



Behaviour Management and Rewards & Sanctions Policy

The Golden rule; “So in everything, do to others what you would have them do to you, for this sums up the law and the Prophets.” Matthew 7: 12

Links with other School Policies

- Safeguarding and Student/Pupil Protection policy
- Anti-Bullying policy
- Rewards and Sanctions policy
- Safer use of the Internet policy
- Equal Opportunities policy
- PSHCEE policy
- SEN policy
- Educational Visits policy
- Student/Pupil Welfare policy
- Staff Handbook (guidance on staff conduct)
- Work Experience policy

Legal Framework

- Equality Act 2010
- SEND code of Practice, January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Behaviour and Discipline in Schools, Advice for Headmasters and School staff, January 2016
- Pupil Behaviour, Discipline and Exclusion (Westminster Diocese Education Service)
- Education (Independent School Standards) Regulations 2014
- Keeping children Safe in Education, DFE, May 2016

What the Law Allows

Teachers can discipline students/pupils whose conduct falls below the standard, which could reasonably be expected of them. This means that if a student/pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student/pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student/pupil must be made by a paid member of school staff or a member of staff authorised by the Headmaster.
- The decision to punish the student/pupil and the punishment itself must be made on the school premises or while the student/pupil is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

According to the Independent School Standards Regulations 2014 our Governing Body must ensure that arrangements are made to safeguard and promote the welfare of students/pupils.

Principles of Behaviour Management

The school's behaviour management policy is guided by the following principles:

1. All students/pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
2. All students/pupils and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
3. Good behaviour in the classroom is a prerequisite to quality learning.
4. Self-discipline is fundamental to the personal and academic development of all students/pupils.
5. The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student/pupil.
6. Successful behaviour management requires a partnership where students/pupils, staff and parents/guardians share common expectations and work together to achieve them.

Core Strategies

Student/pupils are more likely to engage in learning if staff use a range of strategies and have:

- High personal expectations of every student/pupil and make these expectations the focus of learning.
- Apply rules, routines, rewards and sanctions consistently and fairly.
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and nonverbal.
- Use the language of mutual respect, speaking calmly and quietly.
- Avoid over-reaction and confrontation.

Behaviour Management Practices in the Classroom

St Martha's Code of Conduct (**see appendix**) is a clear and concise set of rules for use in the classroom. It helps build common standards and expectations amongst staff, students/pupils and parents/guardians.

Expectations for Heads of Department/Faculty

- Monitor standards of student/pupil behaviour in the Department/Faculty through the use of the School's Management Information System (Progresso) and the 'K' Drive
- Discuss and agree additional standard routines
- Ensure Classroom Code of Conduct (See 'Classroom Management' Policy) is applied consistently by all staff in the Department/Faculty
- Support staff having difficulties with particular students/pupils or classes
- Liaise with the line-manager if a behaviour issue becomes a cause for concern
- Hold detentions as a second round of consequences.

Class Teachers

- Apply and reinforce the Classroom Code of conduct – See Policy ‘Classroom Management’
- Establish and use basic routines e.g. entry, taking the register and exit on the bell
- Arrive on time to lessons and start them punctually
- Use a seating plan where appropriate
- Share the learning objectives and learning outcomes with the students/pupils at the start of the lesson; positively re-enforcing and rewarding good behaviour
- Use differentiated materials as appropriate taking into account any pupils with additional needs
- Model the standard of courtesy expected from students/pupils
- Address poor behaviour
- Criticize the behaviour, not the student/pupil
- Use private rather than public reprimands (break time detentions)
- Use the school rewards to support good behaviour with House points and student/pupil of the week awards
- Use the school system of sanctions to address poor behaviour
- Discuss students/pupils whose behaviour is causing a concern with the HOD/HOF and also pass this information to the relevant Personal Tutor
- Carry out peer observation as a means of developing new ideas

Praise and Reward

Overview

Praise and rewards are the cornerstone of successful behaviour management. Research findings are clear: schools, which have a strong emphasis on positive praise and rewards, are more successful at managing student/pupil behaviour than those that stress sanctions.

Praise and rewards should therefore be used much more frequently than sanctions. All staff should award them consistently, fairly and regularly. When some members of a class are not co-operating fully, it is often more effective to praise those who are behaving than to threaten those who are exhibiting poor behaviour.

All Staff

- Teachers have power to discipline students/pupils for misbehaviour, which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff with responsibility for students/pupils, such as teaching assistants
- Teachers can discipline students/pupils at any time the student/pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline students/pupils in certain circumstances when a student’s/pupil’s misbehaviour occurs outside of school
- Teachers can confiscate student’s/pupil’s property
- Teachers must praise students/pupils both orally and in their books and diaries
- Teachers must inform parents/guardians through diaries
- Teachers must award House points within student diaries
- House points should be awarded for:
 - Effort

- Following the Code of Conduct
- Excellent work
- Improvement
- A positive contribution to school life

See Appendix for full guidance on the implementation of rewards and sanctions.

- Teachers must award with commendations, certificates and excellence badges
- Teachers must suggest a student/pupil of the week to their Head of Faculty (1 per Key stage)
- Teachers could display student/pupil work for encouragement and praise

Housemistresses

- Issue commendations and certificates in their assemblies
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be made public by the newsletter
- Provide opportunities for praise at whole school assemblies
- Reward involvement in Inter House events
- Organise an assembly each term to celebrate awards

SANCTIONS AND SERIOUS INCIDENT REPORTS

Overview

Students/pupils have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor incidents.

Possible Sanctions

- Verbal reprimand
- Strikes on Progresso
- Detentions
- Tutor/Housemistress/Deputy Head and Headmaster Reports
- Temporary or permanent exclusion

Classroom

If experiencing poor behaviour in the classroom, teachers should deal with the incident immediately and complete a Serious Incident Slip if this is warranted.

If the classroom teacher cannot deal with the incident s/he should complete a Serious Incident Slip and pass this to the Head of Faculty who will take the necessary action. This will be recorded on the Incident Slip and filed with the information being logged.

If the member of staff cannot deal with the incident and the student/pupil is removed from the lesson the Head of Faculty should ensure that home contact is made.

If the incident is not resolved the SLT will intervene and follow the incident through.

For break time or corridor incidents the teacher deals with the issue and will need to take any further action if needed.

Student/pupil Behaviour outside of the School

- Student/pupil behaviour on school outings is subject to the Behaviour Management Policy
- Poor behaviour by students/pupils in the vicinity of the school or on the journey to or from the school, will be subject to the Behaviour Management Policy
- Students/pupils are asked to sign a behaviour contract before residential trips

School secretary

- Will enter incident information on the database
- Distribute letters to parents/guardians
- Inform the Housemistress of detentions
- Create lists of all detentions to take place

Behaviour Reports

Students/pupils are placed on report to monitor their behaviour, attendance or punctuality.

Students/pupils can be on report to:

- Tutor
- Housemistress
- Deputy Head
- Headmaster

Students/pupils must get their report signed at the end of each lesson and must report to their Tutor/Housemistress/Deputy Head daily. Parents/guardians will also need to sign the report at the end of each day.

Strategies

- To use a diagnostic approach when analysing student Incident slips
- To monitor the use of classroom behaviour reports
- To refer students/ pupils as appropriate to either Learning support/Chaplain or outside agencies
- To identify students/pupils at risk of permanent exclusion and to set up Pastoral Support Plans (PSPs)
- To review students/pupils progress and keep parents/guardians, tutors and teachers informed

Parents/guardians Involvement

- Parents/guardians are informed by phone/email if staff are concerned about their daughter's behaviour
- Parents/guardians are requested to attend a meeting with the Tutor/Housemistress if behaviour has not improved

- Parents/guardians are informed by letter if their daughter is going to be on detention or a serious warning
- Parents/guardians are called to see the Headmaster if their daughter is to be excluded

Fixed Term or Permanent Exclusion

When considering exclusion account will be taken of the personal circumstances of the student/pupil.

Exclusion will be used:

- Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault, bullying, carrying anything that could be conceived to be a weapon or drug related incident
- Where all other sanctions have been tried and it is felt there is no other alternative route

Deciding whether to exclude a student/pupil

- Only the Headmaster or, in his absence the Deputy Head or a senior teacher acting with his authority can exclude a student from school.
- The decision to exclude a student is a matter of judgement for the Headmaster who will take into account the impact of the misconduct on the life of the school. This may include behaviour on or off the school premises, which opposes the standards of behaviour expected by the school.

Before making a decision to exclude

The Headmaster will:

- Consider all the relevant facts and evidence available to support the allegations made, taking into account the school's Behaviour Management and Equal Opportunities policies
- Allow the student/pupil to give her version of events
- Check whether the incident may have been provoked
- Inform/discuss with Chair of Governors

Reintegration

- The Headmaster/Deputy Head/Housemistress will meet with the student/pupil and her parent(s) when returning from a fixed term exclusion
- An agreement will be made between the school and the student/pupil
- The student will have a strong pastoral support system in place and will be monitored closely by the pastoral team

Informing parents/Guardians

A letter from the school on behalf of the Headmaster will be sent to inform parents/guardians of the length of the exclusion, the reasons for the exclusion and the return date.

As with all decisions there is a right of appeal. The procedure is laid out in the School's Complaints Policy.

Code of Conduct

At St Martha's we expect the highest standards of conduct around the school and in lessons. The following is our Code of Conduct

Each student is expected to:

- Be punctual to all lessons and events.
- Arrive properly dressed and equipped for that lesson and event.
- Observe the rules for each situation.
- Enter any classroom quietly, place any equipment on the desk and stand at the desk awaiting instructions from the teacher.
- Work quietly and without fuss following instructions without argument.
- Listen carefully to the teacher when being spoken to.
- Raise a hand and sit quietly when wishing to speak or receive help.
- Use the school diary appropriately.
- Catch up on missed work.
- Do nothing to adversely affect the teaching of others.
- Do everything possible to keep the teaching environment pleasant for all.

Should a student/pupil have a problem with any aspect of a lesson / event she must speak to her teacher in an appropriate manner, showing respect at all times. If a problem remains unresolved the student may wish to talk to her Personal Tutor or follow the complaints procedure found in this handbook.

Health and Safety

Rules –

It is important to recognise that students/pupils are ultimately responsible for their own safety and must treat any situation in school with respect. At any time hazards may exist and it is everyone's duty to have this in mind during the school day. There are particular areas where hazards are more clearly evident than others. Places such as PE areas, Technology and Science. Throughout the school Health and Safety warnings and notices are posted. Students/pupils also have the issues explained to them at various times in the year. It is important that all this information is absorbed and adhered to in the interest of the safety of the community. Please remember not to block corridors or fire exits with your bags or chairs.

Do not run in the corridors.

Wear shoes at all times unless instructed to remove them by a teacher.

Wear the correct footwear on the tennis courts –shoes are not suitable/allowed.

If any student/pupil sees a situation that she considers to be a risk to her or others she must inform a member of staff immediately and this will then be dealt with as appropriate.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions, which enable school staff to confiscate items from students/pupils:

- General Power to Discipline
- Power to Search Without Consent

Prohibited Items

- knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Reasonable Use of Force and physical intervention

The law allows teachers to use a reasonable amount of force in the following situations:

- To prevent a student/pupil committing an offence or harming self or others
- To stop a student/pupil damaging property
- To prevent a student/pupil from disrupting good order and/or discipline

It is strictly forbidden for an adult to use corporal punishment or any degree of physical contact that is deliberately intended to punish a pupil/student, or which is primarily intended to cause pain or injury or humiliation.

Where necessary physical intervention can be used to control or restrain pupils. For example:

- Pupil/student attacks on staff or another pupil;
- Pupil/student engaged in deliberate damage or vandalism;
- Pupil/student running down a corridor or stairway in a way likely to cause injury;
- Pupil/student absconds from class or tries to run away from school;
- Pupil/student behaves in a way that seriously disrupts the lesson.

Before intervening or she does not. Physical intervention may involve:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back.

Staff must not:

- Hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- Slap, punch, or kick a pupil;
- Twist or force limbs against a joint;
- Trip up a pupil;
- Hold or pull a pupil by the hair or ear;
- Hold a pupil face down on the ground;
- Hold a pupil in a way that might be considered indecent.

Never give the impression that you have lost your temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force should be the absolute minimum needed to achieve the desired result.

The member of staff should try and get help from another member(s) of staff and continue to try and communicate with the pupil throughout the incident making clear that physical intervention will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try and restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible while continuing to try to communicate with the pupil.

Any instances where physical intervention has been used must be reported to the Headmaster and a written account completed. A copy of the account is kept in the central file and in the pupils' record. Parents are immediately informed and a meeting arranged to address the issues

St Martha's however, as a Catholic community, sees any form of force used against the person to be contrary to the spirit of Christ's teaching and the Mission Statement. Corporal punishment or the threat of corporal punishment is not allowed under any circumstance. Staff are therefore urged to 'err always on the side of caution' and to hold firm the ideal of adopting strategies, other than force, in dealing even with extreme situations.

Bullying

As a school we must be alert to the behaviour of all students and pupils. It is important to be watchful and observe the social relationships between the students and pupils in the classroom during lessons as well as outside the classroom, especially during breaks and lunchtime and act robustly in any incidents of bullying using the procedures outlined within our Anti Bullying policy.

Important Contacts including External Agencies

- Sr Teresa, Head of Pastoral care may be contacted by email on: roseingravet@saint-marthas.org.uk
- Charlotte Carpenter, our Designated Safeguarding Lead may be contacted on: carpenterc@saint-marthas.org.uk
- Helen Baly, School Chaplain may be contacted by e-mail on: balyh@saint-marthas.org.uk
- ChildLine: **0800 1111**
- Police: In the event of immediate danger call **999**, or, in an event which does not require immediate intervention call **101**
- Barnet Multi-Agency Safeguarding Hub (MASH): **0208 359 4066**, or
- MASH out of hours Emergency Duty team: **020 8359 2000**

Managing Pupil/Student Transitions

Wherever possible we provide all the relevant documentation available to make the transition as seamless and trouble free as possible.

Disciplinary Action against Pupils/Students

The disciplinary process will be implemented in regard to those Pupils/students who are found to have made malicious accusations against staff.



REWARDS AND SANCTIONS

“For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope.” Jeremiah 29:11

Links with other School Policies

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- Behaviour Management policy
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- Equal Opportunities policy
- Educational Visits policy
- Student/Pupil Welfare policy
- Staff Handbook (guidance on staff conduct)

Legal Framework

- Equality Act 2010
- Send code of Practice, January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Behaviour and Discipline in Schools, Advice for Headmasters and School staff, January 2016
- Pupil Behaviour, Discipline and Exclusion (Westminster Diocese Education Service)
- Independent School Standard regulations, 2010
- Keeping children Safe in Education, DFE, May 2016

Aims

One of the main aims of this policy is to promote and maintain good behaviour. By doing so we marginalise bad behaviour and actively promote good. An important part of good behaviour is mutual knowledge and respect of agreed standards.

Students and pupils work and progress within systems which have firm parameters and which recognise their strengths and weaknesses. Through good practice and a strong and supportive pastoral system the need to use punitive measures should be kept to a minimum.

Rewards:

- Tutors and teachers should use the planner and Progresso to communicate with home about experiences that show achievement.
- Positive and written affirmation of students and pupils for producing good work or behaviour (where appropriate, comments can be written in the student's/pupil's planner and letters can also be sent home to congratulate students/pupils on specific achievements).

- Recognition and public affirmation can be given at a variety of places in the school day – class time, form time, house and year assemblies etc.
- House points can be given for positive achievement/service in academic or community areas.
- Students and pupils who achieve 10 House points will receive a bronze award. A second award after a further 20 house points etc.
- Students or pupils can be nominated for Student or Tutee of the Week and are presented with a certificate in the year assembly on Tuesday or the house assembly on Wednesday.
- Students or pupils can also be nominated 'Student of the Month' and are presented with a certificate during Monday assembly.
- Students or pupils receive an excellence badge for 5 SOW certificates.
- Most improved are nominated by staff for the 'celebration assembly' held twice a year.
- Students or pupils work should be displayed to show what they have achieved by their own standards. This can be used as a reward by members of staff.
- Praise and encouragement by members of staff should be used as much as possible.
- Positive reports should be given to parents following a reporting session.

Sanctions

Poor Behaviour

The responsibility for dealing with bad behaviour, in the first instance, rests with the individual member of staff. The matter is then taken to the Tutor/ Head of Faculty, and then to the Housemistress. The issue will be dealt with after consultation and will be discussed during the Pastoral meeting held once a week or if necessary a meeting can be arranged at an earlier date so that the Deputy and/or the Headmaster are informed and a decision made on what course of action is to follow. A member of staff can set detentions or any other form of punishment that is appropriate as follows:

- A verbal warning.
- An appropriate consequence – strike on Progresso.
- A written reprimand in the student's/ pupils' planner by the subject teacher or Tutor.
- A departmental/faculty or Director of Studies detention.
- A written report issued for poor behaviour which should be recorded in the student's/pupil's file.

Reports

Report forms can be issued following consultation with the Tutor / Housemistress and staff must be informed that the student or pupil is on report. Students and pupils should be made aware of the nature of the fault by the Tutor or Housemistress and the parents/guardians must be notified. The length of time on report is determined by the offence and the circumstances surrounding it. This can be escalated if necessary from Tutor to Housemistress and Housemistress to Deputy Head report.

Students/pupils can be placed on "Subject Report" by a Head of Faculty and monitored over a period of time.

Students/pupils can be placed on report at parents'/guardians' request.

Homework/Assignments concerns

The responsibility for dealing with lack of and/or poor homework and incomplete assignments, in the first instance, rests with the individual member of staff. The matter is then taken to the Head of Faculty, the Tutor and then to the Director of Studies and/or the Head of 6th Form.

Detention System

Detentions are to be used to support students and pupils in achieving their potential.

In the first instance detentions are the responsibility of the individual teacher who will determine the time, location and work to be completed during this supervised detention. If the problem persists then the subject teacher must inform the Faculty Head who will speak to the student or pupil and ensure that the problem is dealt with by another detention set within the faculty.

Staff who set detentions must ensure that sufficient work is set to be completed during the detention.

Students/pupils failing to turn up to detention should be followed up immediately by the Housemistress if it is a pastoral issue or by the Head of Department/Faculty for Curriculum issues.

A file for registering pastoral detentions is kept at reception. It is essential that the teacher responsible for setting the detention fills in the register and informs the student/pupil as soon as the detention has been set. This is monitored by the Housemistresses.

Recording of Subject detentions should be made by the member of staff on Progresso and by the Faculty Head if the detention moves to this stage.

In the interest of safety after school detentions are discouraged but if a member of staff is running one then the student or pupil should register at the reception office and sign themselves out when the detention is finished. The member of staff is responsible for the student or pupil and must receive a consent form from the parents/guardians of the student or pupil in advance of the detention to ensure they are happy with going home arrangements.

Parents/guardians can be brought into school to address issues and concerns by any member of staff.

Parents/guardians can be contacted via the telephone, email or by letter. All contacts should be recorded in the 'Parental Contact Form' available on KW.

From time to time parents/guardians will be contacted to alert them to a potential problem before it gets out of hand.

School detentions:

- **Subject detention / Form detention** (detention issued and administered by subject teacher or Form Teacher or Tutor) after a strike has been issued. This can take place during Thursday lunchtime for a maximum of 30 minutes.
- **Faculty detention / House detention** including a letter sent home (Issued and administered by Head of Faculty / Department or Housemistress) – Friday lunchtime 20 minutes (if student gains 1 additional strike after being set subject/Form detention) or 30 minutes (If student receives more than 1 strike after being set a subject/Form detention).
- **SLT detention** including a letter sent home (issued by Director of Studies or Deputy Head and administered by a member of SLT) – Friday after school 30 minutes (if student gains 1 additional

strike after being set Faculty/House detention) or 60 minutes (If student receives more than 1 strike after being set a Faculty/House detention).

Exclusion

A student/ pupil can be excluded from school. At St Martha's there is temporary exclusion and permanent exclusion. Only the Headmaster or, in his absence, the Deputy Head, can exclude a student/pupil. The length and type of the exclusion will be decided in relation to the incident.

Temporary exclusions can range from one day to four/five days depending on the seriousness of the student's or pupil's action. A typical reason for one day exclusion might be a fight which developed out of a silly disagreement. A sliding scale of length of exclusion is left to the discretion of the Headmaster after going through the following procedures:

- a) Taking written statements from those directly involved on school "incident sheets".
- b) Taking written statements from any witnesses.
- c) Interviewing where necessary any witnesses in the presence of another child.
- d) Consulting with the Tutor and the Housemistress.
- e) Reviewing student or pupils files for previous behaviour.

The normal progression of exclusions is as follows:

Informing governors at each stage

- a) One day – Telephone to parents/guardians and explanation given. The parents/guardians are asked to come and pick up their daughter and have a meeting with the Deputy/Head.
- b) Three days – A letter of exclusion is sent to parent/guardians giving details of reasons and requesting an interview before the student or pupil is re-admitted. She is then put on daily report for one week.
- c) Five days – A letter of exclusion is sent to parent/guardians giving details of the reasons and requesting an interview before the student or pupil is re-admitted. The student or pupil is put on a contract and monitored using the daily report system.
- d) Over 5 days is rarely used but essentially this is a long term exclusion for a student or pupil who needs time and space to consider their future with the prospect of final exclusion. The school and parents/guardians work closely during this period.
- e) Permanent Exclusion. Governors are involved in this and if necessary the parents/guardians can appeal to them against the exclusion. Procedure to follow – presume as per complaints policy
- f) As with all decisions there is a right of appeal. The procedure is laid out in the School's Complaints Policy.

School Disciplinary Procedures

St Martha's is a Catholic school, and as such strives to promote the spiritual, aesthetic, intellectual and physical well-being of every girl in its care. It stresses the value of perseverance and dedication to whatever they do now and in the future. St Martha's will support, encourage, counsel, listen to and help any student or pupil who is experiencing behavioural problems. It strives to build up a community

by working on good relationships between staff, students and pupils, staff among themselves – students and pupils with peers.

Support

When a student/ pupil injures the community by her actions staff need to make wise decisions as to the best course of action to take. This will depend very much on the seriousness of the incident, but it will always have the intention of the return of the student or pupil to full participation in the life of the school. The following are some of the strategies that may be used:

- 1) A simple encouraging verbal comment
- 2) A verbal reprimand with a task to do
- 3) An invitation to chat about the situation
- 4) The use of reporting form and incident sheet
- 5) A referral to the Tutor or Housemistress
- 6) A referral to a member of the Senior Team
- 7) A suspension of up to 4 days and parental involvement
- 8) A suspension of more than 4 days and parental/guardian involvement
- 9) Daily report on return from suspension to support the student or pupil
- 10) A contract signed by school, student or pupil and parent to support the student or pupil and prevent further problems

At any of these stages the Pastoral Deputy Head or appropriate agency may be called upon to support the student or pupil. It must be stressed that many incidents of ‘bad behaviour’ have deep-rooted causes, which may not be the fault or responsibility of the student or pupil. Conveyed at weekly Pastoral meetings, Senior Leadership meetings and through a weekly Pastoral bulletin that is sent to all staff.

When the above and the following strategies do not work, the student or pupil may indeed be putting herself outside the community. In such circumstances St Martha’s will adopt the Guidance Document “Pupil Behaviour, Discipline and Exclusion” (Westminster Diocese Education Service).

Reasonable Use of Force Physical intervention – please refer to notes earlier in the Management section of this policy.

It is strictly forbidden for an adult to use or threaten corporal punishment or any degree of physical contact that is deliberately intended to punish a student or pupil, or which is primarily intended to cause pain or injury or humiliation.

The law allows teachers to use a reasonable amount of force in the following situations:

- to prevent a student/pupil committing an offence or harming self or others
- to stop a student/pupil damaging property
- to prevent a student/pupil from disrupting good order and/or discipline

St Martha’s however, as a Catholic community, sees any form of force used against the person to be contrary to the spirit of Christ’s teaching and the Mission Statement. Staff are therefore urged to ‘err always on the side of caution’ and to hold firm the ideal of adopting strategies, other than force, in dealing even with extreme situations.

Before intervening physically a member of staff, wherever practicable, must tell the pupil to stop and what will happen if he or she does not. Physical intervention may involve:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back.

Staff must not:

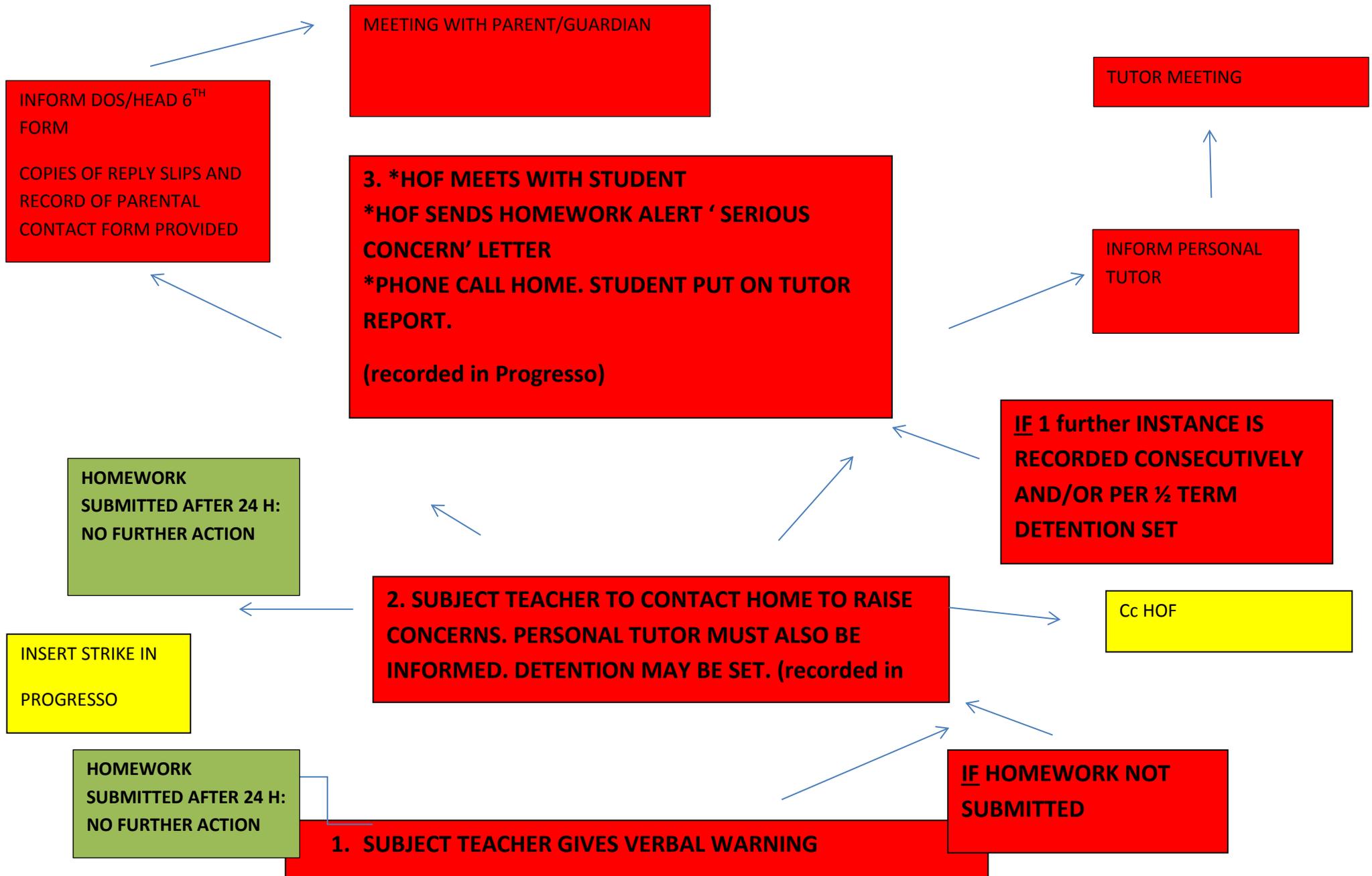
- hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- slap, punch, or kick a pupil;
- twist or force limbs against a joint;
- trip up a pupil;
- hold or pull a pupil by the hair or ear;
- hold a pupil face down on the ground;
- Hold a pupil in a way that might be considered indecent.

Never give the impression that you have lost your temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force should be the absolute minimum needed to achieve the desired result.

The member of staff should try and get help from another member(s) of staff and continue to try and communicate with the pupil throughout the incident making clear that physical intervention will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try and restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible while continuing to try to communicate with the pupil.

Any instances where physical intervention has been used must be reported to the Headmaster and an incident form completed (Annex 6). A copy of the completed form is kept in the central file and in the pupils' record. Parents are immediately informed and a meeting arranged to address the issues.



Rewards and Sanctions Review - June 2016

After a period of review and consultation with the pupils, students and staff of St Martha's the following systems will come into place from the start of the academic year 2016 / 2017.

Rewards

House Points

KS3	bronze award 10 Silver 30 Gold 50 Platinum 70
KS4	bronze 7 Silver 20 Gold 40 Platinum 60
KS5	bronze 5 Silver 10 Gold 15 Platinum 20

- Form Tutors will need to check Housepoint cards each Friday during Form time and will need to enter students who have achieved certificates to a central 'Housepoints Awards' list saved on the G drive so certificates can be made.
- This data will be added onto Progresso by the admin team.
- These certificates will be handed out during House assemblies.
- Platinum will also receive a mufti day at the end of each term.

House points are awarded for:

- An excellent piece of work
- A fantastic contribution to class discussion / task
- An act of kindness
- A contribution to a school / house event
- Showing compassion for others
- Improvement in academic work
- Putting effort into work
- Improved effort in studies
- Being a good ambassador for our school
- Successfully taking on a role of responsibility, e.g., register monitor/student council rep
- Following the school code of conduct

Weekly awards

Form group with highest attendance – coordinated by the Housemistresses and admin staff. The group will all be given a lunch pass for the week ahead.

Form group with most house points achieved in a week – coordinated by the Housemistresses and admin staff. The group will all be given a lunch pass for the week ahead.

Student of the week – forms submitted by teacher, tutors, Head of Faculty/department or Housemistress. These will be handed out during Year assemblies.

Tutee of the week – form submitted by Tutor or Housemistress. These will be handed out during House Assemblies.

- Teachers and Tutors will need to add students to a central ‘SOW’ and ‘TOW’ list saved on the G drive by end of day Friday of each week.

Subject specific awards

Postcard home – sent by subject teacher or Head of Faculty / department

Letter of excellence sent home from Head of Faculty / Department

Letter sent home from Director of Studies / Deputy Head

Letter sent home from Headmaster

These would be awarded for:

- Outstanding extended piece of work
- Excellent test/CA result
- Demonstration of independent learning
- Most academic improvement
- Excellent participation in lesson

*Level of excellence of work and resulting award is at the discretion of the teacher. The subject teacher must enter this data onto Progresso once issued to the student.

Termly Awards

Highest attendance for form group - Certificate and mufti day

Highest number of house points in form group in a term - Certificate and mufti day

Spirit of St Martha – One student/pupil from every year group nominated by Tutors - certificate, mufti day and Heads Reception

Greatest contribution to the Common Good - same as above

Celebration Assemblies

These will take place twice a year around the February and June Review. During these assemblies we will present awards for:

- 100% attendance (Certificate)
- 100% punctuality (Certificate)
- 0 strikes (Certificate)
- Excellence badges (5 SOWS)
- Headmaster Award (10 SOWS)

Yearly Awards

Spirit of St Martha and the common good award – This will be awarded to the House that contributes the most to the common good through:

- Fundraising
 - Working together as a House to win inter house competitions
 - Acts of worship
 - Being good ambassadors for the school
 - Following the school code of conduct
-
- This will be collated and decided by the Pastoral team and SLT. The winning House will be awarded with a school trip.

Sanctions

Minor infringements – Verbal warning - Final warning - Strike

Major infringements – Final warning - Strike

Minor Infringements	Major Infringements
· Poor organization	· Missed h/w (repeat offenders)
· Eating in non-designated areas	· Using phone in school
· Chewing gum	· Bad language
· Running/noisy in the corridor	· Poor behavior
· Speaking out of turn	· Failure to follow the school code of conduct
· Jumping the queue at break and lunch times	· Missing Tutor meetings (Repeat offenders)
· Planner not signed	· Missed inter house event
· Subject equipment	· Not respecting the school environment
· Inappropriate school uniform including short skirt, make-up, hair dye, make-up, excessive jewelry, trainers wrong socks, nails,	· Not respecting peers
· Low level talking in class	· Not respecting the property of others
· PE kit	· Lying
· H/w (one-off)	· Physical contact with others
· Missing Tutor meeting (one-off)	· Being out of class when lessons are taking place/bunking
· Failing to return borrowed items	· Poor attendance (For illegitimate reasons)
· Lack of effort in class and for h/w	· Poor punctuality (For illegitimate reasons)
	· Impairing the learning of others
	· Stealing
	· Consistent lack of effort (For illegitimate reasons)

Detentions

- **Subject detention / Form detention** (detention issued and administered by subject teacher or Form Teacher or Tutor) after a strike has been issued. This can take place during Thursday lunchtime for a maximum of 30 minutes.
- **Faculty detention / House detention** including a letter sent home (Issued and administered by Head of Faculty / Department or Housemistress) – Friday lunchtime 20 minutes (if student gains 1 additional strike after being set subject/Form detention) or 30 minutes (If student receives more than 1 strike after being set a subject/Form detention)
- **SLT detention** including a letter sent home (issued by Director of Studies or Deputy Head and administered by a member of SLT) – Friday after school 30 minutes (if student gains 1 additional strike after being set Faculty/House detention) or 60 minutes (If student receives more than 1 strike after being set a Faculty/House detention)

Reports

Reports can be used as an additional sanction/monitoring tool. Please discuss placing your Tutee on report with your HMS if you feel it necessary. Students/pupils should have been given a strike and detention before being placed on report and parental contact should be made prior to placing a student/pupil on report.

The standard reporting forms must always be used for this sanction as outlined in our Rewards and Sanctions policy.

Important Contacts

- Sr Teresa, Head of Pastoral care may be contacted by email on:
roseingravet@saint-marthas.org.uk
- Charlotte Carpenter, our Designated Safeguarding Lead may be contacted on:
carpenter@saint-marthas.org.uk
- Helen Baly, School Counsellor may be contacted by e-mail on:
balyh@saint-marthas.org.uk
- ChildLine: **0800 1111**
- Police: In the event of immediate danger call **999**, or, in an event which does not require immediate intervention call **101**
- Barnet Multi-Agency Safeguarding Hub (MASH): **020 8359 4066**, or
- MASH out of hours Emergency Duty team: **020 8359 2000**