



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 2022

Next review: Autumn term 2023

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 Jo Christian, Head of Juniors. 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 September 2022 \(DfE\)](#)

[Behaviour in Schools: advice for headteachers and school staff \(DfE September 2022\)](#)

[Working Together to Safeguard Children 2018 \(DfE updated July 2022\)](#)

[Information Sharing Advice for Practitioners \(DfE 2018\)](#)

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

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

[Mental Health and Behaviour in Schools November 2018 \(DfE\)](#)[Relationships and Sex Education and Health education June 2019 \(DfE – updated September 2021\)](#)

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

Code of conduct

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.

Everyone has a right to feel secure and to be treated with respect at school, particularly the vulnerable. Harassment and bullying 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).

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment, and furniture. We always expect pupils to behave in a manner that reflects the best interests of the whole School community.

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

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, chaplain, 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.

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 there is a year 6 parents' and pupil evening where expectations are relayed to pupils/parents 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.

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

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 Appendix 1.

Breaches of school discipline / sanctions

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. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

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 2.

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 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.

In applying sanctions, we take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for 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 July 2018. Please see SMC, all staff, data protection tile.

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 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.
- Deliberately coughing/spitting on other pupils/staff or a member of the School community.
- Persistent or serious breach of the current government's social distancing guidance while on the School site (reasonable adjustments will be made for younger pupils and those with SEND and/or disabilities where appropriate).
- Persistent or serious breach of current School COVID safety measures including:
 - a) hygiene
 - b) mixing with pupils outside allocated groups or bubbles in School
 - c) break times and out of bounds areas
 - d) specific instructions about moving around the School site
 - e) specific instructions regarding the use of equipment or apparatus
- 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 forced to exclude a pupil, or to require the pupil to be withdrawn if other disciplinary measures prove to be ineffective.

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 Head will consider whether 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 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.

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.

Misbehaviour outside of school

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
- 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.

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.

It may be necessary 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 a criminal 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 use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

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 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 s/he has 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.

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. 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 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
- 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.

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 also 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.

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 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. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within school. Our teaching staff offer every child 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 parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's *Complaints Policy and Procedure* (which apply equally in the EYFS setting) is on our website. We will send a copy on request.

Monitoring

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.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible culture issues within the School 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.

Appendix 1: Reward and Achievement

Junior School

- Two or more children are chosen each week for certificates awarded for good work, whose names are placed in the Book of Achievement.
- Children receiving Certificates of Achievement are chosen by the teachers equally across the group.
- EY and KS1 children have their names displayed on the Star Pupil Board.
- Each teacher in Early Years and KS1 award a sticker to children for good work, good behaviour etc. appropriate to the individual child.
- Teachers are expected to sustain consistency across all children in the group.
- Teachers cross-moderate regularly to ensure consistency across the Key Stage.
- All staff who teach Early Years and KS1 children may award a sticker.
- The Certificates are awarded at a special assembly taken by the Head of Juniors
- No other reward system is used in EY and KS1.
- Children throughout the JS are divided into House groups. Family members belong to the same House.
- House Points are awarded to children for good oral work, good written work, good behaviour, politeness, helpfulness, good manners etc. or any other positive reason.
- Points once achieved are never removed.
- Houses compete for end of year trophies.
- At the end of the academic year all house totals are celebrated. The winning house is awarded the House trophy at Prize Giving. The trophy is received by the child with the highest point score.
- House Points are totalled at the end of each week.
- A chart is kept in the main hallway where accumulated house points can be viewed.
- Credits are awarded to children who excel at their own level. The Credit is written into the Book of Achievement. Credits are cumulative and are each worth three House Points.
- Any child who achieves outside of school is photographed for the school Achievement Book.
- There are four Houses: Elms, Cavendish, Paston and Brookside. Houses are whole school.
- House Points may be earned by groups of children, or by individuals for achievement which benefits the whole school e.g., giving good example. These points are not personal but intended to sustain healthy competition between the Houses.
- House meetings organized by the teachers are held weekly to discuss how Houses are progressing and to cross-moderate. The purpose is to ensure that no House is achieving too far ahead or behind the other Houses.
- Each House is divided into families and each family has a mix of all ages.
- Inter-House competitions take place throughout the year in sport, music, debating, poetry recital etc.
- Family members all belong to the same House.
- Teachers are expected to sustain purposeful and positive competition between the Houses to motivate the girls to strive for House Points.

Credits:

- Credits are awarded only by the Head of Juniors.
- At least one child from each class is chosen on a weekly basis by the Form teacher to receive a Credit for excellence during that week at that child's level. Subject teachers are expected to contribute to this choice. Children who are chosen for Credits are given an equal chance throughout the year.
- Credit achievement is written in the Book of Achievement. Each girl understands her current achievements from which she identifies future aims.
- Credits and House Points are expected to increase the child's motivation to achieve targets. The link between them is clear to the children.
- Teachers are expected to help each child to attain Credits during the year.
- The receipt of a Credit for achieving a target is discretionary.

Senior School

The Senior School accommodates systems of individual teacher/ department rewards, including stickers or chocolate, alongside the universal House point system. House Points represent our way of formally recognising the successful response to feedback and engagement with house activities. The Reward system for Years 7 – 11 will be overseen by House Captains. Prizes for the House Competitions are awarded in assemblies.

The Deputy Head (Academic) keeps records of house points scored and publicises totals at assemblies and on the House Boards.

House System:

- There are four Houses in St Marys: Elms, Cavendish, Paston, and Brookside.
- Houses are whole school.
- Each house is led by a team of House Captains drawn from Year 11.
- The House Captains are supervised by the VOICE Co-ordinator.
- 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 are located in 'House Staff Teams', who will be supporting their Houses on all events in pro rata basis.

Appendix 2: Breaches of School Discipline

Junior School

The class teacher has the overall understanding of each pupil and can provide appropriate guidance, encouragement, and support. Class teachers are in constant contact with others who have contact with the pupil and who can pass information to the class teacher about behaviour and attitude to learning. Time is allocated in each staff meeting for information to be shared with other teachers on a need- to-know basis. Whenever possible, the staff use positive reinforcement before a warning/sanction.

The following sanctions are used in the Junior School, both during the school day and at extra-curricular clubs.

- A reminder of expected behaviour
- A verbal warning
- Loss of free time such as playtimes
- Sending work home or completing work in break time if the pupil has failed to do so in class as a result of misbehaviour.
- Removal of an object, to be returned to the parent at collection.
- Loss of responsibility
- Being banned from a club, trip, or activity, or taking part in a school team
- Moving to sit alone.

Senior School

The following sanctions are used in the Senior School:

Level one - In the classroom / classroom teacher

- Quiet word
- Verbal reprimand
- Call pupil back for discussion after the lesson end
- Change of seating plan.
- Stop lesson – explanation of what needs to stop and what should be done instead.
- Departmental detention and notification to the Head of Department
- Pupil works under the supervision of the Head of Department.

Level two – Head of Year/Deputy Head Intervention

- Notification to the Head of Year by the Head of Department
- Pupil works under the supervision of the Head of Year and Head of Year notifies Deputy Head (Academic Operations)
- Pupil works under the supervision of the Deputy Head (Academic Operations)
- Deputy Head detention

Level three

- – sanction/s as set out in the *Discipline, Exclusion and Required Removal Policy*.