



## BEHAVIOUR AND SANCTIONS POLICY

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### MONITORING AND REVIEW

|                     |                |
|---------------------|----------------|
| Person Responsible  | Jo Kingston    |
| Reviewed by         | SLT            |
| Approved by         | SLT            |
| Frequency of Review | Annually       |
| Date of Last Review | September 2021 |
| Date of Next Review | September 2022 |

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

The term 'parent' refers to those who have parental responsibility for a child.

## AIMS

We expect the school to be a place where:

- All individuals are respected and their individuality valued
- Students are encouraged to achieve
- Self-discipline is promoted and good behaviour is the norm
- Rewards and sanctions are applied fairly and consistently
- Students feel that their opinions are listened to and are valued

## LEGAL REFERENCES

This policy operates within a national framework. It operates with due regard 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 2021

## RELATED POLICY

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Equal Opportunities Policy
- Bring Your Own Device Policy
- Drugs Policy
- Complaints Policy
- Behaviour Code
- Parents' Handbook

## INTRODUCTION

St Mary's School aims to encourage students 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 students is essential to their development. We aim to teach trust and have 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 students, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our broad curriculum and our extensive co-curricular programme. Our pastoral team and PSHCEE staff work closely together to enable students to know what is expected of them, how to deal with issues appropriately as they arise and how to work together to resolve difficulties. Listening to the students views and concerns forms a vital part of this and well as teaching them to listen to each other.

## ROLES AND RESPONSIBILITIES

The Headmistress's role is to determine the expected standard of behaviour and has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

All staff are expected to encourage good behaviour and respect for others in students, 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.

## EXPECTATIONS

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 students 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 Behaviour Code, BYOD policy and wear correct uniform. They should understand what is expected of them and why, as well as the consequences of poor behaviour.

We expect students 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 students to behave at all times in a manner that reflects the best interest of the whole community.

## SCHOOL RULES

The School's Rules are designed to encourage positive behaviour and self-discipline and to ensure the safeguard and welfare of the community as a whole. Our experience shows that the ethos of and respect for the school is enhanced by listening to our students 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. Copies of the Behaviour Code are set out on the website, in school diaries and in the Parents' Handbook as well as further details regarding punctuality, attendance and uniform.

In the Prep Department, all students and staff have adopted the STAGS procedure which is displayed in every classroom in the Prep Department.

## PROMOTION OF GOOD BEHAVIOUR

St Mary's School aims to raise the aspirations of all its students 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 student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to co-operate and to work hard.

## REWARDS

Good behaviour is celebrated and rewarded through a range of strategies such as House points (Praise Points), assemblies including Mark reading at the end of each term, St Mary's Challenge Rewards, Merit Certificates and Commendations and Speech Day.

### House Points (Praise Points)

We operate a House points system throughout the school. House points can be given to reward good behaviour, helping others, supporting the school community as well as good work. These are awarded via the website 'e-praise' and can also be referred to a 'Praise Points'.

#### **In Senior House:**

House points are added to their House total and prizes given to individuals once they earn a set number of points.

#### **In Prep Department:**

House points are added and the winning House is announced at the end of every term. During the weekly 'Celebration' assembly certificates are awarded for exceptional attainment, SMS Spirit, attitude to learning and reading achievement, and in EYFS and KS1 "Star of the Week" is awarded to one pupil per class. A Class Shield is completed by each class. The girls mark themselves out of five on respect, tidiness, moving around school and behaviour. At the end of each half term, a prize is awarded to the class who achieves the highest number of points.

### St Mary's Challenge

All students are expected to partake in at least one co-curricular activity and ideally three incorporating both academic, sporting and creative activities. Students are rewarded with bronze, silver or gold certificates depending on their level of involvement and any leadership roles they undertake.

### Speech Day

Speech Day is annual event where the achievements of the students is celebrated publicly for both academic work and co-curricular activities.

## 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

The student's SEND requirements will be taken into consideration when considering any concerns about misbehaviour and any sanctions, whilst not condoning poor behaviour. We also recognise that sometimes it will be appropriate to help other girls learn about why some people behave differently and need to be support differently. This would be communicated via PSHCEE lessons and Form times.

## SANCTIONS

Sanctions help us to set boundaries and to manage challenging behaviour.

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. Punishments are proportionate to the offence and should enable students 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:

| Sanction  | Example of behavior that would trigger the sanction   |
|---|---|
| Order Mark / Demerit                                | Missed homework, applying poor effort to academic work  |
| Completion of work under supervision                | Repeated instances of poor organization leading to missed homework                                |
| Helping with useful tasks around school             | Lack of respect or care for Tutor Room, littering   |
| After school detention (minimum 24-hour notice)     | Collecting three order marks in a term, significant misbehavior                                   |
| Saturday morning detention (minimum 24-hour notice) | Collecting three detentions in a term   |
| Report sheet  | Repeat instances of poor behavior or work   |
| Removal from a class/group/lesson                   | Seriously disruptive behavior, failure to comply with a reasonable request from a member of staff |
| Withdrawal from break or lunchtime privileges       | Leaving the Form Room in a mess   |
| Internal suspension or exclusion                    | Serious misbehavior   |

## SERIOUS MISBEHAVIOUR

All parents and students 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

In any situation where it is deemed appropriate to suspend or exclude a student the parents would be informed in advance and the reasons for the sanction. Relevant work will be provided for the student and pastoral support to ensure the continuing improvement of behaviour and so that any underlying issues are addressed.

## EXCLUSIONS AND SUSPENSIONS

Only the Headmistress can exclude a student, in consultation with the Chair of Governors. Students may be excluded for one or more fixed periods or permanently.

For serious breaches of the School's rules, students 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 student 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

## MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

In line with the guidance in our Child Protection Policy, a student who has made a malicious accusation against staff needs professional help in dealing with the consequences. We will liaise closely with the Local Safeguarding Children Boards (LSCB) to set up a professional programme that best meets their 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.

No matter the amount of support the student may need in such circumstances, the School will be sensitive to the possibility that in the aftermath of an unfounded allegation of abuse, an irretrievable breakdown of the relationship with the teacher and student may occur. In such circumstances, we

may conclude that it is in the student'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.

## CORPORAL PUNISHMENT

In accordance with the law there is no corporal punishment allowed by the school.

## RESTRAINT

As authorised by the Headmistress, a member of staff may use 'reasonable force' to prevent a student from:

- Committing an offence
- Causing personal injury or damage (including to themselves)

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

## PARENTS

Parents 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 students 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 Policy. However, the school's Complaints Policy (which apply equally to the Early Years Foundation Stage) are on our website. We will send parents copies on request.



APPENDIX A

## The Behaviour Code

- ✚ Always treat others as you would like to be treated.
- ✚ Respect the feelings, beliefs and cultures of others.
- ✚ Respect other people's possessions- ask before borrowing.
- ✚ Respect each other's physical space and bodies.
- ✚ Think before you speak- would you like someone to say it to you?
- ✚ Think before you text or post something online- would you like someone to write about you or to you in this way?
- ✚ Try to resolve arguments, rather than gossiping about them and making them bigger.
- ✚ Be supportive of each other, in good and bad times.
- ✚ Try to include people as much as possible and if you feel someone is isolated, reach out to them.
- ✚ Listen to other people, and give everyone a chance to participate in the conversation.

Agreed by your School Council