

## BEHAVIOUR AND SANCTIONS POLICY

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## MONITORING AND REVIEW

Person Responsible	Katie Cork
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	January 2024
Date of Next Review	July 2024

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

- To promote an environment where all members of the school community feel safe, happy, valued and respected;
- To promote good relationships on every level so that every member of the community can work together in a mutually supportive way;
- To help students to learn in an effective and considerate way and to encourage them to achieve
- To support students in being responsible and independent members of the school and wider community;
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently;
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently.

## WIDER REFERENCES

This policy operates within a wider national framework. It operates with due regard to:

- Article 12 of the UN Convention on the Rights of the Child
- DCSF Circular 10/99
- Education and Inspections Act 2006
- DSCF 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
- The Children and Families Act 2014
- KCSIE 2023
- Department for Education - Advice on Screening, Searching and Confiscation (2022)
- Department for Education - Advice on Behaviour and Discipline in Schools (2022)

## 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
- Senior House School Regulations
- Mental Health Policy

## 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. We believe that good relations, good manners, a proper regard for authority, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. Promoting the emotional well-being of all our students is essential to their development. We aim to teach trust and to have mutual respect for everyone. We develop qualities of teamwork and leadership through our broad curriculum, our pastoral programme 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 as well as teaching them to listen to each other.

## ROLES AND RESPONSIBILITIES

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

The Senior Leadership Team is responsible for keeping a written record of sanctions imposed on students for serious misbehaviour. The Deputy Head is responsible for ensuring that new staff induction includes information on behaviour expectations and the Behaviour Policy.

Form tutors and pastoral leaders are expected to communicate behaviour expectations, sanctions and rewards to students, through our pastoral programme, for example through tutor time activities or year group assemblies.

All staff are expected to encourage good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently for unacceptable behaviour. 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.

We recognise that building positive relationships between staff and students, and between students and their peers, can help students to feel connected to the school community and to their learning, creating a positive environment. All staff are expected to model behaviours that help to develop and sustain these relationships.

## EXPECTATIONS

We expect all members of the school community to create a positive, safe environment in which bullying, threats, or abuse and intimidation are not tolerated, and in which students are safe and feel safe and everyone is treated respectfully.

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 unacceptable 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. This includes conduct outside the school premises at any time when a student is identifiable as a member of the school community, or in online conduct. Online behaviour that is deemed to be unacceptable will be treated in the same way as offline behaviour in the application of the Behaviour Policy. See the Online Safety policy for more details.

## PARENTS

We seek to create an active partnership with parents to support students, recognising that parents play a valuable part in helping to develop and maintain good behaviour. Parents are encouraged to get involved in the life of the school and its culture. 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. Face to face conversations with parents are encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication.

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 suspension or expulsion 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.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

At St Mary's we are committed to a culture of tolerance and understanding. Where students 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 student's needs and how to manage them

All staff are expected to be aware of the SEND needs of the students in their classes and to plan their lessons to prevent likely behavioural issues that may occur as a result of these needs. Preventative measures should take into account the specific circumstances and requirements of the student concerned.

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 supported differently. This would be communicated via PSHCEE lessons and Form times.

A student with an EHCP who engages in persistent disruptive behaviour or any other serious misbehaviour may be supported by bringing forward their annual review, or by holding an emergency interim review.

## SCHOOL RULES

The School's Rules are designed to encourage positive behaviour and self-discipline, and a proper regard for authority, to ensure the safeguarding and welfare of the community as a whole, both in Prep and in Senior House. 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 (see Appendix A).

## SUPPORTING STUDENTS

We work with students to identify factors that may lead to difficulties in maintaining acceptable behaviours. Any student who experiences difficulty in maintaining positive behaviours is encouraged to access support offered by the School. Support offered to a student will vary, depending on need, but could include being allowed to take a rest break in the Student Room during lesson time; a member of staff acting as a mentor to the student with regular meetings over a term or more; access to a School Counsellor; support from their Head of Year, one of the Deputy Heads or from LEAPS. Students may also be supported through more regular contact between the School and parent(s).

Following a sanction, a student will be supported through strategies to help them understand how to improve their behaviour and meet the expectations of the school. This might include a discussion with the student to help them appreciate the impact of their actions; a restorative meeting with another student or member of staff if appropriate, mentoring or other personalised support to assist the wellbeing or mental health of the student, and help them to cease unacceptable behaviour. These interventions are delivered by appropriate staff e.g. a member of the pastoral team, Head of Department or SLT .

## SEARCHING AND CONFISCATION

Following government guidance, A search can be considered if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. A search could include a student's outer clothing, pockets, possessions, desks or lockers; where possible a search should be conducted in an appropriate location away from other students. A search must be conducted by an appropriate member of staff and with another staff member present as a witness.

The Headmistress and staff authorised by the Headmistress have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. For other items school staff can search a student if that student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted. Following a search the appropriate support should be put in place for the student involved.

The Headmistress and staff authorised by the Headmistress can confiscate any item that they have suspect may pose a risk to staff or students, is prohibited or identified in the school rules for which a search can be made, or is evidence in relation to an offence. 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.

## 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. Staff may acknowledge positive behaviours through verbal praise, communicating praise to parents via a phonecall or written correspondence, or through the rewards strategies outlined below.

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 Praise Points, assemblies including Mark Reading at the end of each term, St Mary's Challenge Rewards, Merit Certificates and Head's Commendations, and Speech Day.

### Praise Points

We operate a Praise points system throughout the school. Points can be given to reward excellent work, progress, effort, community service and demonstrating the SMS Spirit values. These are awarded via the website 'e-praise'.

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

Praise Points are recognised individually, and also added to a student's House total. Individual prizes given to individuals once they earn a set number of points, and Praise Point Champions are publicly recognised each week by email and on Student Briefing.

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

Praise 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

### House System

St Mary's House System encourages participation and success in House events. Students' individual Praise Points are put towards the cumulative Praise Points for their School House, as part of the entry to win the House Bowl. Students are awarded House Half and Full Colours for a number of different activities. These are awarded in Mark Reading at the end of every term.

#### House Colours System

- Designed to reward those students who make a positive, holistic contribution to their house over the course of the year;
- Awarded by discretion of Head of House, taking into account the following factors: attitude, effort and diversity of contribution;
- Colours are designated by different colour of badge worn on blazer and are awarded in end of term House assemblies, where appropriate;
- Credits are organised centrally by Senior Housemistress, through House Captains.

Number of Credits	Allocation of Credits per Activity	Colours Awarded
5	Volunteering for any activity	
25	Participating as a member of a team in an event	
50	Several acts of participation in one event (individual and team)	
75	Individual Participation in one event	
100		House Colours (Half)
200		House Colours (Full)

## House Bowl

All Praise Points will be accumulated annually. Each House competition will come with an additional score based on position.

- 1<sup>st</sup> = 5
- 2<sup>nd</sup> = 3
- 3<sup>rd</sup> = 2
- 4<sup>th</sup> = 1

At the end of the year, the House Bowl will be awarded to the House which has:

- accumulated the most Praise Points over the year;
- achieved the best score from events.

House events and the awarding of House Colours is overseen by the Director of Co-curricular.

## Head's Commendation

For exceptional work a student may be awarded a Head's Commendation. The member of staff should email the Headmistress and the student should be sent to see Mrs Sylvester to make an appointment to see the Headmistress. Alternatively, Head's Commendations can be presented at Mark Reading at the end of each term.

For three Head's Commendations the student is awarded a St Mary's Badge.

## Mark Reading

Each term at Mark Reading, awards and prizes are given to students for a range of activities and competitions, sharing success widely in the School community.

## 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.



## SMS Certificates

In Prep, certificates are awarded each week, during assembly, to students who have demonstrated the SMS Spirit values.

## Speech Day

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

## SANCTIONS

Sanctions help us to set boundaries and to manage unacceptable behaviour. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval of an unacceptable behaviour. Any incident of bullying, discrimination, aggression or derogatory language (including name calling) will be dealt with using sanctions (alongside support where necessary). Sanctions 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. Where necessary, alternative arrangements for sanctions can be considered on a case-by-case basis where an alternative arrangement would be more effective for a particular student, based on the knowledge of that student's personal circumstances.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits.

The following is a guide to how sanctions are awarded for minor and more serious offences. These may be varied depending on the honesty of the student and the extent/time length/frequency of the incidents.

## Confiscation

Items of jewellery worn, other than that stipulated in the Senior House School Regulations, may be confiscated by a teacher. Jewellery is stored in the School Office, and may be collected from the Deputy Head (Pastoral) on the Friday of the week following confiscation.

Students in Senior House are permitted to bring a mobile phone into School, but are required to hand these in during morning registration. They are returned during afternoon registration. If a student is found to have, or to be using, a mobile phone during the school day, they must immediately hand their phone into the office and will receive a Whole School Detention for misuse of this device.

## Demerits

Demerits may be given by all staff for unacceptable behaviour. Examples of behaviour for which a student might receive a Demerit include:

- Disruption to learning (for repeated calling out, talking, delaying lesson, not bringing required equipment);

- Persistent lack of effort in a lesson;
- Class work not completed to an appropriate standard for the individual (not lack of ability);
- Punctuality to lessons or tutor time;
- Rudeness to a staff member, for example, by answering back or showing defiance following an instruction;
- Homework – missing or lack of effort;
- Incorrect Uniform/Equipment, e.g. wearing a coat inside unless authorised to do so, not wearing a blazer, wearing hair down (KS3 only), not having exercise book or device;
- Behaviour - minor incidents – swearing, dropping litter, eating inside classrooms, chewing gum, etc.

### Behaviour Cards

Students who exhibit unacceptable behaviour across a number of different subjects or situations may be given a Behaviour Card. These are online forms that teachers and pastoral staff complete to record behaviour generally, or in relation to a specific aspect of behaviour, for example, consistently being late for lessons may result in a punctuality report card that is completed by all their subject teachers for an agreed period of time. An appropriate member of the pastoral team will work with the student to monitor the reports and will decide on additional sanctions as appropriate.

### Community Service

If a student or students demonstrate a lack of respect or care for a form room or other areas of the school, for example, littering. Can also be used for a detention task.

### Loss of privileges

A student may lose a privilege if their behaviour is deemed to be unacceptable or breaks the school rules.

### Detentions

#### **Subject Detentions:**

These are held during a lunch time at the discretion of the department, and supervised by them.

#### **Whole School (General Misdemeanours) Detentions:**

Students who receive three Demerits, who are found to have, or be using, a mobile phone, or their device inappropriately, during the school day, or whose behaviour is deemed to be highly unacceptable so that a Demerit is not a sufficient sanction, will sit a Whole School Detention.

When the detention has been issued, the student will discuss with their Head of Year the reason(s) for the detention.

Whole School Detentions are held on a lunchtime from 1.00-1.40pm or after school if this is more expedient. Whole School detentions are coordinated by the Deputy Head and may be run by the Deputy Head, another member of SLT, HOD or member of the pastoral team. Students should be met at reception.

When a Whole School Detention is issued, a letter is sent from the Deputy Head to the student's parents, informing them of the detention at least 24 hours in advance. The letter will include the time and date of the detention. All letters to parents are emailed home and a copy kept on file.

### **Headmistress's detention:**

This is held when a student receives three detentions in one term or for serious or persistent offences.

### **Removal from a class/group/lesson**

If a student exhibits seriously disruptive behavior, or continuously fails to comply with a reasonable request from a member of staff, that disrupts the learning or wellbeing of others with them, they may be removed from that situation. The student will be informed of the reason for their removal and will be escorted to a place that is safe and appropriate for their needs at the time. This behaviour will be followed up with further sanctions as appropriate.

**Parents should be informed in writing in all of the situations below. SLT and HOS will always deal with these. Staff should inform the appropriate HOY/HOS in the first instance.**

### **SERIOUS MISBEHAVIOUR**

All parents and students should be aware of the more serious sanctions, including removal from a classroom, 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, known as vaping, 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
- Truancy a lesson

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: EXPULSIONS AND SUSPENSIONS**

A suspension (also known as fixed term exclusion) is where a child is temporarily removed from school. For serious breaches of the School's rules, students can be suspended for one or more fixed term periods not exceeding 45 school days in any one school year. For suspensions lasting up to and including five days, work will be set for the student, and that work will be marked, where

appropriate. We will arrange suitable full-time education for students with suspensions lasting longer than five days in duration, from the sixth day onwards of this suspension.

An expulsion (also known as a permanent exclusion) is where a child is permanently removed from the school.

Students may be excluded for one or more fixed periods or permanently. Only the Headmistress can suspend or expel a student, in consultation with the Chair of Governors. Any decision will be made on the balance of probabilities.

A decision to expel a student permanently will only be taken as a last resort when a wide range of strategies for dealing with serious misbehaviour has been employed to no avail and persistent breaches of the Behaviour Policy occur, or if an exceptional 'one-off' offence has been committed, including any criminal activity and/or bringing the School's reputation into disrepute. This includes behaviour that occurs both in school and outside school, for example on school trips, or in any circumstance that brings 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 Partnership (LSCP) 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.

## USE OF REASONABLE FORCE

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 Physical Restraint policy).

## 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



St Mary's School  
Gerrards Cross

### 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