



Behaviour Policy

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A Statement of the Purpose

The purpose of this Policy is to ensure that all staff at St. Martin's School (SMS) share clear expectations, and communicate them to students, so that outstanding behaviour enables students to learn in the most effective manner, in a safe environment and to reach their full potential through the consistent delivery of this Policy.

A Citation to the Legal Authority and/or Standards

This Policy aligns with the following documents:

- Current Ofsted framework;
- [The Education \(Independent School Standards\) \(England\) Regulations 2010](#);
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance, September 2022 \(Department for Education \(DfE\)\)](#);
- [Behaviour in Schools, September 2022 \(DfE\)](#).

St. Martin's School (SMS) aims to comply with the legal duties under the [School Standards and Framework Act 1998 \(Chapter 31, Part II, Chapter V, Section 61\)](#) to ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the School.

Rationale

'Positive/Good' behaviour is at the core of a successful educational establishment and this Policy reflects this. It sets out to enable:

- Students to work in a happier environment, and to increase their wellbeing, by providing the opportunities for them to achieve their full potential;
- Staff to work in a happier environment and to increase their wellbeing, including staff workload, enabling them to focus on their core tasks;

In both cases, this should encourage greater 'work' satisfaction and motivation.

Guiding Principles

- To encourage well-behaved and motivated students to maintain this throughout their academic career and their lives beyond school, in order for them to become well-rounded citizens, who make a positive contribution to their local community.
- To modify the behaviour of those, who do not conform to the requirements of the school regarding such matters as work, uniform, rules and attitude to other students and staff.

Expected Outcome

Outstanding behaviour enables all students to learn in the most effective manner.

The Issues Surrounding Behaviour/Discipline

SMS needs values that are commonly shared, and that enable staff to use their discretion, reflecting their skills, personality and qualities, but within a framework of consistency regarding rewards, sanctions and support. These values are underpinned by 'Discipline with Dignity' and are as follows:

Guiding Principles of Discipline with Dignity

Value 1

There is no quick fix to establishing outstanding behaviour. Effective discipline is about teaching children about taking responsibility. It is not about teaching compliance. The School needs to maintain and build upon its good level of discipline.

Example: establishing good classroom management/behaviour takes time to develop with new classes. It is as important as giving the inspirational first lesson. All totally inspirational lessons cannot be maintained; likewise, a major focus on establishing good behaviour lesson upon lesson should not be attempted, although the core behavioural expectations must, of course, be applied consistently every lesson. Use common sense!

Value 2

Use the Assertive Discipline approach, but stop doing things that are ineffective.

Example: seating plans are an essential part of classroom management at the School, but there are different arrangements of desks, and who sits with who in different lessons, according to the type of activity taking place. Discuss these arrangements in your department and with your Pastoral Manager. Use common sense!

Value 3

Do not treat every student the same.

Example: you could be teaching students, who you have known for four years in Year 11 and have a range of new classes in the rest of the School. Establishing the classroom management framework with the Year 11 class should not take the same time or effort if you have dealt with them effectively before.

Be fair and consistent, but take in to account an individual student's track record.

Example: Student A has never forgotten their homework before; Student B frequently forgets their homework. Student A gets a one-day extension, Student B gets an after-school detention.

Value 4

Rules must make sense. However, that is NOT for individual staff to decide upon. We start with the rules we have and these must be enforced by all staff. It is, however, important that each term Pastoral and Faculty Teams raise any rule that is causing concern, so that the rule can be reviewed by the Senior Leadership Team (SLT) with a view to amending the rule.

Value 5

Model what you expect. Teachers are role models; they should live by the code that we expect of the students, such as dress code (within confines of our teaching role). We expect homework in on time, having given students, for example - four days to complete the work. Allowing for circumstances, we should turn around the marking within the four days. Clearly long-term coursework is a different issue! Speak to students as we would like to be spoken to.

Value 6

We should give the opportunity for students to take responsibility. This is more important than just obedience.

Making the right choices: staff in School make many decisions each day and it is not possible for us to get them 100% right every time. Accept that we can be wrong. Similarly, students sometimes make bad decisions. Give them the opportunity to put it right.

Value 7

Confront misbehaviour with dignity and authority. Assume you will have your reasonable instruction obeyed. If the instruction is given clearly and politely, it is more likely to be followed by the student. Think how you would like to be treated. It is, however, difficult to be dignified with students when you are having your authority challenged, or you are being verbally abused. In these circumstances, refer back to Values 1 to 6, seek help from colleagues and ensure that the appropriate sanctions are imposed.

Value 8

Be persistent when setting sanctions. Ensure that your sanctions are followed-up and actioned.

Value 9

Be willing to discuss issues surrounding misbehaviour with colleagues.

Value 10

Try to get the decisions about student discipline and behaviour correct.

The Triangle of Staff, Parents/Carers and Students

There is a role for the three key parties in a school to play in any behaviour policy: Staff, Parents/Carers and Students.

The school believes that understanding how to behave has to be taught by parents/carers, and is reinforced or amended by staff. Through our work in the school and classroom, we adopt procedures and practices that help students learn how to behave appropriately. Through the information that we hold on our students, we plan lessons to meet those needs and to ensure that progress is made.

The Role of Leadership and Management

The role of the leadership and management at SMS at all levels is to set the highest of standards in all aspects of school life and ensure that policies and procedures are adhered to in order to allow all staff and students to feel safe and to flourish.

The school leadership team should be highly visible, with leaders routinely engaging with students, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

SMS school leaders, at every level, have a crucial role to play in ensuring that all staff understand the behavioural expectations, and the importance of maintaining them. They need to ensure that all new staff are inducted clearly into the School's behaviour culture to ensure that they understand its rules and routines and how best to support all students to participate in creating the culture of the School. In addition, leaders should consider any appropriate training that is required for staff to meet their duties and functions within the Behaviour Policy.

Discovery Educational Trust (DET) and the SMS Local School Committee (LSC) both play a part in supporting and challenging the School to ensure that this Policy is implemented rigorously and appropriately. Behaviour data is monitored and reported on regularly, with action plans put in place when necessary.

The Role of Staff

In their school lives, SMS realises that its students are impacted upon a great deal by staff working in the classroom and around the School. There is a role for all staff working at the School to help with the development of its students, and to deal with behaviour issues as they occur. Staff have a responsibility to:

- Teach and model good behaviour;
- Create a positive climate with realistic expectations;
- Deliver lessons that challenge and inspire;
- Respond positively to efforts made by students when they are trying to effect a change in their behaviour;
- Show appreciation of the efforts and contributions of all members of SMS.

The Role of Parents/Carers

The role of parents/carers is to ensure that they do all they can to maximise the potential of their children. They are, specifically, asked to help by encouraging their child(ren) to be kind to other people, treating others with respect, and being aware of the effect that their behaviour can have on others. Parents/carers should make time to listen to the child(ren) and be positive about their achievements, however small, and provide a quiet area for doing homework, and encourage effective use of leisure time. SMS needs parents/carers to inform the School of any changes in home circumstances that could affect the child's welfare and ability to work, as well as ensuring that the child attends school regularly, arriving on time,

properly dressed and equipped for the school day. It is essential that parents/carers support the School rules and disciplinary procedures.

Experience shows that parents/carers are generally the School's best supporters in all matters. Regular and effective communication with home is the very best way of ensuring high standards and continued progress. However, there are, of course, occasions when parents/carers have an issue with the School, and we ask that parents/carers raise that issue with the School directly rather than bad mouthing the School on social media. The School works hard to educate its students about appropriate use of social media and expects parents/carers to lead by example.

The Role of Students

The School expects students to:

- Show independence in, and develop control over, their own behaviour and learning;
- Display maturity in all relationships, marked by mutual respect;
- Enjoy confidence in oneself as a learner;
- Act as an active partner in the design, implementation and evaluation of their education;
- Take responsibility for their own behaviour and learning;
- Be engaged with learning and the life of the School;
- Continually strive to be the best that they can be.

Students can expect to be informed of positive effort through verbal praise, the homework diary and the School's range of certificates and rewards. Tutors are able to celebrate success by using data produced on a regular basis. Similarly, poor behaviour is shared with parents/carers, who are the School's best supporters in helping to correct such matters.

Staff Induction, Development and Support

New staff to the School receive behaviour management training and are informed about the School's discipline, rewards and support procedures prior to starting in role. This includes INSETs on Keeping Children Safe in Education (KCSiE), rewards and 'Discipline with Dignity'. Staff, who experience difficulties in managing behaviour, may be directed to further training through the School's extensive Continuous Professional Development (CPD) programme. Early Careers Teachers also receive extra training on behaviour management as part of their two-year induction programme. Updates on training occur throughout the year, as necessary.

Student Transition

Year 6 students have two induction days in June prior to starting in the September. Expectations regarding behaviour are explained during these induction days. New students also have an assembly on their first day in September where expectations, behaviour systems, rules and routines are again made clear. The roles and responsibilities and the support provided to them is also clarified and, most importantly, who they can go to if they have any concerns, worries or issues.

All mid-year admissions receive a tour of the School by a senior leader prior to starting in order that they and parents/carers can see for themselves and understand the ethos and culture of the School. The same expectations are also made clear.

Child-on-Child Abuse

It is important that students understand that SMS has a culture whereby everybody in the School recognises that safeguarding is paramount, and that any issues need to be referred to the relevant members of staff. Assemblies periodically inform students, who the SMS Designated Safeguarding Lead and other members of the SMS Safeguarding Team are, and how to contact them. Posters are displayed around the School with photos and contact details.

Any form of harmful sexual behaviour, including child-on-child abuse is taken with the upmost seriousness. Students receive assemblies/presentations/workshops on this topic so that they are fully aware of what constitutes child-on-child abuse, and how to refer it to the appropriate designated members of staff. Follow-up learning occurs through the PHSE curriculum.

All incidents are centrally recorded on CPOMS with immediate follow-up action by a member of the Senior Leadership Team. The relevant stakeholders in the incident are contacted and appropriate actions/plans put in place to ensure that the matter is dealt with appropriately.

Prohibited Items and Banned Items - Searching, Screening and Confiscation

There are certain items, which are prohibited in School and staff reserve the right to search, screen or confiscate without consent where they have reasonable grounds to suspect that the student may have a prohibited item (listed below) as per the [Searching, Screening and Confiscation, Advice for schools, July 2022 \(DfE\)](#):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Additionally, vapes are banned from School and staff reserve the right to search, screen or confiscate without consent where they have reasonable grounds to suspect that the student may be in possession of a banned item.

There may be other banned items that the Headteacher decides are detrimental to maintaining high standards of behaviour and a safe environment.

School Systems and Social Norms

Having routines and rules and consistent expectations can help maintain and improve high standards of behaviour. This consistency must start on entry to the School in the morning and be continued throughout the day.

General Classroom Procedures

- Use the School's values of 'Discipline with Dignity' to provide clear and consistent expectations of behaviour.
- If students are late, instruct them to sign the late register with their Year Administrator.
- Check attendance by completing the class register near the beginning of a lesson. This should be completed using SIMS or, if this fails, send or give written details to staff in the appropriate Year Administrator's office.
- Ensure that students enter and leave the classroom with correct uniform and appearance.
- Check that students are properly equipped for learning.
- Ensure that students enter and leave the classroom in an orderly manner.
- Check that classwork has been completed to a good standard relative to the ability of the student. Ensure that written work is neat and accurate, and that each piece of work is dated with headings underlined.
- Monitor homework, which should be set in accordance with the School's homework timetables to develop students' organisational skills and self-discipline. Mark and return work promptly and regularly, recording on the work the date on which it was marked.
- Offer the opportunity for individual guidance and counselling to students to develop, monitor and review behaviour and achievement.

Other Sound Advice

Establish a rapport with students by:

- Ensuring that students know the classroom rules.
- Allowing students to assume responsibilities and act maturely and involve them actively in lessons following the principles of 'Discipline with Dignity'.
- Ensuring that the relationship between teacher and student is friendly, yet respectful. Over familiarity may lead to a loss of respect and control.
- Rewarding students for good work, positive behaviour and any other appropriate positive reason.
- Listening to reasons before making judgements.
- Being fair and consistent when dealing with students, but do not treat all students the same.
- Taking corrective action where necessary, refocus/redirect then apply a consequence if needed and record.
- Being courteous and polite to students, refer to them by their forenames and expect students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms)

and open doors for them. The vast majority of SMS students respond positively to 'please' and 'thank you' and respond in an equally courteous manner.

- Speaking assertively to students. It should not be necessary to shout (unless to quickly get a message across for safety reasons). Indeed, this is discouraged under the principles of 'Discipline with Dignity'. A teacher should try to never lose their temper or use abusive or sarcastic language. It is essential to remain in control of the situation.
- Ensuring that students show respect for the buildings, furniture, etc.
- Dealing with individuals rather than groups or entire classes. Never detain a whole class for the behaviour of a few students.
- Only restrain a student if it is essential to prevent injury to yourself or a third party. Refer [Use of Reasonable Force, July 2013 \(DfE\)](#).

Rewards

Positive Student Behaviour, THRIVE and the House Point System

The vast majority of students behave exceptionally in School every day. The SMS rewards system allows students, their parents/carers and teachers to see how well students are progressing in subjects and where they are producing sustained excellent effort, progress and attendance.

The School recognises that a key part of developing the potential of its young people is giving encouragement and praise. Praise is a key component of 'Discipline with Dignity', good teaching and good staff/student relationships. Staff are encouraged to actively look for opportunities to praise students both within and beyond lessons. The School encourages its students to *THRIVE*, which we take to mean being the *Best You Can Be*, regardless of ability. The SMS system of rewards allows the celebration of achievement, excellence and student contribution in all aspects of School life.

The SMS reward system allows staff to reward students in lessons or around the school when they display one or more of the cross-curricular skills and attributes below:

THRIVE:

- Team Worker
- Honest
- Resilient
- Independent
- Versatile
- Empathetic



The House Points awarded to each student count towards a number of different rewards:

1. The highest scoring Form Group from each Year Group per half term receives a reward. This could include an experience or a tangible reward.

2. The highest scoring individual student from each Year Group per term receives a reward. This could include an experience or a tangible reward.
3. Honours Assemblies - these are held at the end of each term and celebrate individuals, who have excelled in different areas of the curriculum, displayed outstanding attendance and excellent punctuality.

The School uses displays and notice boards to celebrate each Year Group, Tutor Group and Curriculum Team to publicise achievement in all spheres of School life.

The School takes opportunities throughout the year to celebrate the progress of students and ensures that all parents/carers are kept informed of their child's rewards through the student diary. The School welcomes feedback from students, parents/carers, teachers and Local Governors in order to improve its system. Certificates and/or letters of note are awarded to keep parents/carers further informed of progress.

Tutors regularly monitor the number of House Points awarded and draw attention to the data provided.

How else can the School reward Students?

The following are means of rewarding students available to staff at the School:

- Headteacher's Gallery;
- Assembly – praise from peers and teachers;
- Attendance Certificate – prize at end of term;
- Being sent to Head of Year/Director of Key Stage/Deputy Head of Faculty/Head of Faculty for 'well done' or to show work;
- Chart to display House Points on the wall in tutor base;
- Comment in diaries;
- Pastoral Team Students of the term;
- Curriculum/Year Team letters of commendation;
- House Points/Commendations issued by teachers in class – the main reward;
- Display work on the wall;
- Faculty praise postcard;
- Key Stage 4/Key Stage 5 achievements – high profile and shared with all;
- Marking – stamps, 'smileys', written comments;
- Notable mentions Assembly/Ammonite/display;
- Peer nomination;
- Phone calls home;
- Photo Honours Boards on display in halls;
- Jack Petchey Awards;
- Honours Certificates;
- Verbal praise.

This list is not exhaustive and can and will be developed as new ideas evolve within teams.

Sanctions

The Deputy Headteacher (Student Wellbeing) is in overall charge of sanctions at the School (with the exception of exclusions, which only the Headteacher can sanction).

Student Behaviour, Discipline and Management in the Classroom and 'Outside of the Classroom'

Within the teaching classroom (Periods 1 to 5) – to include the period of time immediately before lessons, in lessons and the time during dismissal – it is the responsibility of the class teacher and the faculty to manage behaviour and maintain discipline, including the follow-up and imposition of appropriate rewards and sanctions.

Within the form period/assembly – to include the period of time when students are lining up to enter a tutor room/assembly hall, in the form period/assembly and the time during dismissal – it is the responsibility of the Form Tutor and the Pastoral Team to manage behaviour and maintain discipline, including the follow-up and imposition of appropriate rewards and sanctions.

Before School, at break-time, lunchtime and after School, it is the responsibility of those, who are on duty and the Duty Team Leader to follow-up and impose appropriate rewards and sanctions. Referrals to the Pastoral Team may be needed for more serious misdemeanours.

SMS has always insisted on the highest standards of behaviour and discipline and parents/carers have high expectations of the School in these matters. It is essential that staff and students continue to work together to ensure that a learning and social environment are maintained, where concern for others, positive behaviour, responsibility and respect are valued and achieved.

Reminder of the Causes of Behaviour Issues with Students

- Incorrect uniform and appearance;
- Incorrect equipment for learning;
- Misuse of items brought in to School;
- Issues surrounding homework diaries;
- Classwork;
- Homework;
- Rudeness to staff;
- Failure to follow staff instructions;
- Disruption to lessons;
- Verbal or physical threats to others;
- Misuse of ICT (including cyber bullying);
- Using mobile phones on the School site;

The School also periodically reports to the LSC as well as the Trust Board on matters of behaviour, including suspensions and permanent exclusions, in order that any trends can be identified and strategic interventions can be implemented to address behaviour in collaboration with senior leaders.

Behaviour Outside of School Premises

Schools have the power to sanction students for misbehaviour outside of the School premises. Conduct outside of the School premises, including social media/online conduct, that may be sanctioned include misbehaviour:

- when taking part in any School-organised or School-related activity;
- when travelling to or from School;
- when wearing school uniform;
- when, in some other way, identifiable as a student at the School;
- that could have repercussions for the orderly running of the School;
- that poses a threat to another student;
- that could adversely affect the reputation of the School.

Types of Sanction

Behavioural issues during lessons should be dealt with in accordance with 'Discipline with Dignity'. The following sanctions may be applied:

- Verbal reprimands/counsel;
- Break-time, lunchtime and after-school detentions. Remember that the School reserves the right to detain a student after school, but procedures must always be followed and flexibility demonstrated if a parent/carer requests an alternative detention time;
- Repeating work or additional work;
- Contact with parents/carers – phone calls, letters and email. There is some concern about email and the quality of response by staff, so please be cautious regarding content and use professional language;
- Isolation;
- Report Card (Faculty/Pastoral);
- Suspension (Fixed Term) - this can only be sanctioned by the Headteacher (or, in his absence a Deputy Headteacher) and is usually applied for the following misdemeanours:
 - Failure to follow a reasonable instruction from any member of staff;
 - Walking away from a member of staff;
 - Swearing directly or indirectly at a member of staff;
 - Fighting;
 - Theft;
 - Smoking/vaping on or near the School site;
 - Bringing prohibited or banned items into School (refer above list);
 - Any article that has been or is likely to be used to commit a breach of the School rules, cause personal injury or damage to property;
 - Serious examples of bullying;
 - Persistent breaking of minor School rules;
 - Any other misdemeanour as deemed appropriate by the Headteacher.

- Permanent Exclusion is only be used as a last resort and is undertaken in accordance with [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022 \(DfE\)](#).

Notes regarding Sanctions

Detention Notification

Parents/carers must be given reasonable notification in advance if an after-school detention is to be given. Satchel One should be used to inform parents/carers of a detention. An after-school detention may be given for up to one hour.

The School reserves the right to detain students after school for up to five minutes, without prior notice, so that teachers may give additional assistance or guidance or reprimand for misdemeanours. Staff should be aware that a number of students make their way home on contract buses.

Pastoral staff monitor the number of detentions any student has received and take appropriate action.

On Report

Pastoral Report Forms are issued by Form Tutors/Heads of Year/Directors of Key Stage when it becomes evident that a student is causing or experiencing difficulties in a number of areas. Some departments run a similar, subject-based system. The Special Educational Needs and Disabilities Coordinator (SENDCo) may also place students on report.

Faculty Report Forms are issued by Subject Teachers/Faculty Managers/Heads of Faculty. These vary from faculty to faculty. The report form should be given by the student to the teacher at the **beginning** of each lesson. At the end of the lesson, the teacher should complete the form and return it to the student. At a point during the school day, the student reports to the Head of Year/Director of Key Stage to review the day's achievements and behaviour. The Report Form is signed each evening by the parent/carer.

It is the responsibility of the member of staff issuing the Report Form to monitor the student's progress and follow up any further actions required. This could lead to request for an Interim Report.

Interim Report

Form Tutors/Heads of Year/Head of School or the SENDCo may, on occasion, require information from teachers about a student. In such cases, Interim Report Forms (or Round Robin forms) are distributed and teachers are asked to comment under various headings. These forms are then collected and collated by Form Tutors/Heads of Year/Directors of Key Stage and form the basis for further action.

Student Support Strategies

Students, who breach the 'Behaviour Code' receive a sanction, because sanctions can modify and improve the behaviour of students. However, in some cases support strategies may be

needed to reduce the chances of repeat offences, to modify future behaviour and to help the student overcome short-term or long-term 'personal' difficulties.

Often the sanction is sufficient to achieve these aims, especially if the student is given feedback for 'making things right'. When further support is required, it is vital that a record of all support strategies is made. This could be provided by staff in School, by parents/carers/relatives or, in more severe cases, the School may need help from a range of outside agencies. Whilst every effort is made to support all students, it is important to note that students with Special Educational Needs are not exempt from sanctions under this Policy.

In addition to Heads of Year and Directors of Key Stage, the member of SLT responsible for Social and Emotional Aspects of Learning (SEAL) Coordinator leads on much of the individual support, such as formal mediation, counselling and placing students with outside agencies.

Types of Support Strategies in School

- Verbal 'counselling', talking to the student about the reason for the problem. Then providing simple, low-level advice and help to overcome the issue;
- 'Detention' time to help complete work;
- Discussions with parents/carers/student/teacher regarding coping strategies (see The Role of Parents/Carers above);
- 'In-house Counselling' via a member of the Pastoral Team (Form Tutor, Head of Year or Director of Key Stage), the SENDCo or SEAL Coordinator;
- SLT mentoring.

Support from 'Outside Agencies'

- The Attendance Compliance Team (formerly Education Welfare);
- Social Services, including Child Protection (a notice of who is the named person and deputy is displayed in the main reception);
- GPs;
- School Careers Adviser;
- Student Support at the Local Authority – Positive Referrals;
- SENCAN (Special Education Needs) – usually via SENDCo;
- Education Psychologist;
- Police;
- Emotional Wellbeing and Mental Health Service (EWMHS);
- Behaviour and Attendance Partnership (BAP);
- Havering and Brentwood Bereavement Service (HBBS).

Other Documentation

This Policy should be read in conjunction with the following:

- SMS Anti-Bullying Policy;
- SMS Attendance and Punctuality Policy;
- DET Searching, Screening and Confiscation Policy;
- DET Use of Reasonable Force Policy;
- DET Safeguarding and Child Protection Policy.