

### BEHAVIOUR POLICY (INCLUDING EYFS)

St Mary's School expects all members of its community to display high standards of behaviour, treating one another with dignity, kindness and respect. This then provides a safe learning environment for all. The St Mary's community is made up of pupils, employees of the school, parents and wider family members, and governors.

The aims of this policy are:

- For every member of the school community to be known, happy, valued and respected, in relation to the school's activity.
- To create a school culture which promotes and protects the mental health and wellbeing of every school community member.
- To create high expectations, appropriate to their developmental years, of pupils' behaviour and to ensure that all pupils can work to the best of their ability.
- To foster good relationships between all members of our school community by establishing and maintaining an atmosphere of mutual respect.
- To foster self-discipline amongst pupil through positive encouragement and reward.
- To provide a fair and appropriate approach to pupil behaviour management.
- To outline our school system of rewards and sanctions
- To define School Rules and Expectations
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effect whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet the school's behaviour expectations. Any support given will be consistent and applied fairly.

#### **School leaders**

The school leadership team support the pupils, staff and parents in maintaining a strong culture of good and positive behaviour, and an environment where everyone feels safe and supported.

School leaders will ensure staff understand behaviour expectations and the importance of maintaining them. This includes a thorough induction process for all new staff.

The school leadership team will challenge any poor behaviour from staff, using informal procedures where possible but implementing formal procedures where necessary.

#### **Staff**

It is the responsibility of all staff to familiarise themselves and follow this policy and procedures in accordance with relevant professional standards.

Staff have an important role in developing a calm and safe environment for pupils ensuring clear boundaries of acceptable pupil behaviour. Staff model expected behaviours and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff challenge inappropriate behaviour and apply sanctions, when necessary and in a consistent and fair manner. If misbehaviour continues, the concern is escalated and further sanctions will be given by the Phase or Faculty Leads (Senior School), the Assistant Head of Lower/Senior School (Pastoral & Pupil-Development and Safeguarding & Pupil-Wellbeing) or Vice Principal/Principal.

### **Parents**

Parents play a vital role in promoting good behaviour in school. The school expects parents to treat all members of staff in a reasonable and respectful manner. Communication from parents must always be courteous and respectful.

The school expects parents to give their full support in dealing with their child's behaviour if that behaviour breaks the School Rules. We encourage parents to keep us informed about any situations that may occur at home so that we can be supportive and act appropriately at school.

Any concerns parents have about the management of behaviour should be raised with the senior leadership or Governing Body if appropriate to do so.

### **Promotion and Rewards**

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

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

Pupils will be awarded house points recognising their development in the St Mary's Values, and staff will indicate whether the house point is because they have been 'Ambitious', 'Bold', 'Compassionate', 'Dynamic' or 'Enquiring'.

Infant pupils will add any house points awarded into a house jar. Totals are calculated weekly.

Junior pupils are awarded incentives for achieving house points in multiples of 75. They will record any house point received on a reward card. Each half-term the pupils will reflect on the values that they need to work on. Incentives are awarded in assembly by the Assistant Head of Lower School (Pastoral).

Senior pupils will be awarded incentives for achieving house points in multiples of 25. In order to achieve the award, they will be expected to have recorded a reflection on their personal development on their house point card. House point will be awarded by the Head of House in House Assemblies, with exceptional achievements commended by the Co-Curricular Lead in whole school assemblies at the end of each term.

We aim to teach good behaviour through Form Time, Assemblies and PSHE lessons. Other rewards include stickers/stamps, verbal/written praise (phone calls home and praise from peers).

## **School Rules and Expectations**

Staff at St Mary's have high expectations of behaviour from pupils in lessons, around school and in the local community. Staff should not accept poor behaviour, work or lack of respect within our school. The following rules and expectations (age appropriate) set out the behaviours which should be demonstrated by pupils.

### **School Rules**

#### **Lower School**

- Treat people with respect and kindness
- Make school a safe and happy place
- Be polite, show respect and be helpful at all times
- Wear the correct school uniform (unless permission has been given for an alternative)
- Walk quietly and sensibly around the school

#### **Senior School**

- Pupils must be respectful and courteous to each other and to staff at all times
- Full school uniform must be worn correctly, unless permission is given for alternatives
- Mobile phones, tablets and smart devices should not be used during the school day unless permitted by staff and should be turned off and kept in lockers or bags
- Bullying including online bullying, is strictly prohibited, all incidents must be reported
- Pupils are expected to work hard, complete assignments on time, and participate in lessons
- Food and drink should only be consumed in designated areas
- Politeness, integrity and setting a good example for younger pupils are encouraged
- Pupils must follow staff instructions promptly and cooperate during all school activities and trips
- Any behaviour that could bring the school into disrepute, including outside school, is not allowed
- Prohibited items (e.g. drugs, alcohol, smoking materials) must not be brought into school

### **Expectations**

- Pupils show the highest standards of behaviour, integrity and consideration for others at all times
- Pupils are expected to always use technology appropriately and safely
- Pupils should always behave in a way that is safe, mindful of their own safety and the safety of others
- Pupils should be organised and well prepared in order to make most of their time in school
- Pupils are expected to wear their uniform with pride
- Pupils must refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Pupils must treat the school property and buildings with respect

### **Viewing behaviour as a learning process**

At St Mary's, we accept and understand behaviour as a learning process. Pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At St Mary's, staff understand that mistakes are part of a child's development. This means that we offer support, help and guidance to the child so that

they can learn from their mistakes and avoid repeating behaviours. It is our role as adults, to help guide the pupils, to make positive choices when they can, by listening to them and explaining the impact their behaviour has on themselves and others (known as co-regulation). We know that this is the best way to respond to the pupil's behaviour and maintain strong relationships with them.

### **Our general responses to mistakes and incidents**

We believe that if a pupil has displayed negative behaviour, they need to take responsibility for finding a constructive way forward for all concerned. This allows the pupil the opportunity to not only think of the consequences of their behaviour on themselves but also allows them to consider the impact of their actions on others.

Pupils have the opportunity to reflect on what has happened and the impact this may have had on others. They have the chance to show the person that has been affected by their action that they are sorry. This could be in the form of verbal, written, picture or action.

The staff will work with the pupil to ensure that they have learnt from an incident so that they can be successful next time. The impact of this approach is evident in the strong relationships forged between staff and pupils. The strategies used could include a Girls on Board session, active listening, respectful discussion and taking ownership of issues which together result in a positive ethos.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND) and/or Neurodiversity**

Behaviour and control measures will always be applied in the context of the school's right to pursue its legitimate aim of creating a happy and safe community for all.

Some behaviours can be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND and/or neurodiverse profile, although it does not follow that every incident of misbehaviour will be connected to this.

St Mary's acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

As part of these duties, as far as possible, we will anticipate likely triggers of misbehaviour and put in place support to prevent these. Some examples are:

- short, planned movement breaks for a pupils whose SEND means that they find it difficult to sit still for long.
- adjust seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism, ADHD, OCD and more.

The school will work with SEND pupils, parents and other professionals to develop prevention and de-escalation strategies and where there is an identified risk, such as an increased likelihood in the need to use reasonable force or other restrictive interventions, school will complete a risk assessment to mitigate risks where possible.

### **Early Years Foundation Stage (EYFS)**

In the EYFS, behaviour is dealt with in line with the school's Behaviour Policy. The class teacher/Kindergarten Practitioner is the first person to deal with any behaviour issues. If

negative behaviours persist (consideration will be given to age of child or whether there is a SEND need etc), staff will use the ABC approach to monitor if there are any patterns.

A – Antecedence – what was the trigger for the behaviour?

B – Behaviour – was the behaviour positive or negative?

C – Consequence – were the consequences positive or negative?

Staff will inform parents if the behaviour of their child has impacted on another child in the setting or if the behaviour displayed would put the child themselves in an unsafe situation. If negative behaviour continues the school will work with the parents to put a behaviour plan in place.

The Vice Principal is responsible for behaviour management issues and the Assistant Head of Lower School (Pastoral) will also be involved alongside the Kindergarten Manager.

### **Consequences (Sanctions)**

When a pupil's behaviour falls below an acceptable standard a range of consequences may be applied. A verbal warning, two in Lower School, will always be offered to the pupil and if the behaviours do not change then a consequence will be given. In the Senior School pupils receive conduct points that accumulate resulting in sanctions where applicable. These are recorded on iSAMS and monitored by the Assistant Head (Pastoral and Pupil Development), Phase Leads and Tutors. Reasonable adjustment will be made for pupils with SEND or other protected characteristics.

Consequences could include

Reflection time (Lower School pupils)

Lunchtime detention – 15 minutes

Lunchtime detention – 30 minutes

After school detention – issued by HOF/PL/Assistant Heads

Phone call home from Tutor, Phase Lead or Assistant Head (Pastoral and Pupil Development).

Internal exclusion (Principal's discretion) – pupils in school but removed from peers

External exclusion – please refer to the Fixed Period and Permanent Exclusion Policy.

Parents will be informed, on the day, if any consequence is actioned.

### **Physical Contact with pupils**

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. Some examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

When physical contact is appropriate, the member of staff will take into consideration:

- the school's child protection policy (safeguarding)
- the applicable circumstances
- the individual pupil's age
- the pupil has SEND or other vulnerabilities
- whether there is an alternative strategy that does not include physical contact

### **Seclusion**

Seclusion is a non-disciplinary intervention and should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk has been reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported to a member of the SLT.

### **Removal**

If a pupil's behaviour is unacceptable or puts other pupils at risk, the school may choose to remove the pupil away from their peers. This will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour warrants immediate removal. This will be deemed as a disciplinary response which will only be used as a last resort. This will allow the pupil to regain calm in a safe space and to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption. The school will ensure the health and safety of the pupil and any requirements in relation to safeguarding and pupil welfare. The pupil will not be removed for any longer than necessary and their time will be used constructively. Pupils will be allowed time to eat and use the toilet. Parents must be informed on the same day if their child has been removed from the classroom.

Please note: This removal is different from a seclusion which is used for non-disciplinary reasons, ie where a pupil is taken out to regulate their emotions because of identified sensory overload.

### **Recording, Monitoring and Reviewing**

All pupil misbehaviour is recorded on iSAMS which is overseen by the Assistant Heads of Lower/Senior School (Pastoral & Pupil-Development and Safeguarding & Pupil-Wellbeing). Tutors and phase leads (Senior School) are notified of a new entry to ensure a cohesive and collaborative approach is taken and support is given to the pupil as needed.

Serious misbehaviour would be deemed to be persistent refusal to conform to the school expectations, discriminatory behaviour or bullying. Behaviour which may put another individual at harm from violent or aggressive behaviour. These incidents would be dealt with by the Principal or Vice Principal. All serious behavioural incidents are logged in the serious incident books and on iSAMS. Serious behaviour could include behaviours such as

possession of prohibited items, bullying, alcohol consumption when under school supervision etc

Any form of reasonable force, seclusion or restraint, including non-force related restraint must be recorded as soon as practicable after the event. It should be documented by the staff member(s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour plan. Please complete the form in the appendix and hand directly to a senior member of staff.

Parents should also be notified in writing, no later than the same day. Best practice would include inviting parents into school to have a follow-up discussion about the incident where appropriate.

All behaviours are documented on iSAMS so that leadership can analyse and identify trends within school. This data is shared with the Governing Body allowing them to monitor the effectiveness of the policy. This policy has been written alongside guidance from DfE Behaviour in Schools, Feb 2024.

### **Safeguarding – see also Safeguarding Policy**

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

Following a safeguarding concern being raised, the school will decide whether the threshold for early help or referral has been met.

All concerns, discussions, decisions, and reasons will be fully documented on MyConcern.

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensuring relevant protections are in place for all the pupils at the school and, if it has not already, will consider any suitable action in line with this behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs.

### **Corporal Punishment**

Corporal punishment is illegal in all circumstances. It should never be used or threatened as a punishment. Corporal punishment is defined as any intentional application of force for the purpose of punishment, which would constitute battery.

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

### **Mobile phones, Tablets, and Smart Devices**

The use of mobile phones and smart watches during the school day is strictly prohibited; pupils should turn their phones off and keep them in their bags or lockers. If a pupil is found to be using their mobile phone, it will be confiscated by the member of staff and taken to the school office to be securely stored. The mobile phone will be returned at the end of the day; however, the pupil must hand the device into the office upon arrival to school for the

following 5 school days. Parents will be notified in writing of the confiscation and appropriate consequences.

Certain types of online conduct via mobile phones, smart devices and tablets, such as malicious communications, bullying or harassment may be classified as criminal conduct/illegal activity. The school takes such conduct very seriously and will take the appropriate safeguarding actions, which may include contacting the police.

### **Social Media Incidents**

Cyberbullying and other behaviour incidents on social media can be wide ranging, complex and sometimes difficult for schools to investigate or unpick due to unidentifiable users, multiple platforms, third part involvement and editing of screen shots. The school will endeavour to get to the root of the issue regarding these types of incidents and/or provide support to do so.

### **Malicious allegations against staff**

In accordance with the DfE's guidance KCSIE (Sept 2025) the school will consider a malicious allegation to be one where, on the balance of probabilities, there has been a deliberate act to deceive, and the allegation is entirely false."

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

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

### **Use of reasonable force**

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

### **Searching pupils ([Searching, Screening and Confiscation July 2022](#))**

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

The Principal/Vice Principal, and staff **authorised** by them, may only search a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in her possession.

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

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

Staff may also search or check personal and/or School devices such as mobile phones, tablets or any other electronic devices if a member of staff considers this is necessary for any reasonable reason, including (but not limited to) relating to behaviour and the safeguarding of a pupil.

The designated safeguarding lead (or deputy) should also be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they will make a referral to children's social care services immediately (and the police if required). The safeguarding team will then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

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

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

If the Vice Principal/Principal, or member of staff authorised by them, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

This policy should be read in conjunction with

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- ICT/On-line Policy
- SEND Policy
- Fixed Period & Permanent Exclusion Policy
- Parent Code of Conduct
- Acceptable Use Agreement

Reviewed/Approved: Spring 2026  
Next Review: Autumn 2026

Appendix 1

**All incidents of restraint, seclusion and non-force related restraint should be clearly recorded at the earliest opportunity and shared with parents, in writing, on the same day.**

Name of pupil:

Year Group:

Date, time, location and duration of when the restraint/seclusion or non-force related restraint occurred:

Any relevant need or circumstances of the pupil e.g. SEN

Member(s) of staff involved

Why restraint/seclusion/non-force related restraint was necessary (include as much details as you can):

Were there any known or potential triggers?

Describe any de-escalation techniques or preventative measures taken leading up to the incident:

How the restraint/seclusion/non-force related restraint was carried out:

Who restrained the pupil:

How long the restraint/seclusion/non-force related restraint lasted:

Who was present during the period of restraint/seclusion/non-force related restraint:

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

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

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

Details of any damage to property and how it occurred:

**Signed:**

**Date:**

**Please hand the form to a senior member of staff.**

**SLT**

**The pupil's parent/carer must be informed by the end of the day at the latest.**

- After the phone call to the parent/carer, follow up the incident in writing
- Invite the parent/carer into school for meeting

Signed:

Time:

Meeting follow up date: