



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

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Related Policies	The Anti-Bullying Policy Equal Opportunities Policy Bring Your Own Device Policy Drugs Policy Complaints Policy Behaviour Code Parents' Handbook Mental Health Policy Mobile Devices Policy Child Protection and Safeguarding Policy Restrictive Interventions and Use of Reasonable Force Policy	Policy Ref.	

Policy Statement

Our school is committed to equity, safety, and transparency, ensuring all policies protect and support our community. Every policy translates our core values into clear practices to maintain an inclusive environment where the welfare of students, staff, and families remains paramount. To achieve this, our guidelines actively promote equal opportunities, celebrate diversity, and prioritize physical, emotional, and digital safety. We provide straightforward, accessible guidance that relies on shared community accountability. Finally, we subject all policies to regular reviews to stay aligned with statutory updates, local needs, and current best practices.

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AIMS

- To promote an environment where all members of the school community feel safe, happy, valued and respected; free from disruption in which students can thrive and flourish both in and out of the classroom and reach their full potential
- 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 safeguard the welfare of all students and protect them from harm
- To encourage students to accept responsibility for their behaviour
- To ensure, so far as possible, that every student is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school community
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence
- To consider how negative behaviours can be prevented or prevented from recurring
- 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.

This policy forms part of the school's whole school approach to promoting child safeguarding and well-being, which seeks to ensure that the best interests of students are at the heart of all decisions, systems, processes and policies.

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
- Department for Education's (DfE) *Working together to improve school attendance*
- Department for Education's *Suspension and Permanent Exclusion*
- Education and Inspections Act 2006
- The Education Act 2011
- The Equality Act 2010
- The Children and Families Act 2014

- KCSIE 2026
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026
- Department for Education - Advice on Screening, Searching and Confiscation (2022)
- Department for Education - Behaviour in Schools Advice for headteachers and school staff (2024)
- Department for Education - Mobile phones in schools (2024)
- The Anti-Bullying Policy
- Equal Opportunities Policy
- Bring Your Own Device Policy
- Drugs Policy
- Complaints Policy
- Behaviour Code
- Parents' Handbook
- Mental Health Policy
- Mobile Devices Policy
- Child Protection and Safeguarding Policy
- Restrictive Interventions and Use of Reasonable Force 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. Where behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers.

ROLES AND RESPONSIBILITIES

The Head's role is to determine and secure the expected standard of behaviour and he 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

- supporting the Head to ensure that discipline is maintained in the school
- being visible around the school to consistently support all staff in managing student behaviour
- ensuring regular training for staff on issues relating to behaviour management
- ensuring that the expectations of the school and the school ethos are shared with students when they join the school, and then regularly at re-induction points such as the beginning of a school year
- keeping a record of sanctions imposed on students for serious misbehaviour and reporting this to governors
- The Governing Body receives regular reports on behaviour trends, suspensions, exclusions, bullying incidents and safeguarding-related behaviour.

- The Assistant Head Teaching and Learning is responsible for ensuring that new staff induction includes information on behaviour expectations and the Behaviour Policy

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. All staff should:

- communicate the school's expectations, routines, values and standards, both explicitly through teaching behaviour, and in every interaction with students
- encourage good behaviour and respect for others in students
- apply all rewards and sanctions fairly and consistently for unacceptable behaviour
- consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. 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.
- make explicit and use simple routines to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

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.

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 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
- follow the Behaviour Code, BYOD policy
- wear correct uniform
- understand what is expected of them and why, as well as the consequences of unacceptable behaviour. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally. Behaviour that causes disruption will not be tolerated and proportionate action will be taken to restore acceptable standards of behaviour.

- be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy
- care for the buildings, equipment and furniture
- 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.

These expectations are published around the school and in classrooms in Senior House as found in Appendix C. They are detailed more broadly in Appendix B.

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. 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 are encouraged to support good behaviour and positive habits in their children. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour; however, we recognise that online behaviour can and does impact relationships between students in school. We will work with parents and students if online behaviour is deemed unacceptable or impacts members of the school community.

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.

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.

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. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. This should include training on ways of supporting all students, including those with SEND to help staff understand conditions such as autism, ADHD and other disabilities identified within the school community.

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: communication with staff to acquaint them with the issues which may arise from a student's needs and how to manage them is essential. Staff should access SEND information via iSAMS and through the Provision Passports for students with diagnosed learning needs.

Staff should assess, plan, deliver and review the impact of the support being provided to a student on their ability to behave positively and follow the school rules and routines. Staff must, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these, for example: short, planned movement breaks for a student who finds it difficult to sit still for long; adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a student with sensory issues.

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 students 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, 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 Student Voice surveys and School Council.

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 a conversation with a member of staff to support the student in understanding the misbehaviour – what has happened, why the behaviour may lead to a sanction in the future, and how the student can think about the decisions they make so that the misbehaviour does not continue; being allowed to take a short 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, a member of SLT or from LEAPS.

Students may also be supported through more regular contact between the school and parent(s) as needed. When students are new to the school, timely communication with parents on how we can work in partnership with their daughter to ensure effective integration into our community is an essential part of induction, particularly when working with students with SEND or pastoral needs.

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.

SAFEGUARDING

Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. The school takes a zero-tolerance approach to abuse in order to prevent harm to students. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
- sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
- causing somebody to engage in sexual activity without consent;
- up skirting and / or attempts to commit up skirting;
- consensual and non-consensual sharing nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); and initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all students, and a contextualised approach for more vulnerable students, victims of abuse and students with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", or "part of growing up" can lead to a culture of unacceptable behaviours and create an unsafe environment for students. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and students accepting it as normal and not coming forward to report it.

Technology is a significant component in many safeguarding and well-being issues. Students are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

The school's policy and procedures with regard to child-on-child abuse are set out in the safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of students and / or staff, the procedures in the safeguarding and child protection policy and procedures will take priority.

Behaviour motivated by prejudice, discrimination or hostility relating to a protected characteristic will be treated seriously and recorded appropriately. Such incidents will be investigated and addressed in line with safeguarding and equality duties.

SEARCHING AND CONFISCATION

Following government guidance, a search can be considered if a member of staff has reasonable grounds for suspecting that the student 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 student 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 Head and staff authorised by the Head have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student 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 Head and staff authorised by the Head can confiscate any item that they 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.

Positive Behaviour Management

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties.

St Mary's teaches positive behaviour through character education using the TAKE CARE virtues. Staff and students have made explicit the behaviours, attitudes and characteristics that embody each of the character strengths and these are displayed in every classroom (Appendix A). They are modelled and taught through the broad curriculum, pastoral programme and extensive co-curricular programme. These are used in conjunction with the Behaviour Code that helps all members of the school community understand what behaviour is expected and encouraged and what is prohibited. The Behaviour Code has been developed in collaboration with staff and students (Appendix B).

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 phone call 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

We actively seek out opportunities to acknowledge and celebrate achievement and embodiment of character strengths and positive behaviour. 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. Praise Points are given for behaviours that demonstrate the SMS Spirit virtues, reflected in the SMS Spirit TAKE CARE Code (Appendix A). Points may be awarded by staff to recognise academic progress, effort and excellence, behaviour that supports the school and wider communities such as volunteering or service learning, co-curricular engagement and achievement, under the categories of: Teamwork, Adventure, Kindness, Enthusiasm, Curiosity, Ambition, Resilience and Excellence.

These are awarded via the website 'e-praise'.

In both Prep and Senior House:

Praise Points are recognised individually, and also added to a student's House total.

Individual awards are received when students collect a set number of points, or reach 'Praise Point Milestones':

50 points = Bronze Award badge

100 points = Silver Award badge

200 points = Gold Award badge

300 points = Sapphire Award letter from the Head

400 points= Ruby Award badge

500 points= Platinum Award Speech day award

Additionally, individual and group (e.g., form group) Praise Point Champions are publicly recognised regularly in the school community through the pastoral system.

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 student per class. A Class Shield is completed by each class. The students 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.

Praise Postcards

Staff are encouraged to send Praise Postcards home to celebrate a student's achievement, effort or contribution to the life of the school.

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.

House Cup

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

- 1st = 5
- 2nd = 3
- 3rd = 2
- 4th = 1

At the end of the year, the House Cup 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 Head of Houses.

Head's Commendation

For exceptional work a student may be awarded a Head's Commendation. Head's Commendations are presented at Mark Reading or in celebration assemblies at the end of each term.

Mark Reading/Celebration of Achievement Assemblies

At the end of 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. These include:

- Character Certificates that recognise students' demonstration or development of a TAKE CARE strength through their activities both in and out of school. These are given by tutors and/or heads of year
- PE Role of Honour Certificates
- Duke of Edinburgh certificates
- ABRSM Examination certificates

- LAMDA Examination certificates
- Head's Commendation certificates
- Tutor awards or other certificates may be awarded by the pastoral team

St Mary's Challenge

All students are expected to partake in at least two co-curricular activities and ideally three incorporating academic, sporting and creative activities. Students are rewarded with Bronze, Silver or Gold certificates and awards depending on their level of involvement and any leadership roles they undertake.

Bronze Award – Participation in two activities per term, with at least 80 percent attendance across all three terms.

Silver Award – Participation in three activities per term, with at least 80 percent attendance across all three terms, and demonstrated leadership in at least one activity.

Gold Award – Participation in four activities per term, with at least 80 percent attendance across all three terms, and demonstrated leadership in at least two activities
Platinum Award – Reserved for Sixth Form students who plan, organise and lead a club for younger students over at least two terms.

Speech Day

Speech Day is an annual event where the achievements of the students are celebrated publicly for both academic work and co-curricular activities. Students are recognised for outstanding academic achievement, contribution to school life, excellence in Sport, Music, or Drama, and embodiment of SMS Spirit.

SANCTIONS

The aims of any response to misbehaviour are to maintain the culture of the school built on respect, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. Sanctions are 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 Head for his 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.

Acknowledging that all behaviour is a form of communication, the school will always consider whether an act of misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe In Education, school staff should follow the school's Safeguarding policy and speak to the designated safeguarding lead for the relevant section of the school. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Where necessary, alternative arrangements for sanctions can be considered for any student where an alternative arrangement would be more effective for that particular student, based on knowledge of that student's personal circumstances. This will be determined on a case-by-case basis, and consideration of the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a student in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires.

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

Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a student at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another student
- that could adversely affect the reputation of the school

In Senior House, the Senior House Behaviour Code clearly identifies expected behaviours and sanctions associated with misbehaviours (Appendix B). When a sanction is given, it is proportionate to the misbehaviour of a student.

Sanctions are recorded on ePraise by staff awarding the intervention. A brief, clear explanation of the reason for the intervention should be recorded alongside the points awarded. Behaviour records on ePraise are reviewed regularly by Heads of Year and the Assistant Head (Pastoral) to identify and address patterns of concern and evaluate the effectiveness of interventions.

Behaviour data, sanctions, removals, suspensions, exclusions, bullying incidents and discriminatory incidents are all monitored regularly by the pastoral and senior leadership team. Trends are analysed to identify patterns, vulnerable groups, protected characteristics and areas requiring improvement which can be addressed through the pastoral programme and PSHCEE lessons.

In Prep, demerits are recorded on ePraise by staff awarding the interventions. A brief, clear explanation of the reason for the intervention should be recorded alongside the points awarded. This will be followed up by the Form teacher. A behaviour log for each year group is maintained. All incidents of poor behaviours are logged by staff.

In Prep, the Prep Behaviour Levels Chart clearly indicated expected behaviours and sanctions associated with misbehaviour (Appendix B). When a sanction is given, it is proportionate to the misbehaviour of a student.

SANCTIONS IN SENIOR HOUSE FOR MINOR MISBEHAVIOUR INCLUDE:

- A warning: a verbal reprimand and reminder of the expectations of behaviour may be given

- Demerits: Behaviour, Technology, Uniform and Organisational Demerits may be awarded. Demerit points are allocated to each type of Demerit, with two points being awarded for a Behaviour Demerit or Technology Demerit and one point being awarded for a Uniform Demerit or Organisational Demerit. For more information on each specific type of Demerit please refer to Appendix B.
- Confiscation of jewellery that is not permitted. This will be stored in the School Office until the end of the Friday of the week following the date of confiscation.

DETENTIONS

Senior House Students who receive five Demerit points, 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 School Detention. In Prep, detention is Level 3 on the Prep Behaviours Levels (Appendix B)

Subject detentions in Senior House are also given for persistent misbehaviours relating to that subject, or for a behaviour that is deemed highly unacceptable so that a Demerit is not a sufficient sanction.

Detentions run at lunchtime or after school for 30 minutes, depending on the nature of the misbehaviour.

When a School Detention is issued, an email is sent from an appropriate member of the pastoral team, e.g., a Head of Year or Section or the Assistant Head, to the student's parents, informing them of the detention at least 24 hours in advance.

REMOVAL FROM A CLASS/GROUP/LESSON

If a student exhibits seriously disruptive behaviour, 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 and support as appropriate. Removal from an activity should be recorded as a 'Behaviour Concern' on CPOMS by the member of staff responsible for the activity from which the student has been removed, including the reason for the request for removal.

Parents should be informed in writing in all of the situations below. SLT and HOY will always deal with these. Staff should inform the appropriate HOY in the first instance and add concerns to CPOMS.

SERIOUS SANCTIONS

All parents and students should be aware of the more serious sanctions (see appendix B) below, including removal from a classroom, suspension and permanent exclusion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour.

Sanctions for serious misbehaviour include:

- Student Report Card (in Prep)
- PDLT Detention
- SLT Detention 1 hour afterschool

- Head Detention 1.5 hours afterschool
- Internal suspension
- External suspension
- Permanent exclusion

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

An external 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.

A permanent exclusion is where a child is permanently removed from the school. Only the Head can suspend or permanently exclude a student, in consultation with the Chair of Governors. Before any suspension or permanent exclusion decision is made, the school will undertake a fair investigation, consider relevant evidence, consider any safeguarding concerns, SEND needs and proportionality, and provide parents with written reasons for the decision.

A decision to permanently exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with serious misbehaviour has not improved behaviour 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.

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 students education will continue
- how the students 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 RESTRICTIVE INTERVENTIONS AND REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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

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

The Head and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

(See separate Restrictive Interventions and Use of Reasonable Force 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: TAKE CARE VIRTUES

SMS SPIRIT: TAKE CARE

TEAMWORK

- I encourage others - I am supportive and listen
- I am inclusive and make sure everyone works together - we all have different strengths to contribute
- I help others to tackle problems and ask for help if I'm not sure



CURIOSITY

- I ask in-depth questions that make me think about a topic more
- I explore my subjects by completing Accolades or doing research
- I seek answers to my questions about the world and look for links between my learning and my own life

ADVENTURE

- I am brave! I take risks that help me develop my skills and knowledge
- I try things that are out of my comfort zone
 - I talk to new people
 - I try a new hobby or sport
 - I dive into a new subject



AMBITION

- I try hard to achieve something by studying as much as I can
- I set short-term and long-term goals
- I aim high and try to achieve my personal best
- I speak up! I give my opinion and share my ideas so that my voice counts

KINDNESS

- I treat people as I would like to be treated - online and in real life
- I am respectful - of people's possessions, feelings and opinions
- If I see someone who might need support I see if I can help them
- I show gratitude to those who help me



RESILIENCE

- I give myself a second chance, I think, what do I need to do to succeed now?
- I have bounce-back-ability! I work through difficult emotions - they will pass
- I never give up, I use feedback with a growth mindset

ENTHUSIASM

- I ask questions and participate in class
- I am always ready to learn
- I get involved as much as I can in school - clubs and House events
- I am energetic and I smile!
- I share the enjoyment and energy of others and support their ideas too



EXCELLENCE

- I always try my best and practise things that are difficult
- I appreciate my own effort and am proud when I have worked hard
- I am honest and respectful in my actions and words
- I am organised and meet deadlines

APPENDIX B: BEHAVIOUR CODE



BEHAVIOUR CODE (DETAILED VERSION)

BE READY TO LEARN AND PARTICIPATE

- attend every lesson: be punctual and arrive on time to your lessons and activities
- bring all equipment needed for your lessons - if you forget something let your teacher know
- complete all homework on time and to the best of your ability
- show effort into your learning activities in lessons by
 - participating in lesson activities enthusiastically
 - completing tasks to the best of your ability
 - ensuring you understand what any homework is and when it is due

BE POLITE AND RESPECTFUL

- actively listen while others are talking - use your body language to show you are engaging with them
- contribute to lessons in the appropriate way e.g. raise your hand or answer a question if called upon
- show others that you respect their opinions even when you don't agree
- respond to a teacher appropriately and politely
- be kind and inclusive in your actions, do not exclude others or make unkind remarks/spread rumours
- use resources to support your learning with honesty and do not pass off work that is not yours as your own
- treat others' belongings with respect and leave other people's belongings alone
- in assembly, remain silent as you enter the room and until you leave the room, unless asked to contribute
- do not chew gum
- respect the school environment by
 - putting your belongings away
 - throwing your rubbish in the bin
 - leaving furniture clean and tidy
- wear your uniform with pride:
 - skirt not rolled up at the waist
 - always have your blazer
 - wear only accepted jewellery
 - no false eyelashes or false nails/nail polish
- use technology appropriately, at school and at home:
 - never use a mobile device on school grounds: leave it at home or place it in the phone box in tutor time (but don't use it before or after receiving it back!)
 - be kind and respect others online - do not exclude others or make unkind remarks/spread rumours
- eat only in the dining room or outside



SENIOR HOUSE BEHAVIOUR CODE

BE READY TO LEARN AND PARTICIPATE

- attend every lesson
- be punctual
- put effort into your lessons and activities
- bring all equipment needed
- complete all homework on time and to the best of your ability

BE POLITE AND RESPECTFUL

- actively listen
- contribute to lessons appropriately
- show respect for others' opinions even when you don't agree
- respond to a teacher appropriately and politely
- be kind and inclusive
- use resources with honesty and integrity
- treat others' belongings with respect
- respect the school environment
- wear your uniform with pride
- use technology appropriately, at school and at home
- eat only in the dining room or outside, not in corridors or classrooms
- come into assembly quietly and sit quietly unless asked to contribute

SHOW YOUR SMS SPIRIT

Praise Points recognise TAKE CARE character strengths shown in achievement, effort and progress in academic and co-curricular activities and contribution to school life and the community.



Head commendation's recognise exceptional achievement and excellence.



St Mary's School

BEHAVIOUR CODE: SANCTIONS

DEMERITS

Behaviour Demerit = 2 points

Technology Demerit = 2 points

Uniform Demerit = 1 point

Organisation Demerit = 1 point

5 demerit points = School detention

BEHAVIOUR DEMERIT

- Lack of effort in a lesson: no improvement following a warning from your teacher, leading to inadequate work or participation including use of AI
- Inappropriate communication e.g. no improvement after a warning from your teacher, persistently disrupting tutor time/lesson activities/ talking over a teacher or other student
- Being rude to a member of staff
- Eating in a corridor or classroom instead of dining room or outside
- Talking in assembly
- Chewing gum

Other misbehaviours may also lead to a Behaviour Demerit. Support will be given as appropriate by pastoral leaders

TECHNOLOGY DEMERIT

- Using a device inappropriately.
- Using a device without permission.
- Using a phone on school site with no permission.

UNIFORM DEMERIT

- Incorrect uniform: no blazer, incorrect shoes, tights ripped, graffiti on legs/arms, inappropriate coat or outer garment
- Skirt rolled up at the waist
- Wearing PE kit when you should be in full school uniform **without a valid reason**
- Wearing hair down/wearing makeup (KS3)/false eyelashes/ painted or false nails (KS3 and KS4)

Jewellery will be confiscated if it does not adhere to the school's policy.

A letter will be sent home for wearing PE kit or issues relating to hair/makeup/eyelashes/nails

ORGANISATION DEMERIT

- Forgetting to bring essential equipment to a subject lesson twice in a term
- Arriving five minutes or more late to a lesson without an acceptable reason
- Not handing homework in on time twice in a term

Support will be given by your tutor/Head of Year and/or LEAPS or teacher

BEHAVIOUR REPORT CARD

Students who exhibit unacceptable behaviour across a number of different subjects or situations may be given a Behaviour Card and work with their Head of Year on improving this behaviour.

DETENTIONS

SUBJECT DETENTION

For issues of behaviour and/or organisation related to one subject, e.g.

- Persistently not handing in homework
- Persistently arriving late to lessons
- Frequently communicating inappropriately in lessons
- Frequently showing a lack of effort leading to inadequate work or participation

SCHOOL DETENTION

30 minutes at Lunchtime

- Receiving five demerit points in one term
- Continued rudeness/defiance towards staff
- Graffiti/damaging school property
- Using mobile phone or smart watch in school
- Persistently arriving late to lessons
- Truancy a lesson or activity (e.g. tutor time, House Meeting, registration)
- Using inappropriate language

A school detention will include a reflection and may include a community service task.

An email will be sent home to inform parents about the detention.

SERIOUS SANCTIONS

SLT DETENTION 1 HR AFTERSCHOOL
HEAD DETENTION 1.5 HR AFTERSCHOOL
INTERNAL SUSPENSION
EXTERNAL SUSPENSION
PERMANENT EXCLUSION

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



PREP BEHAVIOUR CODE

BE READY TO LEARN AND PARTICIPATE

- attend every lesson
- be punctual
- put effort into your lessons and activities
- bring all equipment needed
- complete all homework on time and to the best of your ability

BE POLITE AND RESPECTFUL

- actively listen
- contribute to lessons appropriately
- show respect for others' opinions even when you don't agree
- respond to a teacher appropriately and politely
- be kind and inclusive
- use resources with honesty and integrity
- treat others' belongings with respect
- respect the school environment
- wear your uniform with pride
- use technology appropriately, at school and at home
- come into assembly quietly and sit quietly unless asked to contribute



Prep Behaviour Levels



Level 1	Forgotten hat, constant talking, forgotten homework or equipment, not lining up when asked, disruption in lessons e.g. calling out/talking, not following instructions.	Verbal warning- noted on the Behaviour Log	
Level 2	Missed class work or homework (more than once). Thoughtless/ unkind behaviour e.g. pushing in the line, grabbing items, sharp tone when speaking, pulling faces, all without thinking.	Reflection time out (during break, lunch, golden time) e.g. chat with a teacher, catching up work	
Level 3	2 verbal warnings for level 1 or 2 behaviour. Unkind behaviour to students or staff e.g. teasing, rough play, mouthing words, using bad language, hissing, shouting back, refusing to co-operate name calling, deliberate excluding etc.	Demerit and a reflective 20 minute detention with PDLT with a message to parents	
Level 4	3 demerits, or repeating the previous negative behaviours.	Formal meeting with parents and a bespoke behaviour card	
Level 5	Serious behaviour such as bullying, physical harm, or repeating the previous negative behaviours.	Internal suspension- Up to a day, working separate from the class under supervision	
Level 6	3 red marks on the behaviour card, 3 internal suspensions or repeating the previous negative behaviours.	External suspension (fixed term exclusion)- 1 or more fixed term periods (after 2 external suspensions, parents will be advised that 1 more will lead to expulsion)	
Level 7	Ongoing serious behaviours as outlined in previous levels or 3 external suspensions	Expulsion (permanent exclusion)	