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: September 26

Next review: September 27

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 2026)

Behaviour in Schools: advice for headteachers and school staff (DfE February 2024)

Working Together to Safeguard Children (DfE updated March 2026)

Information Sharing Advice for Safeguarding Practitioners 2015 (DfE updated Sept 2026)

Education (Independent School Standards) Regulations 2014 (ISSRs)

The Early Years Foundation Stage Statutory Framework (DfE September 2026)

ISI Inspection Framework (September 2026)

Handbook for the inspection of association independent schools, including residential (boarding) schools and

registered early years settings, September 2026

National Minimum Standards for Boarding Schools (DfE May 2026)

Restrictive interventions, including use of reasonable force, in schools (DfE April 2026)

Searching, Screening and Confiscation advice for schools (DfE July 2022)

Mobile phones in schools (DfE June 2026)

Behaviour and Discipline in Schools: Guidance for Governing Bodies (DfE Feb 2024)

This policy should be read in conjunction with:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Code of Conduct
- Complaints Policy
- Data Protection Policy
- Discipline, Exclusion and Required Removal Policy
- Equality Policy
- Online Safety Policy
- Pupil Internet and IT Acceptable Use Policy
- Safeguarding and Child Protection Policy
- School Rules
- Search and Confiscation Policy
- SEND Policy
- Smoking, Alcohol and the Misuse of Drugs and Substances Policy
- Staff Handbook

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 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, sex, gender, 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.

The Pupil Code of Conduct for each school can be found on the policies page on the website.

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. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

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, counsellor, 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

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where all pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

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 Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including boarders and EYFS pupils) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

Our transition management plan also includes taster days, move up day, and induction day. 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.

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 policies page of the School website.

Mobile phones

The School is a long-established mobile phone-free environment. There is no need for a student to possess a mobile phone when at school – it is not required for either learning or communication with staff. If students need to contact their parents during the day, the reception team, or other members of staff will make a telephone available to the student. If a parent needs to contact their daughter, they can do so by contacting Senior School reception or the Junior School office in the usual way.

The School has regard to the DfE guidance *Mobile phones in schools* (June 2026) and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. The only exception to this is where a student requires access to a mobile phone for medical reasons.

At the Junior School, if pupils in Years 5 and 6 have mobile phones, they hand them in each morning to their class teacher for safe keeping, and they are returned at the end of the day. Pupils in preschool to Year 4 should not bring mobile phones to school. If pupils in Years 5 and 6 have a mobile phone and also use the school minibus services before and/or after school, they should keep their phones in their bags, and they may only be used for essential communication or for listening to music.

At the Senior School, students hand their mobile phones in each morning to their dedicated tutor group box, which is safely stored at reception. Students collect their mobile phones at the end of the day when they leave school. Periodic spot checks are made by Heads of Year to ensure that students adhere to this expectation.

Students in the Sixth Form are permitted to have mobile phones in their bags or pockets, and may use them when in Sixth Form only spaces, such as the Sixth Form Centre, Sixth Form art studio, or Sixth Form study room in the LRC. However, they are not permitted to use their phones when in the presence of younger pupils, e.g. the main LRC, dining hall, corridors etc.

Students in the Senior School who remain on-site after 4pm for homework club or other extra-curricular activities may collect their mobile phone at 4pm, but must not use it during the club, unless for brief communication with parents/adults about transport arrangements.

School trips

At the Junior School, pupil mobile phones and personal technology are not permitted on any school trip.

At the Senior School, arrangements for student use of mobile phones on school trips are made by the trip leader and communicated clearly to parents depending on the nature of the trip, the departure and return times, and whether the trip is residential. In all cases, mobile phone use will be monitored according to the expectation that during the hours of the school day the trip will be mobile phone free.

Other mobile or personal technology

Smartwatches, or other mobile or personal technology capable of capturing photos or videos, sending and/or receiving messages, making voice calls, or accessing the web are prohibited and should not be brought into school. If Senior School students wish to wear fitness trackers during the school day, or to be able to take photographs or listen to music while on school trips, only devices that do not have the capabilities listed above are permitted.

Mobile phones in the boarding house

Boarders are allowed access to their mobile phones Mary Ward House, including in order to maintain contact with family and friends. There are different arrangements about the use of mobile phones depending on the age of the students, and further information can be found in the *Pupil Internet and IT Acceptable Use Policy.*

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, Head of Juniors, Head of Boarding 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 1-2. All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Class Teachers (in the Junior School) and Form Tutors or class teachers (in the Senior School) are responsible in the

first instance for dealing with minor infringements, such as lateness, causal rudeness, disruption in class, missing equipment, and late or poorly completed work. Repetition of misbehaviour in the Junior School will be reported to the Head and in the Senior School will be reported to the Head of Department or Head of Year 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 one of the Deputy Heads requiring a pupil to be placed on support plan/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. 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 May 2024.

Supporting Pupils Following a Sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

The School's policy and procedures regarding child-on-child 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 or facilitating supply/possession/use of drugs and solvents and/or harmful substances or their paraphernalia or substances intended to resemble them, or alcohol.
- Alcohol misuse (including supply, possession, use).
- Attempted or actual theft, blackmail, physical violence, intimidation.
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- Child on Child (including online) abuse.
- Physical assault/ threatening behaviour and/or emotional abuse.
- Fighting.
- Racist, sexist, misogynistic, transphobic or homophobic abuse.
- Sexual violence. sexual harassment or sexual misconduct including upskirting, sexting and/or the consensual or non-consensual sharing of nudes / semi-nudes.
- Abuse in an intimate relationship between peers.
- Behaviour in contravention of the *Pupil Internet and Information Technology Acceptable Use Policy* or *Online Safety Policy*.
- Supply or possession of pornography.
- Possession of stolen items.
- Possession or use of a firearm, knife, or other weapon.
- Possession of any age-restricted products
- 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.
- Serious academic misconduct, such as cheating in examinations or assessment, plagiarism, impersonation
- Persistent disruptive behaviour or attitudes or behaviour which is inconsistent with the School's ethos, such as dishonesty, lying, withholding information, not working with the School cooperatively or deliberately obstructive behaviour.
- Other misconduct specifically provided for in the School's parent contract and School Rules.
- Persistent disruptive behaviour or failure to follow the School's Behaviour Management Policy, Code of Conduct 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.

- Possession of prohibited or banned items.

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

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. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section.

When a pupil is removed from the classroom parents will be informed on the same day. 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 or Head of Juniors. 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 Junior School's arrangements when a pupil is removed from the classroom include going to a safe space with a member of staff, such as the library, learning hub, or to another classroom, or being taken for a walk. The intention is to get the child back into the classroom and accessing the learning provided to their full potential as soon as possible, but may take up to 2 hours depending on the individual situation.

The School's arrangements when a pupil is removed from a Senior School 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. This will usually be for up to 2 hours.
- 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/academic report or longer-term support 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 (risks outside the home)

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.

Detentions

Teaching staff in the Senior School have authority to issue a detention to pupils, including same-day detentions

and detentions that take place outside of school hours.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Use of restrictive interventions

The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

This section explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Definitions

- **Restrictive intervention:** any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.
- **Reasonable force:** the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.
- **Restraint:** a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).
- **Seclusion:** a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.
- **Significant incident:** any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal**.** Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

  We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring that there is a visible staff

presence at transition points; structured starts/finishes to lessons; and by providing designated regulation spaces.

- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a "no contact" policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

a) causing injury to themselves or others;

b) seriously damaging property where this creates a risk to safety; or

c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
- Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of 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.. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain

a pupil 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).

Recording and reporting

Every member of staff will inform the Head of Juniors or the Senior School Deputy Head (Pastoral & Boarding) immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to each parent of the pupil concerned as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration, and it appears to the Head / DSL / relevant member of staff that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case, then a report will not be made to that parent and if a report cannot be made to any parent for this reason, then a report will instead be made to the local authority where the pupil is ordinarily resident. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.]

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

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.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Searching

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances. It will balance the right of boarders to privacy with the need for the School to search a boarder or her possessions with consent, where there is a strong reason to do so.

Only, the Head, or a member of staff authorised by the Head, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

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 pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil 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 authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being

undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their 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 items banned or prohibited items (including electronic or smart devices).

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

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. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

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 Policy and 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. The School 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/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, and other stake holders on their perceptions and experiences of the school behaviour culture.

Appendix 1: Junior School (EYFS – Year 6)

Promoting Positive Behaviour

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.

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. All colleagues will 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.

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, acts of kindness, good effort and achievement. This helps to develop an ethos of co- operation and kindness. Rewards, given to the individual or group, can include the following:

- Verbal praise
- Written praise on work
- Stickers or stamps that are non-house point rewards
- House Points
- Certificates
- Recognition during form time or assembly

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

Sanctions

Staff can use various strategies when responding to inappropriate behaviour. Appropriate consequences will be applied consistently and calmly and can include:

- Non-verbal –look or tactically ignore.
- Providing redirection/distraction.

- Proximal praise
- Change of seating arrangements
- Offer choices-consequences
- Time out
- Loss of privilege
- Social stories
- Regulation activities such as calm breathing, sensory circuits
- Shadow a teacher/assistant
- Guided reflection in a designated calm area – zones of regulation
- Reflection sheet and home-school communication
- Parent meeting

At the discretion of the Head, more serious cases of inappropriate behaviour can incur sanctions such as in-school suspension or external suspension for a specified period, removal or expulsion from school. Refer to the school's *Discipline, Exclusion and Required Removal Policy*. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity.

Applying Sanctions

The table below outlines how all staff should approach applying sanctions when the expected behaviours are not met. It details a graduated process which must consider the individual child and circumstances around the behviour. Some behaviours might result in a pupil going directly to a specific level, such as swearing, lying or stealing would be dealt with at level 3 or above. It should be noted that some children may need additional support including individual behaviour or support plans. Children with SEN will be referred to the Head of Learning Support who will then follow procedures in line with the Special Educational Needs Code of Practice. At all times, reasonable adjustments will be considered.

<table>
<tr><td colspan="2">At St Mary's Junior School, we have high expectations for both in and out of the classroom.</td></tr>
<tr><td>Non-Negotiables</td><td>Pupils are expected to adhere to the school Code of Conduct. This includes to:
Be Kind and Respectful
Act Fairly and Honestly
Move Calmly and Safely
Wear Uniform with Pride
Speak and Act Politely
Not Bully Peers
Care for Our School
Be Ready to Learn
Work Hard and Stay Focused
Follow the Rules</td></tr>
<tr><td colspan="2">Level 1 Reminder</td></tr>
<tr><td> </td><td>To be given when a repeated or continued non-negotiable is not being met. Sanctions can include:
Non-verbal –look or tactically ignore.
Providing redirection/distraction.
Proximal praise</td></tr>
</table>

	Change of seating arrangements Offer choices-consequences
Level 2 Reset	
	If the pupil continues not to meet the non-negotiable behaviours, they will be given a chance to reset their behaviour. Sanctions can include: Time out Loss of privilege Social stories Regulation activities such as calm breathing, sensory circuits Shadow a teacher/assistant
Level 3 Reflect	
	Pupils will spend time reflecting on their behaviour – this might be as a result of continued level 1 or 2 infractions or a serious breach in behaviour. Sanctions can include: Guided reflection in a designated calm area – zones of regulation Reflection sheet and home-school communication Parent meeting
Level 4 and above	
If persistent or reoccurring infractions of behaviour occur over a period of time, or if there is a serious breach in behaviour, the school will use invoke the *Discipline, Exclusion and Required Removal Policy* to take the necessary steps and sanctions to address the behaviour. A member of SLT will undertake an investigation and internal suspensions, external suspensions and/or exclusion may result. The Head will be notified.	

Appendix 2: 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.

<u>House Points</u>

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 Mary's: Brookside, Cavendish, Elms and Paston.
- Houses are whole school.
- Each house is led by a team of House Captains drawn from the Sixth Form 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
- Year 11 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

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).

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 St Mary's is to provide opportunities for students to reform behaviour that does not meet our expectations. The following is an indicative process and will involve the professional judgement of staff who look to foster positive relationships before using sanctions.

It is a tiered process to handle smaller infractions but give students multiple clear structured opportunities to correct their behaviour before facing a more serious sanction.

When staff consider a student to be out of step with the school rules the following process will be:

1. A 'low key reminder' about the relevant school rule/expectation by the staff member concerning the issue at hand so that the issue may be resolved promptly. The staff member will support the student to see how they can rectify the issue. The staff member will use their professional judgement to support the student to identify the issue at hand and to make the correct choice next time. An option to remove non-uniform items/complete missing work/borrow the correct uniform item, allows the student to make a positive change without further sanction. There will be a brief 'fix-it' window built into the before morning lessons routine to offer support and change by tutors. If the student resolves the issue, no further sanction is necessary.
2. If the first step has not enabled change to take place and the student has not made the necessary adjustments, an initial conversation with the form tutor/class teacher with an 'Is everything OK' check in, followed up by a second if necessary, so that the student can reflect on her actions and decide to make changes. It also allows the staff member to identify barriers eg an SEN need, which needs support rather

than sanctions to enable the student to be able to make progress. It also gives the class or form tutor the chance to explore why concerns are coming to their attention. As part of this conversation structure the staff member will outline the next steps so that the student can be clear about what happens next. 'I am going to speak to you about this matter, then processes will be put in place. This is your chance to make a positive change'. We have often found that early contact with home about concerns allows home and school to work together. Staff should consider if the matter is one which might be nipped in the bud with early contact with home.

3. If there is still an issue, and the student is still not managing to adhere to the school rules and expectations, the student will receive a demerit (recorded on EPraise), which is visible to both the student and her parents. Demerits are given for low level concerns; e.g. forgetting a lesson item, incorrect uniform, no lanyard, missing a deadline, lateness etc. The staff member will record the steps already taken to support the student and identify the issue at the heart of the matter noting that students and parents will be able to read the steps taken in support.
4. If the student receives three or more demerits in either a pastoral or academic arena which are for the same issue, then the tutor/HOY or class teacher will issue a detention to be supervised by that member of staff.
5. If the student receives five demerits in total across a variety of areas then the HOY will review the situation and set a detention which allows the student to focus on ways in which they might be able to focus on changing their behaviour. Parents
6. Staff will follow the school's approach to detentions as outlined on page 10 of this policy.
7. Repeated sets of demerits or the more serious concerns are seen as a more serious sanction which are dealt with in the first instance by the Head of Year and will involve conversations between home and school and potentially a support plan will be put in place if it is deemed appropriate. Examples of behaviours which would move from a demerit to concern would be more serious infractions; e.g. rudeness to a staff member/needing to remove a student from a lesson, or risky behaviour which places themselves or others at risk. Concerns are logged via isams and are sent directly to the Head of Year.
8. If there is no improvement in behaviour which is of concern, the Head of Year will discuss next steps with a Deputy Head and parents will be invited in for a meeting.

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

   Heads of Year monitor the demerits and 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.

Sanctions in the Boarding House

The Head of Boarding is authorised to apply boarding sanctions for boarding-related misdemeanours. There are a range of sanctions that can be used, which may include:

- House detentions which include house chores
- Removal of digital devices
- Removal from planned boarding trips or activities
- Gating (where students are required to remain at the boarding house at the weekends), requiring regular check-ins with staff
- Removal from the boarding house to a parent or guardian for the weekend

A log of boarding sanctions is held at the boarding house. If the Head of Boarding is considering gating or removing a student from the boarding house for the weekend, the decision is taken after consultation with the Deputy Head (Pastoral & Boarding), and parents are informed.