



St Martin's School

N O R T H W O O D

9a Behavioural Policy including Rewards & Sanctions

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Policy owner: Assistant Head (Pastoral)

To be reviewed by: Leadership Team

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Introduction

At St. Martin's School (which includes the EYFS) we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote a policy of mutual respect and trust for everyone. We believe that good manners, good relations and a secure learning environment play a crucial part in the development of pupils who are motivated to become lifelong learners. We promote behaviour that is both kind and supportive of others, using a restorative process of discipline.

Aims

The aim of the St. Martin's School Behaviour Policy is to lay down a code of conduct rather than a list of rules which the community of Governors, staff, parents and boys should adhere to. Our school sees education as a partnership and promotes a mutual respect policy. This policy takes into account the advice given in the DfE document *Behaviour and Discipline in Schools 2016* and the school's duties under the *Equality Act 2010*. Our aims are:

- To promote positive relationships between staff, boys and parents to achieve a spirit of trust, co-operation and mutual responsibility.
- To help boys develop confidence, self-discipline, co-operative skills and responsibility for their own actions.
- To encourage good behaviour and to create a positive, kind atmosphere through effective role models and high expectations.
- To make clear to the boys, parents and staff the rewards and sanctions typically used at each age/developmental level.

Involvement of Parents, Guardians & Boys

Parents who accept a place for their son at St. Martin's School undertake to uphold the school's policies and regulations, including this policy. They will support the school's ethos and values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

- The ethos and respect for the school is enhanced by listening to our boys and by encouraging constructive input and suggestions from them in the form of the School Council which meets regularly.
- We expect all boys to adhere to the School Code of Conduct.
- Parents are expected to meet and work with staff on all matters relating to their son's behaviour.
- The Planner in Main School and the individual Teams channel in Pre-Prep are used as a daily means of communication with parents about any issues in school, including behaviour. Form Teachers have the initial responsibility for managing any behavioural issues and are expected to liaise effectively with parents to help improve a boy's behaviour.

- In Main School if a decision is made by the Section Head and Assistant Head (Pastoral) to place a boy on a Behaviour Report, then parents are informed and requested to review and sign the card/book on a daily basis.
- In Pre-Prep personalised reward charts are used to manage behaviour issues
- The School incorporates advice given from its own Senco, Mental Health Practitioner or counsellor, in individual cases of vulnerable pupils who are experiencing behaviour difficulties.
- Where necessary, other professionals such as Educational Psychologists or other support services may be involved to help resolve behavioural issues.

Behaviour Expectations and Procedures

The school's rules are designed to encourage and reward positive behaviour. Its sanctions are there to help us manage challenging behaviour and serious misbehaviour.

- Serious misbehaviour is defined as "any incident of misbehaviour which is considered serious enough to involve a member of the SLT or requesting a discussion with parents regarding the incident and applying a more severe sanction."
- Such sanctions may include: the introduction of a daily behaviour report; internal suspension with a member of the SLT; withdrawal from school events or trips; temporary or permanent exclusion.
- Copies of the Behaviour expectations are displayed in all classrooms. The Reward policy is available to all Main School boys in their planner.
- Parents and Guardians undertake to support the authority of the Headmaster in enforcing the rules in a fair manner that is designed to safeguard the welfare of the community as a whole.
- All staff undertake to apply any sanctions fairly and where necessary after any investigative action has taken place.
- In the event of a boy or parent questioning the sanctions given by staff, the SLT will investigate the matter and may alter the sanctions given. However, any accusations which are found to be malicious towards the member of staff will lead to appropriate sanctions being taken against the boy concerned.
- Sanctions may undergo reasonable change from time to time.

Teaching and Learning

The school aims to raise the aspirations of all boys and to help them appreciate that there are no barriers to learning both inside and outside the classroom.

- Provision is made to meet the needs of boys in need of learning support and staff are made aware of how such difficulties may affect a pupil's behaviour. Appropriate behaviour strategies are discussed and regularly reviewed,



particularly at weekly pastoral meetings and termly support for learning meetings, in the appropriate Sections.

- Boys are encouraged to take responsibility for their own learning and behaviour towards others.
- We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way, using a restorative process.
- Our teaching staff offer every boy a high level of individual attention, together with consistent and helpful advice and appraisal. In return we expect every boy to co-operate and work hard.
- All boys are discussed on a rolling, alphabetical process at weekly pastoral section meetings. Any issues concerning individual boys' behaviour are further discussed and appropriate strategies are agreed between the Head of Section, Form Teacher and Assistant Head Pastoral, including the use of an individual Behaviour Report card.
- Staff are given training in behaviour management regularly, and specifically during the induction of new staff.

Rewards and Sanctions System

The aim of rewards is to reinforce good behaviour and responses, via the power of praise.

Nursery

- Praise and positive reinforcement by all staff.
- Any incidents of poor behaviour are dealt with at the time that they occur.
- A boy's keyworker should be told of any more serious incidents or matters for praise.
- The boys may receive a sticker on their jumper to reward a desired behaviour.
- The Nursery teachers may award a Pre-Prep Headteacher's Award for any special or noteworthy achievements. These could include academic achievement but also personal ones.

Pre-Prep

- Praise and positive reinforcement by all staff.
- Reception to Year 2 have a class reward chart displayed in the classroom which highlights boys' readiness to learn. Boys can progress on the class reward chart.
- They receive a sticker for anything 'good' that they have done and are told why they have got it. Staff will ensure that stickers are given on merit for each individual boy and their personal achievements.
- The boys in Year Two are in Patrols and these stickers count towards the Patrols total in the Main School.
- Reception to Year 2 boys take part weekly in a good work/achievement assembly where they may bring in certificates from home (swimming, cricket, golf etc) and they may receive certificates from their teachers in front of the whole school.

- In addition, each week teachers nominate boys for showing one or more of the Smart Qualities and these certificates are awarded in the achievement assembly.
- Teachers will choose at least one boy in their class to receive a Headteacher's Award This may be given for effort, achievement, behaviour or displaying the SMART qualities. When a boy achieves two of these, he will then be awarded a bronze merit certificate, a further two to achieve silver and a total of six are recognised by a gold merit certificate. These awards are presented in the achievement assembly.
- All staff are expected to be sensitive to the needs and feelings of each individual boy, and to deal with each son appropriately and sensitively. Parental discussions and involvement are essential to good behaviour management within the school.

Sanctions for persistent poor behaviour in the Pre-Prep

- Minor breaches are dealt with as described, but serious misconduct could lead to temporary or permanent exclusion.

In Reception to Year 2, boys will lose Golden Time for undesired behaviours. The constant loss of Golden Time will result in the class teacher inviting parents in for a formal meeting.

- A separate sticker chart may be used in conjunction with the parent's knowledge and support, or other individual systems may be implemented.
- The boy may have 'time out' away from the main group for a short time following an incident.
- In the playground a boy will be removed from a situation and spoken to away from the group. He may also be sent inside to speak to the Assistant Head (Pre-Prep).
- There will be regular meetings between relevant members of staff and the boy's parents.
- The Assistant Head (Pre-Prep) will contact the parents of boys who are spoken to regularly as appropriate to the incident.

We recognise that the codes for interacting with other people vary between cultures and staff are required to be aware of and respect this. The use of the Jigsaw Scheme for PSHE and Wellbeing encourages positive strategies and addresses behaviour issues.

Main School Rewards

The rewards system gives a positive tool to staff, as well as boys, and includes the following:

- One or two Rewards may be awarded for pleasing and careful work and for very helpful behaviour or initiative. See Appendix 1
- Section Awards are the equivalent of three Reward Points and they may be given when a boy has produced a piece of work at the end of a topic or for outstanding

effort over a number of lessons. This also applies to consistent kind and thoughtful behaviour.

- Top scorers of Rewards for each half of term, will be rewarded with a certificate by the Section Head/Assistant Head Pastoral, in each of the three Sections.
- At the end of the academic year, the boys scoring the highest cumulative number of Rewards in his year group receives a certificate of recognition at Whole School Assembly.
- Bronze, Silver or Gold Certificates are awarded for cumulative totals during the year. The totals for these awards are different for each section of the Main School and will be adjusted and then removed half termly.

Main School Consequences

The sanctions system gives support to staff, as well as boys, and includes the following:

- Each teacher deals with the matter of ill-discipline in his or her own way, but all staff are expected to use the Consequences ladder system. See Appendix 2
- Verbal warnings are used during a lesson to encourage boys to stay on task. 3 warnings should be the maximum given and the word 'consequence' should be used on the third warning.
- All staff will try to speak to a boy at the end of a lesson to remind them of what it is they need to do to ensure the correct behaviour for the next lesson.
- If a boy should be in class but an intervention (for their wellbeing) is needed, staff supporting the boy must inform the teacher of that class and the Head of Section/Assistant Head Pastoral as soon as possible.
- Staff will try to work with the boys in a restorative process to enable them to take ownership of their own behaviour.
- Written warnings are given for repeated poor behaviour. Again, the teacher will reflect with the boy on his behaviour and develop strategies to help improve for the next lesson.
- Three written warnings will result in a written reflection form with the form teacher and parents will be informed. If warnings persist the Head of Section will meet with the boy to discuss strategies for improvement using a targeted reflection form, where targets for improvement will be agreed.

Criteria for the Rewards Ladder are given in Appendix 1.

Criteria for the Consequences Ladder are given in Appendix 2

Behaviour Expectations are found in Appendix 3

Help Card or Behaviour Report

- Sometimes a boy may need special support to help him control and improve his behaviour or organisational skills.
- He will be given a help card for a minimum of week.
- After each lesson his teacher will record his behaviour or organisation and will write in an appropriate comment with a signature.
- His Form Tutor will check it each day and a parent should sign it.



- The Head of Section will see the card at the end of the week in order to discuss it with the boy. If necessary, the card will be re issued.

Suspension and exclusion of Boys (applicable to Main School only)

- Every effort should be made to contain a boy within a lesson. If a boy needs to be excluded from a lesson he must be given a red card and escorted (by another pupil or teacher assistant if in the room) to the reception where a member of the SLT or Head of Section will be contacted. If the member of staff is really concerned about the behaviour a Teams call to an appropriate member of the Leadership team can be made. CPoms will be used to record such an incident.
- Sometimes a boy may need to request some time out or the teacher may feel it is appropriate for him to take a break. This is not a punishment. Each teacher has a blue card for this purpose. The boy should be given the blue card and accompanied by another pupil to First Aid. The boy accompanying him will return to class immediately and the boy taking a break will remain in First Aid. He will subsequently return to class, bringing back the blue card. SLT will be informed. CPoms will be used to record this SEMH intervention.
- The school reserves the right to suspend boys from attendance for persistent inappropriate behaviour or attitude or for any serious breach of discipline. Suspensions can range from one day (internal) to one or two days (external), depending on the merits and circumstances of the case.
- The Headmaster reserves the right to recommend to the Chairman of Governors that a boy be permanently excluded from school for serious breaches of school discipline which affect or are likely to affect adversely the boy's or other boys' progress at the School or the well-being of School staff or to bring the School into disrepute.
- Permanent exclusion is rare and is restricted to very serious breaches of discipline (e.g. violence) and persistent/sustained abuse of school's routine standards and expectations. Examples of offences likely to be punishable by suspension (or expulsion) include theft, bullying, physical assault, verbal abuse, threatening behaviour, fighting, racist abuse, damage to property, persistent disruptive behaviour, and dangerous weapons. These examples are not exhaustive, and in particular the Headmaster may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. All aspects of the boy's record at the School may be taken into account. There will be a clear CPoms trail of information pertaining to the boy concerned.
- Boys and their parents will have the right of appeal against this decision to a panel of Governors. The review of serious disciplinary matters is governed by the Complaints Procedure.
- A record is kept of serious incidents of misbehaviour, including theft, physical violence and serious or persistent disruptive behaviour. Such serious incidents are likely to result in disciplinary meetings involving the parents and/or exclusion

or suspension. Records of serious incidents are recorded in our CPOMs database to which all teaching staff have access. These records can then be used by the SLT to identify any patterns in misbehaviour.

Physical Intervention and Arrangements for Searching Boys

- Boys' behaviour will be managed effectively and in a manner appropriate to their age and stage of development and individual needs.
- We do not ever use corporal punishment.
- Should physical intervention be necessary, it will only be used to prevent personal injury to the boy, other boys or an adult; to prevent serious damage to property, or in what would reasonably be regarded as an exceptional circumstance. The use of force to restrain a boy will be the minimum required to do so effectively (see St. Martin's Staff Code of Conduct).
- On an occasion where physical intervention has been used to manage a boy's behaviour it should be recorded on CPOMS and parents should be informed about it on the same day or as soon as reasonably practicable.
- If staff learn of or witness any use of corporal punishment by other adults this matter will be reported to the Headteacher, or the Designated Safeguarding Lead (or appropriate DDSL).
- In the unusual event of a boy, desk, bag or other repository for possessions being searched, the school will take all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement is to be used in all cases: if in any doubt, advice should be sought from a senior member of staff unless the urgency or another overriding aspect of a situation makes such referral impractical.
- If a search takes place, staff must act with due care, consideration and sensitivity and remain mindful of the need to respect privacy.
- Staff must remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override other protocols.
- If a search takes place, this should happen in the presence of the boy and at least 2 members of staff. Boys should be asked to turn out their own pockets and this should not be done by staff except in exceptional circumstances where the boy is refusing to co-operate. In such cases, the SLT should be consulted where possible.
- If a search takes place, the details of why it was deemed necessary, the outcome of the search and the members of staff involved should be recorded on CPOMS.

Managing Transition

- All staff are aware that transition from one Section to another, from Juniors to Middles or transition to a new school may potentially create stress for the boys concerned which may then lead to behaviour problems.
- Transition at the end of each school year is handled carefully. All boys, including those who will join the school in the new academic year, are invited to participate in an Induction Day during which the boys spend the day with their new teacher and class, doing activities which will help them settle into their new environment.
- Considerable liaison occurs between staff prior to the new academic year to discuss the educational and social needs of all boys.
- In the Summer term, boys are identified who may benefit from a Peer Mentor (Year 7 pupil) who will guide and support them. Full training is given for this purpose and parental consent is sought.
- Year 6 pupils will be trained yearly to be Playground Mentors, who can help look out for boys who are not comfortable socially.

Complaints

We hope that you or your son do not have any complaints about the operation of St. Martin's School's Behaviour Policy. However, a copy of the school's complaints procedure is available on the school website or on request from the school office.

Current Staff Responsibilities

Headmaster: Mr S Dunn

Assistant Head (Academic): Mr C Stevens

Assistant Head (Organisation & Compliance): Mrs S Murray

Assistant Head (Pastoral) and Designated Safeguarding Lead: Mrs C Oliver

DDSLs: Mr R Steward, Mr M Bell and Ms C Pearson

Assistant Head (Pre-Prep): Mr R Steward

Bursar: Mrs A Curran

Heads of Section: Mr M Bell, Mr J Fussey, Mrs S Williams

Head of Learning Support: (Senco) Ms M Davis

Director of Digital Strategy: Mr B Kenny

Links with Other Policies

This Policy links particularly to the following policies:

- Admissions Policy
- Anti-Bullying Policy
- Child Protection Policy
- Complaints Procedure
- Equal Opportunities Policy
- Health and Safety Policy



- Special Educational Needs and Disability Policy (SEND)

Equal Opportunities

- All boys at St. Martin's have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school.
- The Behaviour Policy embraces equality of opportunity for all, regardless of race, gender, culture or ability as outlined in the Equal Opportunities Policy.

Health and Safety

- Health and Safety must always be considered when carrying out any activities.
- Behavioural expectations link directly to issues of Health and Safety.

Review and Monitoring

- The Senior Leadership Team monitor the overall effectiveness of the Behaviour Policy through:
 - section/whole staff meetings;
 - feedback from the School Council;
 - feedback from parents;
- The Headmaster reports on the monitoring of behaviour at each regular meeting of the Governing Body.

Appendix 1 - Rewards

LEVEL	Award	Reward	Staff Responsible
R1	Up to 2R (R-Reward) awarded for displaying a smart quality. (Boys work towards gaining Bronze/Silver/Gold certificates).	Stamp/signature in planner R collated weekly by form teacher	All Staff
R2	An outstanding piece of work or behaviour (above and beyond) Patrol Good Marks ½ termly winner (one in each year)	Section Award (Certificate) Headmaster's Award (Certificate)	Signed to award. Presented by the Section Head. Signed and given out by the Headmaster.

INDIVIDUAL REWARDS (Reward Points)

Rewards (R1)	Headmaster's Award (R2)
The following types of quality could receive a reward (R1) for:	The following types of quality could receive a Headmaster's award (R2) for:
Demonstration of a Smart Quality Excellent work in class Excellent home learning Active participation in the lesson Being particularly helpful (handing out books, tidying up etc.) Being kind and considerate towards others Improved work ethic	An outstanding piece of work produced at the end of a topic (not just in one lesson). Outstanding effort over a number of lessons. ½ termly winner of the most Rewards.
Please note these are not the only qualities that a reward could be given for.	

PATROL REWARDS (i.e. all Reward Points counting towards Patrol total)

Award	Reward
Reward points recorded online and shown in a bar chart on the live screen in the dining room for boys to see. (3R will be awarded to an individual and their patrol for a Section Head's certificate and Headmaster's Award)	Running Patrol totals shown on the live screen in the dining room for boys to see.
Patrol with the most weekly Reward Points announced as the winner in Assembly	Raise the Patrol Flag

Verbal Warnings – Up to 3 verbal warnings should be given to a boy for low level disruption. You may choose to visualise the third and final verbal warning – planner taken or name written on board). If behaviour continues to be poor after a third verbal warning a Consequence (C1) should be given.

	Sanction	Consequence	Staff Responsible
C1	Written Consequence – continued poor behaviour after verbal warnings. (Recorded in planner as C1) (Teacher to add to online records on isams and CPOMS)	Verbal Reflection: Completed with teacher (up to 5 minutes and within 24 hours) Parents informed via email (isams)	All staff
C2	At 3 written Consequences Meeting with Form Teacher (Teacher to add to online record on isams and CPOMS)	Written Reflection: Completed with Form Teacher Parents informed via email (isams)	Form Teacher
C3	At 6 written Consequences Meeting with Head of Section (Teacher to add to online record on isams and CPOMS)	Written Reflection: Targets agreed/Reflection Card for 1 week Parents informed via email (isams)	Section Head
C4	At 9 written Consequences After school reflection with Pastoral Head (Teacher to add to online record on isams and CPOMS)	Written Reflection: Targets agreed/Reflection Card for 1 week Parents informed via email (isams)	Assistant Head (Pastoral)

<p style="text-align: center;">Verbal Warnings</p> <p style="text-align: center;">The following types of behaviour could receive a warning for:</p>	<p style="text-align: center;">Straight Written Consequence (C1)</p> <p style="text-align: center;">The following types of behaviour could receive a Consequence for:</p>
<p>Calling out</p> <p>Unkind comments</p> <p>Interruption</p> <p>Late for a lesson</p> <p>Homework not done, without acceptable excuse</p> <p>Not following instructions</p> <p>Not eating lunch or taking food outside from the dining room</p> <p>Getting out of seat</p> <p>Diary not signed</p> <p>Rudeness</p> <p>Running on the terraced area</p>	<p>Physical interference (hands/feet)</p> <p>Stealing</p> <p>Dishonesty</p> <p>Cheating</p> <p>Throwing an object in room/aggressively</p>
<p style="text-align: center;">Please note these are not the only behaviours that a Consequence could be given for.</p>	

1. Be helpful and polite to everyone.
2. Be safe, smart and sensible.
3. Work hard and do your best at all times.
4. Respect everyone's property.
5. Listen carefully.