice.
- Detain students at lunchtime provided that lunchtime detentions are not of such duration that a pupil misses the opportunity to eat.
- Confiscate articles (seize, retain or dispose of) with authority from the Headteacher.
- Search a pupil for prohibited items, using reasonable force if necessary, without consent (Violent Crime Reduction Act 2006).

### 4. Roles and Responsibilities

#### 4.1 The Board of Governors will:

- Establish, in consultation with the Headteacher, staff and parents the policy for the promotion of excellent behaviour and keep the policy under review
- Ensure the policy is communicated to students and parents, that it is non-discriminatory and that the expectations are clearly set out
- Support the school in maintaining high standards of behaviour and monitor the effectiveness of the Behaviour for Learning Policy
- Form a Governor's Disciplinary Committee with a clear role and guidances, and will meet as required

#### 4.2 The Headteacher

- Ensure the policy and procedures are implemented and managed day-to-day
- May delegate aspects of its day-to-day implementation and management to a designated member of the school's Senior Leadership Team
- Ensure all staff adhere to the behaviour policy and implement robust systems for keeping records of all reported serious incidents, reporting to Governors and parents/carers when

required.

- The Headteacher and the SLT will oversee support for all staff faced with challenging behaviour.
- Ensure there is no differential application of the policy and procedures
- Ensure that the concerns of students are listened to and appropriately addressed

#### **4.3 The Senior leadership Team, in particular the Assistant Headteacher in charge of Behaviour for Learning**

- Ensure the school's Behaviour for Learning Policy and other related policies are implemented consistently across the school
- Ensure that the school regularly communicates with parents, carers and governors
- Provide effective support and training for staff
- Provide visible and dependable support to staff throughout the day
- Ensure a curriculum is in place which is up to date with changing social and cultural influences and which motivates all students
- Ensure there is no differential application of the policy and procedures
- Ensure that the concerns of students are listened to and appropriately addressed

#### **4.4 Staff**

- Ensure the policy and procedures are consistently followed and fairly applied
- Mutual support amongst the staff in the implementation of the policy and procedure
- Demonstrate mutual respect to students by treating students with fairness and consistency
- Promote positive behaviour by avoiding confrontation, sarcasm, humiliation and saying personal comments to students
- Set high standards required to promote positive behaviour.
- With the support of the Headteacher, create a high quality learning environment
- Maintain positive communication between home and the school
- Use the merit and consequences system appropriately
- Ensure there is no differential application of the policy and procedures
- Ensure that the concerns of students are listened to and appropriately addressed

#### **4.5 Students are expected to:**

- Take responsibility for their own behaviour inside and outside of school.
- Arrive on time:
  - ◆ for roll call
  - ◆ being punctual to all lessons
  - ◆ aiming for 100% attendance
- Report any form of incident, violence, bullying and any form of harassment

#### **4.6 The school value a close relationship with **parents, guardians and carers** and they are expected to:**

- Take responsibility for their child's behaviour inside and outside of school
- Work in partnership with the school to assist in maintaining high standards of behaviour and inform the school of any circumstances that may affect the student's learning and behaviour
- Sign a Home School Agreement that outlines the responsibilities of the parent and the school (**Appendix A**)
- Capture the opportunity to raise any concerns with the school
- Ensure that their child receives a suitable full time education at school or by making suitable arrangements
- Ensure their child regularly attends school and has good punctuality
- Support the school system of rewards and sanctions

Our expectation is that **All** students must behave in an acceptable way to enable quality teaching and learning to take place. The five (5) **Behaviour for Learning** rules will be displayed by all teachers at the start of every lesson.

## 5. The Behaviour for Learning rules

1. Be **HEROIC** and strive for improved achievement
2. Have good manners and showing respect to **all** staff and students at **all** times
3. Be ready to learn - planner and necessary equipment on desk ready for learning
4. Follow instructions respectfully the first time
5. Uphold students' right to learn and teachers' right to teach

## 6. Student Expectations

### 6.1 Conduct for school

Uniform is important because it shows that students have pride in the school and it recognises that school is a place for learning and is distinct from home. Students are expected to:

- Ensure all electronic devices are out of sight and switched off
- Wear the correct uniform at all times including black low heel sensible outdoor shoes (no boots, no ankle length shoes, no trainers, canvas, steel capped shoes or studded shoes).
- No excessive jewellery, only one small plain earring in the lobe of each ear (no facial piercing or other piercing in the ear are allowed)
- No makeup, hair dye or painted/false nails
- No "hoodies" as uniform or external coat
- No eating except in the Dining Plaza area
- No touching, jumping or play fighting

### 6.2 Conduct between lessons

We expect students to continue to behave in line with the qualities of a St Martin's student at break times as they move around the school and on their way to lessons. In the interest of safety, ease of movement and general thoughtfulness to others, the following guidelines must be adhered to:

- Follow our silent transition when in the building
- Walk purposely and silently on the left
- Hold doors for those approaching or following, as appropriate
- Wear school blazer at all times
- Be courteous to staff, students and visitors
- Medical pass is required to use the toilet during lesson time
- A valid pass will be asked to be shown if you are seen out of lessons
- Exceptional behaviour is expected in the Dining Plaza

### 6.3 Conduct in the Dining Plaza

Lunchtime must be relaxing and pleasant for everyone. The large number of students eating in the Dining Plaza at once requires that students conduct themselves in an appropriate manner, having regard for the health and safety of others. Students are expected to:

- Enter and leave the Dining Plaza in an orderly manner
- Queue up in a sensible manner
- Remove outdoor clothing before sitting
- Sit sensibly without overcrowding (up to six (6) students at the table)
- Eat in a manner that will not cause offence - observe good table manners
- All food must be consumed in the Dining Plaza
- Only talk with people nearby
- Respond quickly to the requests of all staff

- Clear away and dispose of rubbish after eating

#### **6.4 Conduct in lessons**

The school has the highest standards for behaviour in the classroom. In lessons students are expected to:

- Arrive on time to lesson
- Enter the classroom quietly and appropriately in accordance with the expectations of the teacher
- Enter, stand behind the chair and wait until the teacher greets the class.
- Sit in the correct seat in accordance with the teacher seating plan
- Place planner, pencil case and book on the desk ready for learning
- Be equipped for lessons: student planner, PE kit, pencil case, calculator, reading book
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise hand to ask a question without calling out
- Drinking water bottles only, no eating or chewing
- Toilet breaks are only at Rec and lunchtime
- Take care of presentation, underline titles and date, set out work neatly and glue all your worksheets in. Look after your books, remember your parents, SLT and inspectors will be seeing them
- Work to your very best ability by actively participating in the learning activities without disrupting the learning environment.

#### **6.5 Homework**

This is an important part of a student's education. It has many benefits including the development of students' independent learning skills. Students are expected to:

- Record homework in their planner
- Complete homework to the best of their ability
- Meet all deadlines set, even if they are absent on the day it was set.

#### **6.6 Conduct outside of school**

Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school.

Students are to be mindful that they represent the school at all times and are required to positively promote themselves and the school.

Students are expected to:

- Wear the school uniform correctly with pride and dignity (school uniform policy applies outside of school)
- Arrive at school and leave school in full uniform (students are not permitted to wear hoodies)
- Be polite and courteous at all times
- To use public transport, cycle lanes/pedestrian zones safely and respectfully
- Dispose of litter properly
- Respect members of the public, our neighbours, our local shops and property.
- Respect public property
- Do not block walkways or residential entrances
- Speak with a low tone - conversational level

## **7. Uniform**

At St Martin-in-the-fields we believe in high standards of school uniform, and that our belief in a common and consistent identity is a strength of the school. We strongly believe that we all share a responsibility to ensure that:

- Students wear their uniform correctly, and with pride

- Staff have high expectations of student school uniform, and that they are consistent in how they support students to ensure the uniform policy is consistently adopted
- All staff are responsible for making sure that students adhere to uniform expectations and checks school uniform is worn correctly
- Parents have high expectations in how their children are dressed for school, and consistently support/reinforce the school policy with regards to uniform
- School uniform must be worn correctly with pride from the time students leave home in the morning until they return home in the evening.

In order to avoid students receiving behaviour sanctions for uniform infringement, we have clearly set out the uniform requirements and how these will be enforced.

**SCHOOL BLAZER** to be worn at all times , including on the way to and from school

**SKIRT** (knee length) or optional ankle length school skirt for Muslim students

**TROUSERS** Optional bespoke grey school trousers, matching blazer

**BLOUSE** White, V neck with school logo (long or short sleeve)

**JUMPER** to be brought to school at all times, either long sleeve or tank top, must not be tied at the back or tucked into the skirt

**SHOES** Black leather shoes with low heels

**SOCKS** Plain white, grey or black, no logos or patterns

**TIGHTS** Plain grey or black; no leggings

**COAT** Plain, dark coat; no denim or leather

**HEADGEAR** Hats should be worn only in inclement weather on the way to and from school; these should be in grey, blue or black.

**6th Form** - Business attire- dress appropriately for working in a formal setting.

## PE UNIFORM

House coloured T-shirt with school logo

Black PE shorts or skirt (optional)

Sports/running trainers (any colour)

Socks (white)

Supportive bra or sports bra

School tracksuit (black with red stripes)

PE bag for storing these items

## RELIGIOUS DRESS

Muslim students may wear the following: headscarf in black or grey (plain material); ankle length grey school skirt

**JEWELLERY** Jewellery is not permitted except for one pair of small, plain metal studs, worn in the lobe of each ear. **No other** piercings are permitted. A small cross may be worn under the blouse and this should not be seen. Bracelets and anklets **are not** permitted

**HAIR** Hair/reasonable length extensions must be tied back and should only be your natural hair colour. Hair bands or clips must be plain grey or black, braid clips and beads are not permitted. Headbands are not allowed.

### 7.1 The following are NOT permitted as a part of the uniform:

- Trainers or trainer-type footwear
- Canvas or material shoes
- Leisure shoes (e.g. sandals, flip flops or sliders)

- Decorations of any kind on shoes
- Boots
- Sliders
- Headscarves for non-religious reasons
- Bonnets
- Bandanas
- Patterned trainers or leisure shoes for PE will be not be accepted as school shoes
- Elaborate headbands (2 inches or more) or head scarves not in school colours
- Denim or leather coats/jackets
- Hoodies or similar must not be brought into school or worn to and from school
- Baseball caps or ski hats

### **7.2 Students will be directed to remove the following:**

- Make up including lip gloss and heavy eyebrow make-up
- Nail varnish including gel/shellac polish
- False nails of any type
- False eyelashes
- Non-prescription contact lenses or glasses
- Coloured contact lenses
- Nose studs
- Other facial piercings
- Body piercings including lip, mouth, tongue or teeth
- Earrings that are not in the lobes of the ear

**Tattoos, temporary or otherwise, are not permitted.**

If a student disregards the school uniform policy the following procedures will apply:

- Any student not in full uniform or shows disregard to the school uniform policy will be placed in Achievement Improvement Centre (AIC).
- Students with a medical note regarding specific uniform items, are exempt from AIC - they will have a green uniform exemption card
- Students without a medical note regarding specific uniform items, will be placed in the Achievement Improvement Centre (AIC) - Parents/carers will be contacted and once an agreed period confirmed - students will be issued a pink uniform exemption card
- Uniform breaches without a note from a parent or a medical note will be:
  - ◆ Recorded on SIMs as a behaviour incident
- Students wearing inappropriate piercings either (jewelled earrings or for instance a nose stud or extra ear piercing will be asked to remove them). If students refuse, On-Call should be requested and students taken to the Achievement Improvement Centre (AIC), parents will be contacted and asked to ensure their child adheres to the school uniform rules.
- If the student continues to disregard the school rules on uniform, they will be placed in the Achievement Improvement Centre (AIC) with escalated sanctions applied

## **8. Confiscation of Prohibited Items**

Within reason, Staff are allowed to confiscate, retain or dispose of student's property. It is for the school to decide if or when to return the confiscated items. The law protects staff from liability for damage to, or loss of any confiscated item providing they have acted

lawfully. Weapons, knives, drugs and explicit images must be handed to the police.

### 8.1 Prohibited items

- Energy drinks
- Vaping equipment
- Alcohol, illegal drugs and other dangerous substances
- Fireworks
- Explicit material
- Weapons – or any item that can be used with the intention of causing harm
- Cigarettes/smoking material, lighters and matches
- Stink bombs and water bombs
- Mobile phones and headphones that are heard or visible
- Electronic devices that are heard or visible
- Aerosols
- Make-up
- Nail varnish
- Chewing gum
- Stolen items
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to the property
- Any material that may cause an offence

### 8.2 Mobile Phone & Electronics policy

We have a no mobile phone policy at St Martin-in-the-Fields High School. Other electronic items such as cameras, bluetooth and wireless enabled devices e.g. tablets and earpods are not allowed in school and will be confiscated.

- Students may bring mobile phones to school but it should not be seen or heard
- Mobile phones should be switched off and in bag
- Students are not allowed to wear headphones of any type
- Using a mobile phone/listening to music is banned in all lessons and tutor time
- Using a mobile phone at rec and lunchtime is also prohibited
- Post 16 students will be allowed to use headphones when using the computers only (not wireless earbuds). Post 16 Students' headphones must be plugged into the computers or laptops but not mobiles
- Post 16 students can use their mobiles in the sixth form designated study area
- Gaming devices are not allowed on the school site
- Mobile phones confiscated will be returned on a Tier basis (see below)
- Students are not allowed on their phones until they go through the school gate. Should a student need to call home, they should do so via the school main office. The no mobile use policy is suspended after 4pm as we appreciate students who are staying later for intervention and clubs may need to contact home and the main office may be closed.

Should students make the wrong decision to use any banned electronic devices in any way or if any banned devices are seen or heard, these are the consequences:

**TIER 1** Mobile phones/electronic devices will be confiscated by a member of staff and kept in the main office and parents informed.  
Mobile phones/electronic device can be collected on the same day of confiscation after serving the detention given

Refusal to hand over the mobile phones/electronic device will result in a detention for 1hr

**TIER 2** Mobile phones/electronic device will be confiscated by a member of staff and kept in the main office and parents informed  
Mobile phones/electronic devices can be collected by parents/carers only after 24hrs  
Detention must be served before parents/carers can collect the mobile phones/electronic devices  
Refusal to hand over the phone will result in a detention for 1hr

**TIER 3** Mobile phones/electronic devices will be confiscated by a member of staff and kept in the main office and parents informed  
Mobile phones/electronic devices can be collected by parents/carers only after 48hrs at a meeting with the Pastoral Leader  
Students will spend one day in the AIC for persistently breaking the school rule  
Students are expected to either not bring their mobile phones/electronic device to school or hand the mobile phones/electronic device to the main office for 2 weeks in the mornings and collect it at the end of the day

**TIER 4** At this stage students are persistently showing defiant behaviour to the school no mobile policy  
Mobile phones/electronic devices will be confiscated until a meeting is held with parents/carers with a member of the School Senior Leadership Team  
Students will receive further sanctions

## 9. Managing Behaviour for Learning: Sanctions

We endeavour to create a climate of positivity, rewarding students for their efforts beyond that is expected by all. However on occasions that students' behaviour fall short of the high standards we expect, sanctions are warranted. The sanction chart will be displayed in the classroom and should be a point of reference for staff to show students how sanctions will increase in severity unless a change in behaviour occurs.

The system of sanctions is in place to ensure a record is kept of incidents and that students have the opportunity to:

- Face up to the consequences of their wrong choice
- Reflect on their actions

The consequence must be reasonable and proportionate in each individual circumstance and must take into account the student's special educational needs and any other issues affecting them. The system allows behaviour to be monitored and suitable intervention put in place for individuals and groups. The school recognises three levels of severity for negative behaviour: blue, purple and red zones. Staff must sanction students who are displaying behaviour that is negatively affecting the learning of others as well as their own.

Enforcement of expectations is delivered through the sanction chart and is known by staff and students. A copy of the sanction chart will always be visible in all classrooms. The steps are:

- **First warning - Verbal warning:** where a student has not met the expectations for the first time
- **Second warning - Noted warning:** if the previous behaviour or another behaviour is repeated, record the student's name and may issue a up to 30 minutes detention
- **Remove - On-Call Support:** on the third offence, the teacher will call for On-Call. The member of staff on On-Call will collect the student from the lesson and escort them to the Achievement Improvement Centre (AIC).



Action		Consequence
<b>Sanction 1 Warn (W)</b>	<b>1st Verbal warning</b> Students are reminded of 'Rules for Learning'	<b>Student apologies for the inappropriate behaviour</b>
	<b>2nd Warning</b> Student names are noted and they are reminded of the next step	<b>15-30 minutes detention</b>
<b>Sanction 3 Remove (R)</b>	<b>On-Call to remove student to the Achievement Improvement Centre (AIC)</b>	<b>Student remains in AIC until 4pm on the day of the incident</b> <b>Restorative meeting with class teacher at the end of the day</b>  <b>Student will return to AIC the next morning</b> <b>24hr exclusion from lesson is enforced;</b> <b>Day 1:P2- end of day 2:P2</b>

Failure to go to the Achievement Improvement Centre (AIC) will result in a 2 day fixed term exclusion, with a re-admittance meeting with parents/carers. Students who are sent to Achievement Improvement Centre (AIC) on a given day will remain in school until 4pm that day. The student will remain in the Achievement Improvement Centre (AIC) until the time they were set out of lessons (e.g. Wed P4 sent out; remains until the end of Thurs P4). An extended time in the AIC or an internal/fixed term exclusion can be expected if a student fails to engage with the above expectations even further.

The grid below demonstrates some specific behaviours that fall in the different zones and tariff of sanctions appropriate for the behaviour. The following examples are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used.

### Sanction Chart

Blue Zone (1 point) - Warning	
Behaviour descriptors	Sanctions
Eating /Chewing Failure to follow instructions No homework Poor quality of homework Little or no work Talking Minor misdemeanour Missing piece of equipment	Centralised detention up to 15 minutes
Purple zone (3 points) - Warning	
Behaviour descriptors	Sanctions
Inappropriate behaviour towards a student e.g playing, pushing, being unkind Refusal to follow instructions Mobile phone seen or heard Graffiti in or on books Persistent failure to do homework Not prepared to learn/no planner/lack of equipment	Centralised detention up to 30 minutes

<b>Red Zone (5 points) - Removal to AIC</b>	
<b>Behaviour descriptors</b>	<b>Sanctions</b>
Mobile phone (refusal to hand over) Fighting Refused to change behaviour after given a warning Threatening and aggressive behaviour to another student Leaving a lesson without the teacher's permission Outright defiance/rudeness/swearing at staff or at another student Abusive or offensive language Highly disruptive behaviour Graffiti to school property Destruction/damaging of school property	Student to remain in AIC until 4pm on the day and return the following morning to complete 24hrs exclusion from lesson
<b>Centralised Detention</b>	
<b>Behaviour descriptors</b>	<b>Sanctions</b>
Any detention set by teacher Lateness to school Behaviour points exceeding 10 points in a week - excluding removal from lessons to AIC (blue and purple zone points accumulated)	30 - 60minutes centralised detention
<b>Internal exclusion</b>	
<b>Behaviour descriptors</b>	<b>Sanctions</b>
Inappropriate behaviour in the local community Failure to attend Centralised detention Mores serious unacceptable behaviour Dishonesty Refusing to go the Achieving Improvement Centre (AIC) when removed from a lesson X3 removal to AIC in 1 week Truancy from school Behaviour that is disruptive across many subjects Very serious poor behaviour Verbal abuse and inappropriate behaviour towards staff Extreme abusive behaviour Bullying Illegal acts Fighting Threatening behaviour Online Derogatory comments Openly defiant of the school uniform code	2-5 days
<b>Fixed Term Exclusion</b>	
<b>Behaviour descriptors</b>	<b>Sanctions</b>
This takes place after the second internal exclusion. The third internal exclusion will be an external exclusion for any serious breach of the School behaviour policy. This can also be for fighting/physical assault, damage to school property and bringing the school into disrepute.	5 days or more

### **9.1 There is some student behaviour that will not be tolerated. Where these lines are crossed, it is highly likely that students will face a fixed term or permanent exclusion.**

The following list are not meant to be prescriptive but should serve to give some indication:

- Swearing at a staff member
- Bringing drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- An unprovoked physical assault of another student or a member of staff
- A behaviour that brings the reputation of the school into disrepute
- Intentionally setting off the Fire Alarm
- Knowingly bringing a trespasser onto the school site
- Significant breach of health and safety

### **9.2 Detention**

Detention is one of the most tangible sanctions that we can use to address behaviour when students have not responded to other strategies. Detention will be issued by the teacher dealing with the incident. To maximise the detention effect and impact, detention will be set on the same day as a **centralised detention**. The duration of the detentions are from 15 mins - 1hr.

#### **9.2a Detention procedures**

- All behaviour will be managed in line with the expectations identified in the behaviour sanction chart. Staff will be expected to use their professional judgement.
- Detention will run on a daily basis, centralised detention that is staffed by all members of staff on a rota basis.
- Detention may be issued up to 60 minutes from arrival time on the day of the incident without prior notification to parents or carers
- Detention for classwork or behaviour takes precedence over other activities, including sporting fixtures and trips
- Student who have a detention will be escorted to the detention room by their period six (6) teacher to ensure attendance
- Please note : **Parental consent is not required for detention**. This is in line with DfE guidance detailed in the "Behaviour and discipline" document from January 2016. **However parents will be informed by the school via a text of any after school detention.**
- Unless we hear otherwise, we will assume that the message has been received. If you change your contact details, please ensure that you notify the school so we can update our records
- Any detention missed by a student due to absence, the detention must be served before returning to lessons
- All detentions will be logged by staff and analysed weekly

### **9.3 Internal Exclusion**

Students who have been involved in a serious behaviour incident, or who have missed detentions as detailed above, will be sanctioned a fixed period of days to spend in the Achievement Improvement Centre (AIC) as an internal exclusion. 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. The Achievement Improvement Centre (AIC) is overseen and monitored by the school's Behaviour Intervention Leader. Work will be provided for the students to complete whilst in AIC and their progress will be monitored and logged. When a student returns

from an internal exclusion they will be monitored by the Behaviour Intervention Leader and their Progress Leader.

Below is a guide to the types of incidents that may lead to an internal exclusion. However, these will vary depending on the severity of the incident and previous referrals. All referrals to the Achievement Improvement Centre (AIC) must go through the AHT responsible for behaviour and the decision will be made in consultation with the Progress Leader.

Incident (not exhaustive but serves as an indication)	Sanction (guidance only)
Persistent failure to comply with uniform regulations	Internal exclusion until uniform is correctly worn
Failure to report on SLT report Refusal to follow leadership instructions Multiple detentions Forging reports/ signatures Serious mobile phone incident Vandalism / graffiti Online Derogatory comments Serious inappropriate language	Up to 2 days internal
Accessing inappropriate websites Deliberate damage to property AIC referral more than 6 times in one term 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 Verbal abuse towards staff Extreme abusive behaviour Illegal acts Fighting Threatening behaviour Openly defiant of the uniform code	Up to 5 or more days internal
Threatening/aggressive behaviour towards staff or students Fire alarm infringement Theft Fighting Physical assault	5 or more days/possible fixed-term exclusion
More serious incidents e.g. Fighting Physical assault Weapon related Illegal substances	Fixed-term or possible permanent exclusion

## 10. Alternative Provision Programme (APP)

Students who have been involved 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 Assistant 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 the Achievement Improvement Centre (AIC) 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 Assistant Headteacher in charge of behaviour for learning. 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.

## 11. Fixed Term and Permanent Exclusion

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
- 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.

## 12. Support and Intervention

The school recognises that students with emerging serious academic behaviour concerns may benefit from pastoral support. Every case is an individual and each case will be treated as such. Where a student's behaviour is not improving, the school acknowledges its responsibility to support students in helping them raise their awareness and find solutions. The type of support will vary depending on the student but will allow input from all stakeholders including, student, parents/carers and relevant external agencies. School based strategies that can be offered to students to support sustained improvement in progress and behaviour include:

- Meeting with parents - which may include target setting
- Behaviour mapping - identify any specific points during the day where the behaviour deteriorates
- Counselling
- Relationship training
- EHCP assessments where appropriate
- Completion of a Common Assessment Form and Early help referral
- Mentoring programmes
- Withdrawal from lesson for individual or group support
- The use of the Chaplain
- Referrals to specialist external providers for e.g CAMHS (child and adolescent mental health services ( following consent from parents/carers)
- Behaviour Reports to identify hotspots where a student struggles with displaying the

correct behaviour and to monitor student conduct

### 12.1 Behaviour Reports

We operate a three tier system of reports which are used for different purposes:

- To monitor student's conduct over a set period of time
- To identify hotspots where a student struggles with displaying the correct behaviour
- To identify lesson days where a student performs well, beyond what is normally expected of all students.

**Tier 1:** Tutor Report/Subject Report - following from the behaviour analysis, students will be put on report to monitor behaviour. No more than two targets to be set. Failure of this report then the student will move to **Tier 2**. For a subject report, student progress will be monitored over 4 lessons.

**Tier 2:** Progress Leader Report - where a student fails **Tier 1**. The same procedure applies as Tier 1. Where a student has made progress, a HEROIC postcard is sent home congratulating the student on their progress. The report is collected and monitored daily. Failure of this report will result in a meeting between the Progress Leader and the parents/carers and the student being put on a Progress Leader Intervention Plan (BLIP).

**Tier 3:** Senior Leader Report - where a student fails **Tier 2** and has not made improvements in the Progress Leader Intervention Plan (BLIP). Before the student is placed on the Senior Leader's Report the Progress Leader arranges a Team Around the Child (TAC) meeting chaired by a member of SLT.

### 12.2. Support for Students with two or more Exclusions

Students who have been excluded twice in an academic year and are at risk of disaffection or of permanent exclusion from school will be placed on a behaviour support plan (BSP) which will be managed by the Assistant Headteacher in charge of Behaviour for Learning. 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 Assistant Headteacher in charge of Behaviour for Learning will prepare the BSP document in a meeting with the student and parents/carers. Once this has been agreed with the student and parents/carers, it will be signed and circulated to all staff working with the student. The student will then meet with the Assistant Headteacher in charge of behaviour for learning 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.

<b>Exclusion 1</b>	Reintegration meeting with student, parent/carers, actions such as student placed on <b>SLT report</b> following the exclusion. Restorative meeting will take place
<b>Exclusion 2</b>	Reintegration meeting with student, parent/carers, <b>BSP</b> will be devised for the students and shared with relevant teachers as an additional support strategy
<b>Exclusion 3</b>	Meeting with students, parents/carers. Student and parents/carer told of the <b>respite programme of 2 weeks</b> in a partner school or alternative provision. Reintegration meeting held. Behaviour support plan to be updated on the student return to school and this will be shared with relevant teachers
<b>Exclusion 4</b>	During the reintegration meeting the school will discuss additional support that will be put in place i.e. Common Assessment Framework, Early help, etc and the student is

	placed on a <b>6 week respite programme</b> . The Student must successfully complete the respite programme and the provision must recommend reintegration before they can return. BSP to be updated on the student return to school and shared with relevant teachers
<b>Exclusion 5</b>	Students will now be on their final warning and at risk of a permanent exclusion. This exclusion will be <b>fixed term exclusion at home</b> and a meeting held to outline the seriousness and to ensure all required support is in place. The Pastoral Governor and the local authority will be notified that this student is at risk of permanent exclusion.
<b>Exclusion 6</b>	Students at the 6th exclusion or who have committed a serious offence that undoubtedly is a permanent excludable offence will be offered a <b>managed move</b> if appropriate, however where this is not possible, a permanent exclusion will take place. <b><i>If the student is offered a managed move and this fails, the school will move to a permanent exclusion.</i></b>

## 13. Anti-bullying

*(In line with DfE Guidelines – July 2017-Preventing and Tackling Bullying – for more details please see the full Anti-bullying school policy).*

The School views bullying of any kind as a serious matter.

St Martin-in-the-Fields believe that everybody in our community should be safe, treated with respect, fairly and equally by all other members of our community. By this we mean:

- Feeling safe, welcome and not a victim of bullying.
- Having respect for each other

Bullying is the use of aggression with the intention of hurting another person and results in pain and/or distress to the victim.

By bullying we mean any deliberate action that makes a person feel bad about him/herself. This involves verbal and physical abuse

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Unpleasant comments about people's disabilities
- Persistent teasing
- Threatening
- Using on-line technology to be unkind towards someone else

The school condemns all forms of bullying and seeks, with the help of students, staff, governors and parents in defeating it wherever it arises.

### Bullies

- There can be no place for this in this school. Action is always taken against the bully
- Bullies also need help and this will be provided where appropriate and as required
- Bullying is cowardly. The bully usually picks on someone who is unlikely or unable to retaliate. Bullies in a group find safety in numbers. There is no such thing as a brave bully
- All members of our school are aware that the really brave person is the one who TELLS, rather than keep silent. As a TELLING community we are protecting others who may be

affected by the bully. The school gives every possible support and protection to those who tell on the bully

### **13.1 Procedures**

- Bullying incidents, or awareness thereof, should be reported (by student, parent, staff) to an appropriate member of staff as soon as possible. In most cases, this will be the Assistant Headteacher in charge of behaviour. If a member of staff is reporting the incident they must flag this up on the 'Bullying Watch' on the Workflow and then log the incident on SIMS
- The issues will be addressed by the appropriate member of staff at the earliest possible opportunity and certainly by the end of the school day
- In each case brought to the attention of the school, appropriate mechanisms will be used to record any incident, clearly and accurately taking statements/accounts of different viewpoints as necessary. Any known acts must be flagged up on the Bullying Watch on the Workflow and recorded on SIMS
- When any incident is deemed to be of a racist nature the incident must be flagged up and logged
- In cases of Bullying parents/carers will be informed and discussions will be held to seek a resolution to the issues
- An attempt will be made to help the perpetrators change their behaviour. The Assistant Headteacher in charge of behaviour and the Student Leadership Team will lead on this.
- If necessary and appropriate, police or other external bodies will be consulted. This is in consultation with Designated Safeguard Lead

### **13.2 Outcomes**

- The bully (bullies) may be asked to apologise and mediation take place, as led by the Assistant Headteacher in charge of behaviour and Student Support. If at all possible, the students will be reconciled
- Consequences including detention, internal exclusion, fixed term exclusion will be allocated as deemed appropriate
- In more serious cases or where bullying is repeated, a range of sanctions may be utilised. These may include fixed term or permanent exclusion from school
- Parents/carers of both parties will be contacted to make them aware of issues that have arisen and to seek their support to ensure a successful resolution
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

### **13.3 Prevention**

A range of strategies are in place to actively prevent and highlight the issue of bullying in our community.

These will include:

- All members of the community, including staff, parents and carers are aware of our ethos and the Bullying Policy through the school website, assemblies and meetings.
- Students are clear about what to do if they are being bullied or are aware of bullying.
- The Code of Conduct is available in planners for students to access
- Parents and carers know how to support their daughters and sons in relation to issues such as on-line bullying by providing relevant and up to date information to them
- Provide clear anti-bullying messages through displays in all parts of the school
- Ensuring that anti-bullying is an integral element of the curriculum, including PSHE Focus events, the tutor time programme at all key stages and assemblies
- Learning Support Assistants provide the ELSA programme for vulnerable students
- The Student Support team leads the Student Mentors who actively support identified students and promote an anti bullying message
- School Chaplain provides support and mentoring for students who are vulnerable.

- In liaison with Student Support this may also be via other agencies including Early Help
- Students respond to praise and reward which is promoted at St Martin-in-the-Fields by all staff
- Online safety support is offered to all parents/carers and students

## 14. Use of reasonable force

*(In line with DfE Guidelines – July 2017)*

All members of staff have a legal power to use reasonable force. Any person who has been put temporarily in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit also have the power to use reasonable force. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable force can be used for two main purposes; to control students or restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The member of staff will use their judgement and consider the following: the student's behaviour and level of risk at the time of the incident, the degree of force used, the effect on the student or member of staff, and the student's age.

Reasonable force can be used:

- To remove disruptive students from the classroom where they have refused to follow an instruction to do so
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight
- To restrain a student at risk of harming themselves through physical outbursts.
- The use of reasonable force policy acknowledges that there is a legal duty to make reasonable adjustments for disabled children and children with SEN. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. In the context of St Martin-in-the-Fields, these may include:
  - Comforting a distressed student
  - Congratulating or praising a student
  - Demonstrating the use of a musical instrument
  - Demonstrating exercises or techniques during PE lessons or sports coaching
  - Giving first aid

If reasonable force is used the Designated Safeguarding Lead will record the incident and will inform parents of the use of reasonable force.

## 15. Allegations of abuse against teachers and other staff

*(In line with DfE Guidelines – Keeping Children Safe in Education 2018. (For more details see the full school policy).*

The school has a procedure for dealing with allegations about members of staff. Any student who is found to have made malicious allegations is likely to have breached school behaviour policy. Action will be taken in line with the sanctions outlined in this document against any student found to have made malicious accusations against school staff. Parents will be informed.

Screening, searching and confiscation

*(In line with DfE Guidelines – January 2018).* In all cases of screening or searching the Designated Safeguarding Lead will be involved.

### **15.1 Screening**

The school can require a student to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the student. Any member of staff can screen a student with the Designated Safeguarding Lead.

### **15.2 Searching with consent**

Any member of staff can search a student (with the Designated Safeguarding Lead ) with their consent for any item. The consent does not have to be formal or written. It is enough for the teacher to ask the student and for the student to agree. If the student refuses the teacher can apply a sanction as outlined in this policy.

### **15.3 Searching without consent**

School staff have the statutory power to search a student or their possessions, without consent, where it is suspected the student has certain prohibited items. The items that can be searched for under this power are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Sexually explicit images
- Any article which has been used or could be used to commit an offence, or to cause personal injury to, or damage to property such as lighters or matches.

All these are items banned by the school. During the search the person conducting the search can request the removal of outer clothing and can search pockets and possessions. A student's possessions include a locker and their bags.

# APPENDIX A: Home School Agreement

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

Church of England Academy  
155 Tulse Hill London SW2 3UP www.stmartins.academy



### HOME SCHOOL AGREEMENT

St Martin-in-the-Fields High School is a Church of England school which is part of the wider Christian community. The school benefits from strong links with its founders St Martin-in-the-Fields Church, the Society for Promoting Christian Knowledge and also from the Southwark Diocesan Board of Education. As set out in the school aims, Christian values are at the heart of all we do. At St Martin's, we believe that if our students are to have full benefit from our excellent facilities and high quality teaching then a successful partnership between the school, the Church, parents and students is of paramount importance. The following statement supports this partnership in the interests of our children.

**Student Name** (please print):

---

#### It is the responsibility of the academy:

- To provide a Christian environment in which students will develop the spiritual and moral values of service, compassion, justice and perseverance
- To provide a safe and secure environment in which students can fulfil their full potential
- To establish effective partnership and communication with parents
- To provide an orderly, safe, well-disciplined and supportive environment which promotes high quality teaching and learning
- To offer a broad, balanced and differentiated curriculum for all students
- To provide a high quality education to enable all students to develop their God given individual talents to the full and regularly assess their learning
- Promote equal opportunities in all aspects of school life
- Handle, process, store, share and retain personal data in accordance with school policies and our legal data protection obligations

Signed: \_\_\_\_\_ (Headteacher)

#### It is my responsibility as a parent/carer:

- To support the spiritual and moral development of my child
- To ensure my child attends the school in correct full uniform and is properly equipped for the day
- To support the academy in upholding the four school expectations
- To take an active role in my child's education by supporting them at home in their studies and by attending parents' evenings and other relevant activities
- To ensure that I am fully aware of the school's policies and latest news by referring to the school website
- To work in cooperation with staff to resolve any issues that may arise and let the school know of any issues that may affect my child's work, behaviour or attendance
- I will collect my daughter from school or from a trip if asked to due to her behaviour

Signed: \_\_\_\_\_ (Parent/Carer)

#### It is my responsibility as a student:

- To respect and support the Christian values of the school
- To be ready to learn
- To treat everyone with respect
- To be proud of my school
- To choose to do the right thing
- To strive for 100% attendance and punctuality
- To do my best at all times
- To be an ambassador for the school in the wider community
- Whilst in uniform, I will represent the school well and will uphold the school's behaviour code

Signed: \_\_\_\_\_ (Student)

# APPENDIX B: Behaviour Support Plan

ST MARTIN IN THE FIELDS HIGH SCHOOL FOR GIRLS  
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:

WITH LOVE AND LEARNING



**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:  
.....