



St Mary's School
CAMBRIDGE

Behaviour Management Policy

This policy is the responsibility of the Head, Head of Juniors, and the Deputy Heads.

The Board of Governors considers this policy as part of its collective responsibility to carry out an annual review of safeguarding.

Last review: February 25

Next review: February 26

Introduction

At St Mary's School, Cambridge ("the School") our community is based upon respect, good manners, and consideration of others. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world.

This policy applies to all day and boarding pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Ellie Tagger, Head of EYFS.

We recognise that pupils mature at different rates and expectations may need to be adjusted accordingly, particularly in the Junior School.

This policy has regard to the following guidance:

[Keeping Children Safe in Education \(DfE September 2024\)](#) (DfE)

[Behaviour in Schools: advice for headteachers and school staff \(DfE September 2024\)](#)

[Working Together to Safeguard Children 2023 \(DfE updated Feb 2024\)](#)

[Information Sharing Advice for Safeguarding Practitioners 2015 \(DfE updated May 2024\)](#)

[Education \(Independent School Standards\) Regulations 2014 \(ISSRs\)](#)

[The Early Years Foundation Stage Statutory Framework, DfE, December 2023](#)

[ISI Inspection Framework, July 2023](#)

[Handbook for the inspection of association independent schools, including residential \(boarding\) schools and registered early years settings, July 2023](#)

[National Minimum Standards for Boarding Schools, DfE, September 2022](#)

[Use of Reasonable Use of Force July 2013 \(DfE\)](#)

[Searching, Screening and Confiscation advice for schools July 2022 \(DfE\)](#)

This policy should be read in conjunction with:

- Discipline, Exclusion and Required Removal Policy
- School rules
- Code of Conduct
- Admissions Policy
- Anti-Bullying Policy
- Smoking, Alcohol and the Misuse of Drugs and Substances Policy
- Pupil Internet and Information Technology Acceptable Use Policy
- Search and Confiscation Policy
- Online Safety Policy
- Physical Restraint Policy
- SEND Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Whole-school approach to behaviour

- The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.
- Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

- The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Code of conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

We expect pupils to adhere to an established routine and code of conduct.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules (see below) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine. Everyone has a right to feel secure and to be treated with respect at school, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our *Anti-Bullying Policy* is on our website and parents and pupils are made aware of this.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, gender, gender reassignment, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a child is adopted, looked after or a carer.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND).

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff, or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

[Pupil Code of Conduct: Pre-Prep and Junior School](#)

[Pupil Code of Conduct: Senior School](#)

[Pupil Code of Conduct: Sixth Form](#)

[Pupil Code of Conduct: Boarder](#)

Involvement of parents and guardians

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the School's terms and conditions (Parent Contract). The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils. These include the nurses, counsellors, , tutors, pupil mentors and prefects and the Learning Support Department.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

Unexplained absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's *Missing Child and Uncollected Child Policy*.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

Involvement of pupils

The School promotes an ethos of good behaviour where pupils always treat each other with respect, inside and outside of school.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Economic Education (PSHEE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The School will ensure that all new pupils (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through school, from the day they start at school to the day they leave. Our transition management plan also includes taster days, move up day, induction and for those moving from the Junior School to the Senior School. Expectations are relayed to pupils/parents at transition events held in the summer term for parents of new students, and those moving from the Junior School to the Senior School and questions can be answered.

School rules

The School Rules are designed to encourage positive behaviour and self-discipline. Pupils are expected to act responsibly and show consideration. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head

in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules refer to the following school policies: *Alcohol, Drugs and Smoking Policy, Anti-Bullying Policy, On-Line Safety Policy* and *Pupil Internet and Information Technology Acceptable Use Policy*.

For more information, please see the policies page of St Mary's School Cambridge website. The School Rules are regularly reviewed and updated and published on the School website on the links below:

[School Rules – Junior School](#)

[School Rules – Senior School and Sixth Form including Boarders](#)

Promoting good behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At St Mary's School Cambridge, we reward and encourage good behaviour, and celebrate curricular and extra-curricular achievements from our pupils and may do so in some of the ways detailed In Appendices 1 and 3.

Breaches of school discipline / sanctions

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head and Head of Juniors and any other authorised member of staff undertake to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of

staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's safeguarding and Child Protection Policy.

In determining an appropriate sanction, teachers must consider the following: the nature of the offence, the context, the age and prior conduct of the offender, additional personal circumstances (such as SEND or other particular vulnerability), risks posed to pupil welfare, remorse shown, honesty and co-operation and the impact of the offence.

The normal sanctions used within each part of the School are set out in Appendix 1-4.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Class Teachers (in the Junior School) and Form Tutors (in the Senior School) are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. Repetition of misbehaviour in the Junior School will be reported to the Deputy Head and in the Senior School will be reported to the Head of Department and may lead to further sanctions.

More serious misdemeanours are reported to the Head of Juniors in the Junior School and to the Head of Year in the Senior School.

For boarding pupils, persistent lateness to bed, disrupting other members of the boarding house, etc will result in the Head of Boarding notifying the Head of Juniors if the boarding pupil is a Junior School pupil or Deputy Head Pastoral and Boarding if the boarding pupil is a Senior School pupil.

Persistently poor academic performance (which may include missing lessons or becoming seriously behind with work) in the Senior School may result in the Deputy Head (Academic Operations) requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period of one or two weeks.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour e.g. bullying, inappropriate physical contact. The entries on this register include the pupil's name and year group, the nature

and date of the offence and the sanction imposed. The records of sanctions for serious misbehaviour are reviewed regularly so any patterns in behaviour can be identified. Staff must ensure they follow the School's *Data Protection Policy* when processing personal data in connection with this policy and should have reference to the Information Sharing guidance July 2018. Please see SMC, all staff, data protection tile.

Supporting Pupils Following a Sanction

In most cases of poor discipline, the School will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the class teacher/form tutor, Head of Department or Head of Year to help with any pastoral concerns. The pupil maybe supported by a member of the pastoral team and/or the pupil and /or their parents may be directed to an appropriate professional. Where a pupil displays persistent disruptive behaviour and there is a concern about the pupil's needs, the School will liaise with parents and/or local agencies to assess those needs.

The School's policy and procedures regarding peer-on-peer abuse are set out in the School's *Safeguarding and Child Protection Policy*. If behaviour and disciplinary matters give rise to a safeguarding concern, the procedures in the *Safeguarding and Child Protection Policy* will be followed.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

Serious misbehaviour

The school's *Discipline, Exclusion and Required Removal Policy* is available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. This policy also details the investigatory procedures to be used where serious misbehaviour is alleged. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Supply/possession/use of certain drugs and solvents and/or harmful substances or their paraphernalia or substances intended to resemble them, or alcohol.
- Alcohol misuse (including supply, possession, use).
- Theft, blackmail, physical violence, intimidation.
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- Child on Child abuse.
- Physical assault/ threatening behaviour and/or emotional abuse.
- Fighting.
- Harmful sexual behaviour including sexual violence and sexual harassment.
- Racist or sexist abuse.
- Sexual harassment or misconduct including sexting and/or the consensual or non-consensual sharing of nudes / semi-nudes.
- Behaviour in contravention of the *Pupil Internet and Information Technology Acceptable Use Policy* or *Online Safety Policy*.
- Supply or possession of pornography.

- Possession or use of an unauthorised firearm, knife, or other weapon.
- Any form of abuse or unlawful discrimination on the grounds of sex, race, religion/belief, disability, special educational needs, sexual orientation, gender, and gender reassignment.
- Other misconduct which affects the welfare of a member or members of the School community, or which brings the School into disrepute on or off the School premises.
- Damage to property.
- Committing a criminal offence.
- Persistent disruptive behaviour or attitudes or behaviour which is inconsistent with the School's ethos.
- Other misconduct specifically provided for in the School's parent contract and School Rules.
- Persistent disruptive behaviour or breaches of the School's Behaviour Management Policy or School Rules. As set out in the Parent Contract, the School may require the removal of a pupil in circumstances where the Head considers, in her discretion, that the behaviour or conduct of a parent is unreasonable.

Serious sanctions in accordance with the School's *Discipline, Exclusion and Required Removal Policy* may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the *Safeguarding and Child Protection Policy*.

Should an allegation made by a pupil against a member of staff be shown to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's *Safeguarding and Child Protection Policy* and *Discipline, Exclusion and Required Removal Policy*, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Where a parent makes an accusation against a member of staff and the accusation is shown to be malicious, the Head will consider (in accordance with the School's Parent Contract) whether to require the removal of the pupil or pupils from the School on the basis that the parent has treated the School or a member of staff unreasonably.

Removal from Classrooms (Junior School)

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom can be used by staff to help children reregulate their emotions, calm down and reset. This is sometimes given as an option for the child, or instructed by the member of staff. They may go to a safe place such as the library or learning hub or being taken for a walk or another classroom with a member of staff.

Time out of the classroom may last for a few minutes or it may involve being out of class for longer periods, such as the rest of the day. Should a child need to spend time out of the classroom for an extended period (more than a lesson), parents will be contacted and informed. It is hoped that the children can continue with their learning but at times, they may be offered a differentiated and altered plan.

Whenever a child spends time outside of the classroom, a member of the SLT will be informed verbally or via email.

Our hope and intention is to get the child back into the classroom and accessing the learning provided to their full potential.

Removal from Classrooms (Senior School)

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day, by the member of staff involved, or relevant HOD/HOY, if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include:

- the class teacher will inform the relevant HOD (in the Senior School) or a member of SLT as soon as a student has been removed from the class
- the HOD or member of SLT will confirm the length of time that the removal should last. The length of time should be proportionate to the behaviour, taking into account different lessons later that day and the time anticipated for the student to regain calm
- the pupil will be removed to a suitable location (e.g. another classroom, the library or a staff office) so that the pupil can refocus and continue learning. The class teacher/HOD will ensure that sufficient resources are available to the pupil for learning to continue
- the supervising staff member (usually the HOD in the Senior School) or member of SLT will agree when the student should resume learning within the schedule timetable
- for students who have identified needs and already have a named member of staff assigned to them, then the class teacher will inform that colleague, and work with that colleague following the steps above.

Preventing Recurrence of Misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly

Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

Misbehaviour outside of school or online

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline, Exclusion and Required Removal Policy.

Corporal punishment and use of reasonable force

Staff, or any person living or working on School premises, must not give corporal punishment to any pupil. They must not threaten with corporal punishment or any form of punishment which could have an inappropriate impact on the pupil's wellbeing. So far as they are able, they must ensure that no one on the School premises (or elsewhere if they are on a school trip or other out of school activity) threatens or uses corporal punishment.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School or among any of its pupils.

The decision on whether or not to intervene will always be a professional judgement of the member of staff concerned, and any use of force by staff must be reasonable, proportionate to the circumstances and seriousness of the behaviour, lawful and in accordance with the guidance given in the [DfE advice Use of Reasonable Force](#) (advice for Headteachers, Staff and Governing Bodies). It must consider any disability, certain health conditions or SEN that the pupil may have. Please see the *Physical Restraint Policy* on the School website for more information.

All our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of School activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means;
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head of Juniors or the Head immediately after they have needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. As required under the National Minimum Standards for Boarding Schools, senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of it on the same day or as soon as is reasonably practicable.

Searching

The School reserves the right to search pupils and their possessions. It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so. Please see the *Search and Confiscation Policy* on the School website for more information.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves, and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities (including certain health conditions) the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's *Safeguarding and Child Protection Policy*.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs or other banned substance;
- Stolen items;
- Tobacco and cigarette papers and items used for vaping;
- Fireworks;
- Pornographic or offensive images; or

- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head/Head of Juniors (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head/Head of Juniors (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should consider all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

Any decision to search the child's device should be based on the professional judgement of the DSL and should always comply with the school's *Safeguarding and Child Protection Policy*. The School will document the decision, including times, dates and reasons for decisions made on My Concern.

If, during a search, the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of School discipline. They can also decide whether the material is of such seriousness that the Police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted, and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Rules and may then punish the pupil in accordance with this policy and the *Discipline, Exclusion and Required Removal Policy*, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should consider all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, or disposed of.

Teaching and learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Policy and Procedure on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day pupils.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, including within boarding house, which may indicate that there are possible culture issues within the School or boarding house which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide on an appropriate course of action, which may include more staff training, incorporating learning points into pupils PSHEE/RE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

Appendix 1: Junior School Positive Behaviour – Crib Sheet

Junior School (Reception – Year 6)

For information on our EYFS provision, please refer to the EYFS policy.

Aims and Code of Conduct

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy has due regard for its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and that reasonable adjustments are made for these pupils.

Aims

- To provide a Catholic education within a nurturing, caring, safe and friendly environment.
- To show a deep recognition and understanding of children, their behaviour and the making of mistakes such as incidences of unkindness.
- To understand that all behaviour is communication.
- To promote and develop the individual needs and talents of each child to their full potential.
- To foster positive, caring relationships within the whole school community by encouraging children to accept responsibility for their own behaviour through promoting resilience, persistence, self-esteem and increasing independence.
- By applying positive policies, we aim to create a nurturing atmosphere in which teaching and learning can take place in a safe and happy environment.
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Code of Conduct

The staff, parents and girls adhere to an established routine and code of conduct, rather than to a variety of lists of rules, as detailed in the JS Rules Policy and Parent Contract. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect girls to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone at our school has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, sex, sexual orientation or physical disability.

We expect our girls to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's guidelines and timetables. They should care for the buildings, equipment and furniture. We expect our girls to behave at all times in a manner that reflects the best interests of the whole community.

Alongside our Mary Ward Values of Love, Freedom, Joy, Justice and Truth, we have created some additional principles and expectations for the girls to follow known as '**The 5 P's**'. We expect the girls to (be):

- Polite
- Prepared
- Positive
- Presentable
- Persevere

Promoting Positive Behaviour

Relationships are built on meeting the emotional needs that we all have for attention, acceptance, approval, comfort, security, encouragement, support, respect and affection. When our needs are met we feel happy and secure. When they are not met we can feel anxious, insecure and unhappy.

Young children can often display unwanted behaviour when they are in need of attention, tired or hungry or require something that someone else has. This may also be seen when they feel they can't communicate what they want, or that someone doesn't understand what they want.

Young children's understanding of concepts such as compromise, patience and conflict are not fully developed. A child might hear what we are saying, but may not yet have the knowledge or language skills to fully understand what we are saying, what this means or be able to negotiate with us.

Each child is an individual who develops at their own pace. Some children will pass through development stages with ease, whereas some children may need a little more support. As children go through a range of new and different experiences they begin to explore and test out boundaries. Young children may go through shorter periods of challenging behaviour where some behaviours may continue and may be due to other undiagnosed needs and where further long-term support is required.

Positive behaviour management is about using a positive rather than negative approach to encourage children to understand their behaviours, the implications thereof, and the impact they may have on themselves and those around them. This encourages us to focus on the positive areas and praise these rather than always focusing on the negative elements.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concerns about the behaviour of their child, or another, they should speak to the school directly

Parents should carefully consider how they speak about other children and should refrain from speaking negatively or unkindly about another child, to their children or other adults. Any concerns or comments should be directed to the school only.

If the school must use reasonable sanctions for a child, parents should support the school's actions. If parents are concerned about how their child has been treated, they should first contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Responding to Behavioural Mistakes

As a nurturing school, we understand children's learning developmentally. We also understand that all behaviours are communication, behaviour is learned in social situations and behaviour can be taught/changed. We recognise that unacceptable behaviour is often a stress reaction, and we respond calmly and sensitively to diffuse difficult situations and try to understand what the child is telling us.

We use positive behaviour management strategies to remind and encourage pupils to behave positively and to repair damage to relationships. Addressing inappropriate behaviour will involve the teaching of appropriate behaviour and coping strategies, with the children reflecting on what they have done whilst being given opportunities to put it right and to develop and practice new behavioural responses. Staff encourage the children to try to resolve minor disputes themselves and to take responsibility for their own actions. Pupils are reminded of 'behavioural choices' ie. the consequences of their continuing unacceptable behaviour. When responding to unacceptable behaviour staff will aim to reduce tension and then to enhance personal and interpersonal skills, by teaching and modelling skills in problem solving and conflict resolution.

With this in mind, we may respond to behavioural mistakes in the following way:

1. Child misbehaves
2. Ensure that other children are ok
3. Connect with the child using eye contact, getting to their level, and showing concern and compassion

4. Empathise with their feelings first – ‘you must have been so angry to have said/thrown/hit/whatever’
5. Reinforce the boundary gently i.e. ‘it is never ok to hit/throw/etc.’
6. Model empathy for others i.e. ‘how do you think felt when you did that?’ If you get a shrug, or no response – this is normal. Try asking ‘how do you think you would feel if someone did that to you?’ If you still get no response, suggest the feeling ‘do you think you would feel happy or sad?’ This has to be asked in a gentle voice or you will trigger the amygdala to react again. At this point we are trying to engage the child’s higher brain function here.
7. Come up with a solution together i.e. ‘what do you think you could do to make this all feel ok again?’

Appropriate consequences will be utilised where necessary. We believe that a system of logical consequences has a part to play in promoting positive behaviour and in helping pupils realise that there is a consequence for inappropriate behaviour. All consequences will be applied consistently and calmly with opportunities for reflection, reparation and learning.

Staff have the following strategies to choose from when responding to inappropriate behaviour:

- Non-verbal –look or tactically ignore.
- Providing redirection/distraction particularly for very young children.
- Proximal praise
- A Rule Reminder or Rights Respecting Script
- Direction/Re-direction-Expectation Discussion
- Change of seating arrangements
- Offer choices-consequences-traffic lights
- Class Behaviour checklist
- Loss of break time
- ‘Thinking Time’ chair/table/calm area
- Restorative Questioning
- Worth a Re-Think discussion
- Time in/Out
- Think Time Meeting/Discussion- Reflection sheet
- Individual Behaviour Target Card
- Withdrawal of a privilege
- ‘Shadow’ a teacher/assistant
- Lunchtime/playtime inside
- Parent meeting
- Daily home school communication

When responding to inappropriate behaviour, school staff will remind pupils of the logical consequences of their behaviour, applying consequences, consistently and calmly.

Pupils with specific Behavioural Difficulties

As a nurturing school we understand children's learning developmentally and see all behaviour as communication. We endeavour to understand and support all of our pupils in an atmosphere of care and with an understanding of Trauma Informed Practice. We endeavour to see beyond inappropriate behaviour to understand each child's individual needs and challenges.

At the core of social/ behavioural/emotional needs is often stress, anxiety, lack of self-worth/low self-esteem and/ or fear of failure. These feelings can be caused by many issues including developmental delay, learning difficulties, fractured relationships, bereavement and witnessing/ experiencing trauma. Some children communicate their needs through socially unacceptable behaviours, others by withdrawing. Following nurture principles and trauma informed practice is critical to supporting the social, behaviour and emotional development of every child regardless of their age, stage of development or underlying factors.

Teachers should liaise with the SENCO and/or Head of Junior School if they believe that pupils are communicating unmet needs through their behaviours. Some children may need additional support including individual behaviour/support plans and referral for support from other professionals/ agencies. Children with specific behavioural difficulties will be referred to the SENCO who will then follow procedures in line with the Special Educational Needs Code of Practice.

In the Classroom:

Class teachers will establish a nurturing, positive classroom environment that supports social behaviour and emotional well being, as well as encouraging and motivating pupils to remain on task and actively involved in their learning. Teachers ensure that the many transitions that take place daily are supported by effective routines and procedures. Our Mary Ward values, the 5Ps and supporting classroom routines/procedures, including rewards, are established and displayed, and children are encouraged, praised and reminded of them regularly.

Positive classroom behaviour is supported by:

- Positive relationships
- Visuals-whole class and individual
- Growth mindset approach
- Consulting pupils on the systems of reward and consequences
- Being in class/in the playground to meet and greet your class
- Ensuring children enter and leave the classroom quietly and orderly
- Teach using 'quiet' inside voices to encourage a calm and orderly environment
- Remaining calm while repeating instructions quietly
- Careful consideration to seating/ group-work arrangements for children.
- Changing/adjusting seating arrangements
- Noticing, praising and rewarding frequently those children behaving positively.

- Specific proximal praise
- Rules for lining up so that pupils know exactly where they should be
- Having a 'calm area' in the classroom
- Planning shorter activities for pupils with specific difficulties
- Effective classroom organisation, routines and procedures to minimise disruptions and avoidance tactics.
- Brain Breaks
- Fidget toys
- Finger breathing/square/triangle/7-11 breathing

A few things for us to consider:

- Around five years of age, children start to use 'just joking' as a way to tear someone down and then deny they did anything wrong. This becomes a bit of a habit and an excuse for poor behaviour as they get older. It leaves girls never knowing what a joke is and what it isn't, it's very confusing and can be incredibly hurtful.
- Friendship is also used as a 'currency' amongst girls. One day you are someone's friend and the next day you are not.
- As adults, we often attach our own emotions or response to a very childlike situation or behaviour. Remember, children do not behave like we do. They do not have the same experiences and knowledge so we must not use adult rationale or emotions.
- Almost all girls (and women) gossip and feed off this gossip.
- According to research, the biggest influence on a girl is their mother, or the most dominant female relationship in her life.
- Girls tend to maximise the impact of what someone did to them and minimise the impact of what they did to the other person.
- Girls usually blame their behaviour on something or someone else.
- There is a difference between gossiping and venting/sharing which they are not quite aware of yet.
- Bullying is when one person repeatedly abuses or threatens to abuse their power against another person. Not being invited to a birthday party is not bullying. Nor is being excluded from a group on WhatsApp or a game at play time. But the feelings of sadness, hurt and upset are very real and very big. These acts are hurtful and still need to be addressed to help them make better choices in the future but they are not bullying.
- As girls enter puberty (Year 5 and Year 6), many will describe their conflicts as 'drama'. Experts define 'drama' as conflict that's serious to the people involved but not taken seriously by other people gossiping about it.
- The younger a girl is when they have access to a mobile phone and social media, the younger she'll be exposed to gossip, and potentially harmful behaviours.
- Whilst some unkindness takes place in school via verbal communication, it is evident that a number of such incidences are also occurring outside of school via play dates, parties and the use of mobile phones/social media, something that as a school, we cannot control. There are strict parental guidelines for the use of the internet and social media with most requiring children to be at least 13 years old, if not older!

- Promoting positive behaviour is not the sole responsibility of the school. It lies within the culture, beliefs and behaviour instilled by parents.

Rewards and Sanctions

The school's rewards and sanctions are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our rewards system. Sanctions help us to set boundaries and to manage more challenging or persistent behaviour.

Rewards

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness.

Rewards can include the following:

- Verbal praise *
- Written praise on work *
- Stickers/stars or prizes that are non-house point rewards *
- House Points
- Certificates
- Recognition during form time or assembly
- Newsletter or Social Media post

* Each teacher will have slight variations on how they distribute rewards to pupils. This takes into account the age of the pupils and allows for individual class management strategies to encourage positive behaviour. For example, younger year groups may use a visual aid such as marbles, or a wall aid to positively reinforce and reward good behaviour or excellent work and/or effort.

House Points

House Points can be awarded for a number of reasons such as good work, good effort, good manners, politeness and consideration of others. Teachers may award individual house points or up to 4.

Certificates

Certificates can be awarded for pupils who have gone above and beyond, been kind to their peers or have produced excellent work worthy of 5 merits. Certificates are closely linked to the 5 P's.

The House System

The house system is another avenue in school to praise the efforts of our pupils. The houses are strong communities and house meetings allow for praising of pupils in the house. At the end of each term, the termly house point total is calculated, and the winning house for the term is rewarded with a mufti day at the beginning of the next term.

At the end of the academic year, the winning house will be awarded a House Trip or Picnic.

Prize Giving

Our termly prize giving is another avenue to celebrate the positive behaviour of girls. Alongside academic progress prizes, Behaviour Award for Thoughtful Action (BAFTA) awards are given to one girl in every form. This award is given to a girl who has shown kind and thoughtful behaviour consistently towards her peers and teachers. This girl may put others before herself, offer to help and/or always show support towards others. Furthermore, top house point scorers in each form are celebrated, and top merit scorers are awarded with prizes. For selected prizes, girls may receive an Amazon voucher.

Caught being Kind Initiative

Staff put pupils forward for this award in secret each week through logging a 'caught being kind' certificate when they witness a good deed or a thoughtful and kind action. The pupil is awarded their certificate (as a surprise) in assembly on Friday.

Leadership Responsibilities

Throughout the school, girls are given roles within the school to support leadership and pupil voice. We feel that it is important for them to take on additional responsibilities as it raises their confidence and self-esteem.

- Head and Deputy Head Girl, whose names are recorded on the school's Honours Board
- House Captains from Year 6, and Deputy House Captains from Year 5
- Senior Prefects
- Mary Ward Ambassadors
- School Council representatives
- Children that Care Committee
- Reading Rangers

School Council

Our experience shows that the ethos of and respect for the school are enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies, Form Time and via the School Council which meets every half term. Members of the School Council are elected democratically by their peers.

Sanctions

The Head, for her part, undertakes to ensure the fair application and use of sanctions, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. The following systems can be put in place:

- Support systems for pupils such as staff mentors, or pupil buddies
- Positive Behaviour Target Cards

- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Timeouts or loss of break time
- More serious cases also include sanctions such as in-school suspension where the pupil remains out of class and away from their peers for the duration of the day – at the discretion of the Head or for the most serious of cases, external suspension for a specified period, removal or expulsion from school (in line with the policy issued by the Department for Education <https://www.gov.uk/government/publications/school-exclusion>).

Monitoring and Evaluation

Please note this is a working document, which requires on-going appraisal and update. Sustaining positive behaviour creates a need for continuing self-reflection and ongoing review and assessment of the effectiveness of our approach to nurture and positive behaviour management.

As part of our ongoing reflection and process of improvement, we are constantly reviewing and questioning our provision. To gain a thorough insight into our positive behaviour systems, the behaviour of the children and how the children are feeling in school, we implement the following:

- **Weekly Staff Meetings**
 - **Stand & Shout** – Going through each class in turn, staff have the opportunity to raise any concerns or observations from the week before. This gives staff the opportunity to glean more information and share understanding so that we are proactive rather than reactive in addressing pastoral and/or academic concerns.
 - **Safeguarding** – The Designated Safeguarding Lead and Deputy Safeguarding Lead meet each week to discuss any safeguarding concerns. This time is also used to reflect on any witnessed behaviour or patterns in behaviour. As well as a weekly meeting, the schools safeguarding governor meets with key members of staff and observes the school in order to produce a termly report which is then discussed at a Governor Meeting.
 - **Wellbeing** – The Head of Wellbeing and Head of Pastoral Care meet with the Head of Juniors on a weekly basis to discuss a variety of themes and items. The main focus is the wellbeing and happiness of the girls, reflecting on our current provision and consider what we can do to improve it further.
 - **Learning Support** – The SENDCo meets with the LSAs formally on a weekly basis to discuss provision and the children in their care. It is during this time when staff have the opportunity to share any concerns or questions. The SENDCo meets with the Head of Juniors on a weekly basis as well.
- **Learning Walks and Observations**

- Individual teachers, as well as members of the SLT, Senior School and Governors, may perform learning walks or more formal observations. The Head of Juniors timetables learning walks into her weekly diary and sets up more formal observations on a termly basis.
- Learning walks can be more general, or may have a specific focus.
- **Pupil Voice**
 - School Council – children meet once a half term to discuss a variety of topics, it is here that pupils can raise any concerns in a safe and encouraging environment.
 - Form Time – time is spent addressing any pastoral or social needs on an individual, small group or class basis. This may be in line with the curriculum or in response to a particular event/situation.
 - PHSE – the curriculum is regularly reviewed and adapted in order to meet the needs of the pupils and address any common themes or patterns in behaviour.
 - Surveys & Questionnaires – At least once a year, pupils will complete a formal survey, similar to those use for ISI inspection to gauge a sense of how the girls are feeling about themselves and their school. This data is then used to inform future planning and provision.
- **Termly Safeguarding Review & Report**
 - The school's safeguarding Governor completes a thorough termly safeguarding review. Various members of staff are spoken to and the school is observed. All findings are written up and delivered to the Board for consideration.
- **External Review**
 - The Independent School inspectorate visits schools to review their policies, provision and delivery of pastoral and academic care. This process is thorough and carefully administered.
 - At times, the school may invite external Individual's or organisations to review all or part of the school.

As a school, we continue to do everything we can to support the girls as they make mistakes, learn and grow. The relationships your daughter fosters now have deep and far-reaching implications beyond her teen years. Her experiences and the behaviour patterns she develops as a result fundamentally shape her self-identity, worth and future relationships (Queen Bees Wannabes by Rosalind Wiseman). We all know, girls are awesome, brilliant, funny and inspiring. They are also confusing, stubborn, complex and sometimes unkind. They will get into situations that are overwhelming, do the wrong thing (maybe more than once) and be unkind to others. This is part of growing up and together we can and will make a positive difference.

Appendix 2: Positive Behaviour Policy (Escalation Summary)– Staff Copy – Junior School

Code of conduct

1. **Be kind** to others in all you say and do
2. **Be safe** at school, at home, in the community and online
3. **Be honest and fair**
4. **Be part of a team**; listen, share and work together
5. **Be a good custodian** and Look after your property and the property of others
6. **Be respectful** of others and celebrate differences
7. **Be ready** to learn, work hard and don't waste time

Escalation of Behaviour Reminders & Responses

As always, professional discretion and common sense must be employed to ensure that the age and needs of the child involved are appropriately considered. However, consistency and a clear structure are vital in supporting children and positive behaviour outcomes.

The below table outlines how all staff must approach behaviours/mistakes made by children both academically and socially. It details the steps we must take to support the correction and reflection of behaviours and how we must support them moving forwards.

Level 0							
Non-Negotiables		<table><tr><th>In class</th><th>Around the school</th></tr><tr><td>Active Listening Polite Kind Follow instructions</td><td>Keeping to the left Walking Kind Follow instructions</td></tr></table>	In class	Around the school	Active Listening Polite Kind Follow instructions	Keeping to the left Walking Kind Follow instructions	At St. Mary's Junior school, we have high expectations for both in and out of the classroom. Pupils are expected to adhere to the stated non-negotiables.
	In class	Around the school					
	Active Listening Polite Kind Follow instructions	Keeping to the left Walking Kind Follow instructions					
Keeping our hands and feet to ourselves							
Level 1							
Reminder	To be given when a repeated or continued non-negotiable is not being met.						
Level 2							

Reset	Pupils will be offered a chance to reset their behaviour if they continue to not meet the non-negotiable. A reset will look different depending on the child. This could include: a second reminder, a walk.	
Level 3		
Reflect	<p>Pupils will spend time in reflection if their behaviour from level 2 has continued. Pupils may go straight to a reflection if their behaviour goes beyond levels 1 and 2.</p> <ul style="list-style-type: none"> • Swearing • Hurting another pupil • Disrespectful to peers and or staff • Damaging property • Lying <p>Pupils throughout the Junior school will spend time with their teacher in a supportive conversation. In Years 1 – 6 a reflection sheet will help guide the conversation.</p>	Parents will be noted, in Year 1 – 6, through a reflection slip.
Level 4		
SLT	<p>If pupils receive 3 reflections during the half term, the pupil will reflect with a member of SLT.</p> <p>Pupils may go straight to a member of SLT if the following behaviours occur:</p> <ul style="list-style-type: none"> • Hurting another pupil • Inappropriate use of a device • Damaging property • Stealing 	
Level 5		
Internal Suspension	<p>Deliberately causing physical harm or displaying intention physicality towards another person.</p> <p>Confirmed care of repeated unkindness of bullying.</p>	
Level 6		
External Suspension		

Level 7		
Exclusion		

Appendix 3: The Senior School

Rewards

The school's rewards and sanctions are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our rewards system. Sanctions help us to set boundaries and to manage more challenging or persistent behaviour.

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness.

Rewards can include the following:

- Verbal praise *
- Written praise on work *
- Stickers/stars or prizes that are non-house point rewards *
- House Points
- Certificates
- Recognition during form time or assembly
- Newsletter or Social Media post
- Prizes at Annual Prize Giving

* Each teacher will have slight variations on how they distribute rewards to pupils. This takes into account the age of the pupils and allows for individual class management strategies to encourage positive behaviour.

House Points

House Points represent our way of formally recognising the successful response to our HEART habits and engagement with House activities. Prizes for the House Competitions are awarded in assemblies and HEART habits are celebrated as part of annual Prize Giving.

The House Coordinator keeps records of house points scored and publicises totals at assemblies and on the House Boards.

- There are four Houses in St Marys: Brookside, Cavendish, Elms and Paston.
- Houses are whole school.
- Each house is led by a team of House Captains drawn from Year 12 and Vice Captains drawn from other year groups.
- The House Captains are supervised by the House Coordinator.
- House Captains will organise various whole House activities. The activities include inter-house competitions run by the House Captains and other fun and engaging activities · House Captains are expected to sustain purposeful and positive competition between the Houses to motivate the girls to strive for House Points.
- Other members of teaching staff (and member of the business support team as they wish) are members of houses and support house events accordingly.

Leadership Responsibilities

Throughout the school, girls are given roles within the school to support leadership and pupil voice. We feel that it is important for them to take on additional responsibilities as it raises their confidence and self-esteem.

- Sixth Form Prefect Team
- House Captains and Vice House Captains
- School Council representatives

School Council

Our experience shows that the ethos of and respect for the School are enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies, Form Time and via the School Council which meets every two weeks. Members of the School Council are elected democratically by their peers.

Sanctions

Sanctions are given for any of the following infractions of the code of conduct:

- Uniform - wearing incorrect uniform or items not outlined in the uniform list. This includes makeup and jewellery that does not adhere to the specifications set out in the code of conduct.
- Behaviour - any behaviour that goes against the school's behaviour policy.
- Work - any work that is lower than the expected standard or has not been handed in or completed as expected.
- Punctuality - persistent lateness without a reasonable expectation.
- Organisation - repeatedly coming to lessons or activities without correct equipment.

Our aim at Saint Mary's is to provide opportunities for students to reform behaviour that does not meet our expectations. When this happens, the following steps will be taken:

1. A chat with the student's form tutor or teacher so that the student can reflect on her actions and decide to make changes.
2. If there is still an issue, the student will receive a concern (recorded on iSAMS), which is visible to both the student and her parents.
3. If the student receives three or more concerns across all subjects, the student will be given a departmental detention at a lunchtime.
4. If the student continues to receive concerns, there will be a meeting between the Head of Year and the student, which may result in the student going onto a support plan.
5. If the student does not show improvement, there will be a meeting between the Deputy Head and the student's parents.

In the event that these steps do not result in improvements, then the student's behaviour would be addressed according to the Discipline, Exclusion and Required Removal policy.

Heads of Year monitor the concerns recorded for each of their students, and these are reviewed by the Deputy Head Pastoral and Boarding on a termly basis in order to identify any patterns.
