



ST MARY'S SCHOOL GERRARDS CROSS

Behaviour and Sanctions Policy

The School refers to all staff and students in St Mary's School which includes: the Early Years Foundations Stage (EYFS), Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form.

This policy has been developed with reference to:

- Article 12 of the UN Convention
- DCSF Circular 10/99
- Education and Inspections Act 2006
- DCSF Circular 10/98 Section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils
- S550A of the Education Act 1996 (inserted into that Act by S4 of the Education Act 1997)
- The Education Act 2011
- The Equality Act 2010
- KCSIE 2018

Aims of the policy

We expect the school to be a place where:

- all individuals are respected and their individuality valued
- pupils are encouraged to achieve
- self-discipline is promoted and good behaviour is the norm
- rewards and sanctions are applied fairly and consistently

St Mary's 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 essential 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 develop qualities of team work and leadership through our broad curriculum and our extensive co-curricular programme.

St Mary's School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat every girl as an individual, aiming to develop the whole person so that she is equipped to take her place in the modern world.

We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School.

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

Everyone has the right to feel secure and to be treated with respect at St Mary's School, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, maternity, sexual orientation, or disability.

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 interest of the whole community.

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

How we support and encourage positive behaviour

St Mary's School aims to raise the aspirations of all its pupils and to help them appreciate that there are no barriers to their potential achievements both inside and outside the classroom. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offers every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

The School's Rules and Regulations are designed to encourage positive behaviour and self-discipline. The Behaviour Code is meant to foster positive relationships between all members of our school community. Our aim is to reward and encourage good behaviour through the House point system. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the Rules and Regulations are set out on the website, in school diaries and in the Parents' Handbook. They may change from time to time. Parents

and guardians undertake when signing the Parent Contract to support the authority of the Headmistress. The School Rules and Regulations are designed to safeguard the welfare of the community as a whole.

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in form time and, via the Senior House and Prep Department School Councils, which meet regularly. The School Council in Senior House have drawn up a Behaviour Code. This was written entirely by students and all students are expected to adhere to it. The Behaviour Code is in the student planners and in every teaching room in the Senior House. In the Prep Department, all pupils and staff have adopted the STAGS procedure which is displayed in every classroom in Prep.

St Mary's School's pupils have the opportunity to be listened to and advised by:

- Form/class teachers / teaching assistants
- Subject teachers
- Heads of Section / Senior Staff
- The Head of Learning Support
- Form Prefects / School Prefects
- Formally through the School Council
- Discussions in Form Time
- Informally at other times with a range of identifiable responsible adults, such as the Librarian.
- The School Counsellor
- The visiting School Chaplain
- Other external agencies such as Educational Psychologists and the Local Community Police Officer

We operate a House points system throughout the school.

Where girls enter the school outside normal entry points, they are allocated a buddy and carefully monitored by the form tutor/class teacher. Issues surrounding transition into and between sections of the school form an integral part of the PSHCEE programme.

In Senior House:

House points are added and prizes given to individuals at the end of every term.

The acquisition of 30 house points is acknowledged and celebrated by the Head of Key Stage and students are rewarded by a House wrist band. Three wrist bands result in the award of a St Mary's badge, presented in assembly by the Headmistress.

Commendation certificates are awarded for exceptional academic achievement or outstanding attainment at a co-curricular level and such pupils sign the commendation book in the Headmistress's study.

Each term at Mark Reading, awards and prizes are given to many girls for a range of activities and competitions. In these ways success is shared publicly.

In Prep Department:

House points are added weekly and a reward is given to the winning House. During the weekly achievements assembly merit certificates for exceptional attainment and/or behaviour are also awarded and EYFS and KS1 award "Star of the Week" to one pupil per class. The Kindness cup is also awarded weekly to a pupil who has been nominated by staff or peers for an exceptional display of kindness or helpfulness.

Good behaviour is celebrated and rewarded through a range of strategies such as House points, mentions in Assembly, St Mary's Challenge Rewards, Merit Certificates (in the Preparatory Department) and Pastoral displays.

Children with special educational needs/disabilities

At St Mary's we are committed to a culture of tolerance and understanding. Where girls have disabilities, such as ADHD, ASD, or other conditions impacting on their relationships with others, we adopt the following procedures:

- Communication with parents on how we can work in partnership with their daughter to ensure effective integration into our community
- Communication with staff to acquaint them with the issues which may arise from a girl's needs and how to manage them
- Communication with girls via PSHCEE and form times about how some people behave differently and why.

The sanctions to be adopted in the event of pupil misbehaviour

The Headmistress's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headmistress has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff should seek to ensure that

punishments are proportionate to the offence, and should enable pupils to make reparation where possible.

The Headmistress for her part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- order marks
- completion of missed work at home or supervised in school
- carrying out useful tasks to help the school
- detentions after school or in school hours. (Parents are notified at least 24 hours before) or Saturday morning detention.
- report sheet or card – for poor behaviour or work
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum
- in the case of serious misbehaviour, internal suspension and exclusion

Sanctions for serious misbehaviour

All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmistress can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include

- Drug abuse
- Alcohol and tobacco abuse (the use of e-cigarettes will be treated in exactly the same way as ordinary cigarettes)
- Theft
- Bullying, both inside and outside the school, including cyber-bullying
- Physical assault/ threatening behaviour against staff or students
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Inappropriate use of ICT and other technology
- Behaviour likely to bring the school into disrepute

EXCLUSIONS

Only the Headmistress can exclude a pupil, in consultation with the Chair of Governors.

Pupils may be excluded for one or more fixed periods or permanently.

For serious breaches of the School's rules, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, including any criminal activity and/or bringing the School's reputation into disrepute.

Any decision to exclude in a drug-related case will be based on the criteria detailed in the School's drugs policy.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body (the Bursar) at the school. A hearing will be set up as quickly as possible, but within 10 working days at the latest.

The governors' decision is final.

Continuing Education

In the case of an exclusion of more than 15 days, the school will consider:

- how the pupil's education will continue
- how her problems might be addressed in the interim
- reintegration post-exclusion

Disciplinary sanctions against those who are found to have made malicious accusations against staff.

In line with the guidance in our Child Protection Policy, a child who has made a malicious accusation against staff needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist as well as referral to the School Counsellor. We shall be mindful of the possibility that the allegation of abuse may be an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

CORPORAL PUNISHMENT AND RESTRAINT

In accordance with the law there is no corporal punishment allowed by the school. However, as authorised by the Headmistress, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from

- committing an offence
- causing personal injury or damage (including to themselves); and
- engaging in any activity prejudicial to the maintenance or good order, whether during a lesson or at any other time.

(See separate policy on the Use of Physical Restraint).

Involvement of parents

Parent and Guardians who accept a place for their child at St Mary's School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope they find the school responsive and open-minded.

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first consulting the relevant pastoral leader.

Parents are encouraged to support good behaviour and positive habits in their children.

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 procedures (***which apply equally to the Early Years Foundation Stage***) are on our website. We will send parents copies on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation within 28 days. We maintain records of complaints for three years after a child has left our school.

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This policy should be read in conjunction with our policies relating to Anti-bullying, Equal Opportunities, Special Educational Needs as well as the Behaviour Code and the Home-School contract.