

## BEHAVIOUR POLICY (INCLUDING EYFS)

At St Mary's we adopt a consistent approach to behaviour management through strong school leadership, staff development, support systems for the pupils, classroom management and the promotion of good behaviour. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disability (SEND).

### **Aims:**

- For every member of our school community to be happy, valued and respected, and to be treated fairly
- To have high expectations, appropriate to their developmental years, of girls' behaviour and to ensure that all pupils work to the best of their ability
- To foster self-discipline through positive encouragement and reward

All pupils are expected to conduct themselves in line with the "school rules". These are regularly reinforced in class and in whole school assemblies.

### **Safeguarding**

If the behaviour of the pupil under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff should follow the schools Safeguarding Policy. It should also be considered whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

### **Mental Health and Well-being**

Mental health is defined as a state of well-being in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community. (World Health Organisation, 2014)

At St Mary's we understand that we have an important part to play in supporting the mental health and well-being of our pupils. We aim to provide an environment where our pupils feel safe, are able to develop a sense of belonging and trust, and talk openly with adults about their problems. By setting clear expectations of behaviour, pupils will have a clear accountability system that will benefit the school community.

## **Home/School Liaison**

Parents play a vital role in promoting good behaviour in school and we expect parents to give their full support in dealing with their daughter's behaviour. We encourage parents to keep us informed about any difficulties or traumas that may occur at home so that we can be supportive and act appropriately at school.

The school rules follow the same underlying principles; however they are presented in ways appropriate to the age of the pupils.

## **Lower School**

### **School Rules**

- **Treat people as you want to be treated**
- **Make school a safe and happy place**
- **Be polite, show respect and be helpful at all times**
- **Wear the correct school uniform**
- **Walk quietly and sensibly around the school**

Staff, Head Girls and Prefects have a responsibility to act as role models for the younger girls in the school and all are required to observe the details that lie behind each of the five rules outlined above and to reinforce our high expectations of the girls' behaviour at every possible opportunity.

Class teachers agree Class Rules with their new classes. These are to encourage a happy, hardworking environment in which the girls can thrive. The class rules are revisited regularly and updated as necessary. However, they are discussed at the beginning of each new term in order to refocus the girls on the agreed expectations within the classroom. A range of personally favoured strategies are used as incentives for the girls to behave well.

### **Promotion and Rewards**

Within the established positive learning environment at St Mary's, girls should expect to receive regular praise from everyone with whom they come into contact with.

The reward system provides an ideal means of acknowledging notable qualities which can be seen throughout their learning.

We aim to promote the different qualities through Assemblies, PSHEE and Citizenship curriculum lessons.

Other rewards include stickers/stamps, verbal/written praise (phone calls home and praise from peers).

### **Sanctions**

When a pupil's behaviour falls below an acceptable standard, a range of sanctions may be enforced. The school rejects corporal punishment (or the threat of) when dealing with all pupils including EYFS. All incidents are logged with the class teacher in his or her Incident book. All Incident books are monitored each term by the Director of Lower School and the Assistant Director of Lower School (Pastoral).

A reprimand from a member of staff is expected to be sufficient in most instances of poor behaviour, although if this fails, then the following sanctions may be put in place:

- verbal warning
- name written on the board
- time out from the group (2-5mins) – the pupil will be placed in a neighbouring teacher's room.
- sent to the Assistant Director of Lower School (Pastoral or Academic)
- sending the pupil to the Director of Lower School (phone call home informing parents of the reason). In the absence of the Director of Lower School's this would be carried out by either the Assistant Director of Lower School (Pastoral or Academic).
- Principal (If a pupil is sent to the Director of Lower School more than three times within an academic year the Principal may decide that further action is needed. This could result in an exclusion from school.)

### **Exclusion**

Exclusion of a pupil is at the discretion of the Principal.

In the event of physical contact (punch/hit) or verbal abuse (unkind words) with intent caused by one child to another, the pupil will be sent to the Director of Lower School/Principal. Parents will be informed in this event. All physical incidents will be logged, along with the sanction imposed in the physical incidents book which is kept in the office. Any mental abuse (unkind words) will be documented so that any patterns can be identified.

In the earlier years at St Mary's, a tendency towards forgetfulness or poor personal organisational skills should not be formally punished beyond an occasional reprimand from the class teacher. Where a pupil consistently forgets or loses homework and kit, all teachers are required to identify to support those pupils. It is expected that there will be pro-active liaison with parents over such issues, so that the pattern does not become an embedded habit as a pupil progresses through the school.

As pupils reach the upper juniors and beyond, it will be expected that pupils have worked hard to reach an acceptable standard of personal organisation and, where expectations are still not being met, sanctions such as losing house points will gradually be introduced, further to a discussion between the class teacher and parents.

If a pupil continually shows disruptive behaviour it is possible that it could be the result of an unmet educational or other need. At this point St Mary's would work with the parents to recommend support from outside agencies where school, parents and pupil can work together.

### **Roles of Class Teachers**

The class teacher is to discuss the school rules with the class at the beginning of each school term. The 'class rules' are also reviewed every term and agreed with the class. In this way, every pupil in the school knows the standard of behaviour we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

It is the responsibility of the class teacher to ensure that the school rules are reinforced in his or her class, and that the class behaves in a responsible manner.

The class teachers in our school have high expectations of the girls with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Each pupil is treated fairly and with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with the incidents in the normal manner. The class teacher informs the rest of the staff at a staff meeting of any inconsistent behaviour so all staff can support the member of staff as well as the pupil. If misbehaviour continues, the class teacher seeks help and advice from the Director of Lower School or the Principal.

### **Early Years Foundation Stage**

In the EYFS, behaviour is dealt with in line with the school's agreed policy. The class teacher is the first person to deal with any behaviour issues. However, if a pattern emerges, behaviour will be recorded using the ABC approach:

- A- Antecedence – what was the trigger for the behaviour?
- B- Behaviour – was the behaviour positive or negative?
- C- Consequences – were the consequences positive or negative?

The Director of Lower School, who is responsible for behaviour management issues, Assistant Director of Lower School (Pastoral) will also be involved.

### **Senior School**

#### **School Rules**

- **Students have the right to be treated with respect and consideration**
- **Students should create a calm and safe environment for all**
- **Students should be organised and well prepared in order to make the most of their time in school**
- **Students are expected to wear the correct uniform with pride**

#### **Promotion and Rewards**

Our House Point System provides an ideal means of rewarding notably good behaviour. However, within the established positive learning environment at St Mary's, students should expect to receive regular praise from everyone with whom they come into contact.

We aim to promote good behaviour through Assemblies and PHSEE lessons. When a student's behaviour and effort, in both work and attitude is above that expected, house points may be awarded. It is normal practice to award one or two house points. Students are awarded incentives for achieving house points in multiples of 25. When more than 100 house points are achieved a Principal's commendation is awarded.

Other rewards include stickers/stamps, verbal/written praise (in the form of a postcard/letter posted home, from the teacher or another adult), praise from other children, phone calls home.

## **Sanctions**

When a student's behaviour falls below an acceptable standard, a range of sanctions may be enforced.

A reprimand from a member of staff is expected to be sufficient in most instances. However, if this fails, the following procedures may be implemented:

- The loss of a house point.
- The loss of three house points, resulting in a detention.
- A verbal discipline from a senior member of staff.
- A telephone call/letter to a parent from the Tutor or Head of Year.
- A meeting with Parents.
- Other sanctions following discussion between Parents, Form Tutor and Director of Senior School/Principal.
- In extreme cases temporary or permanent exclusion from School.

## **Exclusion**

Exclusion of a student is at the discretion of the Principal.

## **Isolation**

If a student's behaviour is unacceptable the school may choose to isolate the student away from her peers. Parents would be informed of this decision. The school would ensure the health and safety of the student and any requirements in relation to safeguarding and student welfare. The student would not be kept in isolation any longer than necessary and their time spent would be used constructively. Students would be allowed time to eat and use the toilet.

## **Detention**

In the very rare occurrence of a student being given a detention it will be held during lunchtime for 30 minutes. The student will be given reasonable time to eat, drink and use the toilet.

Staff should not issue a detention where they know that doing so would compromise a student's safety.

## **Lower and Senior School**

At St Mary's we have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. St Mary's School provides training for staff to teach them the skills they need to support the behaviour policy.

Pupils are expected to show high standards of behaviour both on- and off-site. Therefore any incident of bad behaviour which occurs off the school premises and is witnessed by a staff member or reported to the school will be dealt with by the Director of Lower/Senior School/Principal ie school trips, travelling by public transport to and from school, walking to school etc.

It is recognised that cultural background and disability may affect behaviour and St Mary's takes this into account when dealing with incidents of unacceptable behaviour. Special regard is given to girls with Special Educational Needs and Disabilities (This is in line with the school's legal duties under the Equality Act 2010.)

### **Serious behaviour incidents and Record Keeping**

Serious misbehaviour would be deemed to be persistent refusal to conform to the school expectations, discriminatory behaviour or bullying. Behaviour which may put another individual at harm from violent or aggressive behaviour. These incidents would be dealt with by the Director of Senior School or the Director of Lower School. All serious behavioural incidents are logged in the serious incident books.

### **Malicious allegations against staff**

At St Mary's the pupils form good relationships with the staff. Therefore any malicious accusations against a member of staff will result in the matter being taken directly to the Principal, who will consider whether or not to take disciplinary action in accordance with this policy. Parents will be informed of the incident.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether or not to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

### **Corporal Punishment**

Corporal punishment is illegal in all circumstances. It should never be used or threatened as a punishment. Corporal punishment is defined as any intentional application of force for the purpose of punishment, which would constitute battery. This does not preclude the use of force in certain situations, where force is not being used as a disciplinary sanction but to prevent personal injury or damage to property.

This statement applies to all 'members of staff' both on and off the school site including those acting in loco parentis, such as unpaid, volunteer supervisors.

### **Use of Force**

St Mary's follows the guidelines issued by the Government on the restraint of children. This allows the staff to use reasonable force to prevent a pupil from committing an offence, injuring themselves or others or damaging property.

These incidents will always be reported to the Director of Lower/Senior School/Principal to be recorded (see page10 for physical intervention form)

### **Searching pupils**

**Informed consent:** The school staff may search a pupil with their consent for any item which is banned by the School Rules. If a member of staff suspects that a pupil has a banned item in her possession, then the pupil will be instructed to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

**Searching without consent:** In relation to prohibited items, as defined below, the Principal, and staff authorised by the Principal, may search a pupil's possessions, without her consent, where

they have reasonable grounds for suspecting that a pupil has a prohibited item in her possession.

**Prohibited items:** Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that a member of staff reasonably suspects maybe used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil)

**Searches generally:** If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- A search of outer clothing; and/or
- A search of school property, eg pupils' lockers or desks; and/or
- A search of personal property (eg bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or possessions will be carried out in the presence of the pupil and another member of staff.

If a pupil is searched, the searcher and the second member of staff present will be of the same gender as the pupil.

If the Principal, or member of staff authorised by the Principal, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation January 2018

### **Monitoring and Review**

The governors review the effectiveness of this policy through the Principal's report. This policy has been written alongside guidance from DfE Behaviour and Discipline in Schools January 2016

Reviewed/Approved: Autumn 2020  
Next Review: Summer 2021



**All incidents where restraint has been necessary should be clearly recorded at the earliest opportunity, but no later than 24 hours after the event, this is in line with the school behaviour policy.**

The following information should be recorded:

Name:

Year Group:

Date and time restraint occurred:

Why restraint was necessary (include as much details as you can):

How the restraint was carried out:

Who restrained the child:

How long the restraint lasted:

Who was present during the period of restraint:

Any marks or injuries noted on the child or member of staff as a result of the incident and how they occurred:

Action taken such as treatment in relation to any marks or injuries occurring as a result of the incident to either the child or member of staff:

The child's response and the outcome of the incident:

Details of any damage to property and how it occurred:

**The child's parent/carer must be informed by the end of the day at the latest. Please sign once you have spoken to the parent.**

Signed:

Time: