

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 pupils 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 effective 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/Pastoral, 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 points 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

Our school is built on a culture of respect, personal responsibility, and inclusion. The expectations and guidelines we follow help to create a community where everyone feels valued, supported, and able to thrive. By embracing these shared values and taking responsibility for one's actions, pupils are ready to learn and engage actively in the school day. Pupils taking pride in their education and environment is a demonstration of mutual respect and contributes to a school that feels safe and inclusive for all.

The rules (which are age appropriate) help pupils to create habits now that will have an impact on their character and future outcomes.

The expectations set out below are not simply rules to follow. They are habits that help pupils develop character, self-discipline and personal responsibility. The choices pupils make each day shape who they become. Small actions, repeated consistently over time, have a profound impact on future success, relationships and wellbeing.

All rules apply throughout school hours, on residential and non-residential trips and sports fixtures.

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 (read in conjunction with Pupil Code of Conduct – appendix 4)

1. Pupils arriving on foot or by public transport must proceed directly onto the school site upon arrival. Any pupil arriving before 8:30 a.m. must report directly to the Dining Hall before proceeding to their form room at the appropriate time. Pupils attending scheduled music lessons before the start of the school day must sign in at Main Reception immediately upon arrival before proceeding to their lesson. Pupils are not permitted to leave the school site during the school day.
2. Pupils are required to attend all timetabled lessons and maintain excellent attendance and punctuality. Pupils should arrive at School and lessons ready to learn, wearing uniform correctly and equipped with the materials required for learning. Pupils are expected to contribute positively and actively in lessons, follow staff instructions and demonstrate respect and consideration for others at all times. Excellent attendance, punctuality and engagement are essential to ensuring full participation in the educational opportunities offered by the School.
3. Pupils are expected to participate fully in the wider life of the School, including attendance at events and activities beyond the formal curriculum, such as Open Mornings, sporting fixtures, and school performances, when required or directed by members of staff. These events offer opportunities for pupils to demonstrate their commitment to the school and their education.
4. Pupils are required to wear the prescribed School uniform in its entirety and to comply fully with the provisions of the School Uniform Policy, including those relating to wristbands, PE kit, and approved outerwear. As a guide, the length of kilts should be knee length to 1 ½ inches above the knee. Under no circumstances should the kilt be shorter than 3 inches above the middle of the kneecap.
5. Each pupil will be allocated a locker for the secure storage of personal belongings. Lockers may only be accessed at designated times, namely before school, during break and lunchtime, and after school. Pupils are responsible for ensuring that their locker is always secured with an appropriate lock. Lockers must not be shared with other pupils, and any damage, defect, or malfunction must be reported promptly to a member of staff.
6. Pupils are welcomed into classrooms by a member of staff to ensure a safe and supportive start to each lesson. Classrooms are used under staff supervision to maintain a purposeful learning environment, including during breaks and lunchtime. Designated study areas are available for pupils to enjoy independent study and reading.

7. Hair that extends to or below shoulder length must be tied back and kept away from the face using a plain hair bobble or clip. All hair must be a natural colour.
8. Pupils may wear only light, discreet make-up. Where make-up is deemed excessive or inappropriate for the school environment, including false eyelashes, pupils will be required to remove it. Nail varnish in all forms, including BIAB, gels, and acrylics, is not permitted. Where immediate removal is not possible, parents will be contacted to arrange removal prior to the pupil's return to school.
9. Pupils may wear only School badges. Jewellery is not permitted, except for a wristwatch (excluding smart watches) and a single pair of plain stud earrings. Religious symbols may be permitted upon written request to the Principal. Fidget rings may be authorised in exceptional circumstances, subject to approval by the school.
10. Email and internet access are provided for educational purposes only. The use of VPNs or any other means to bypass school network controls is strictly prohibited. Pupils and parents are required to sign the ICT Acceptable Use Agreement and this is discussed with pupils at regular intervals throughout the year. The school employs the filtering and monitoring software, Securly, to monitor usage, report inappropriate activity, and identify potential safeguarding concerns.
11. Mobile phones and devices capable of connecting to a mobile network are not permitted on School premises and must not be seen or heard at any time. The school reserves the right to confiscate such devices in accordance with its policy. Communication between home and pupils must be conducted via the main School telephone under staff supervision. iPads may only be used under the direction and supervision of a member of staff and must not be used in changing rooms. All messaging applications and notifications on iPads must be disabled during the school day.
12. Any pupil who causes damage to school property must report it to a member of staff immediately, so that it can be restored to its original condition.
13. Chewing gum is strictly prohibited on School premises and must not be brought onto the school site under any circumstances. Use of chewing gum can cause damage to school property and demonstrates a lack of respect for the shared environment and wider community.
14. All food brought into School, including snacks from home, or purchased on site must be consumed in the Dining Hall or outside the main School buildings. Snacks brought from home must be nut-free.
15. Tobacco, vapes, e-cigarettes, alcoholic beverages, narcotics, dangerous substances, and offensive items are strictly prohibited on School premises. The school reserves the right to search pupils and their belongings for such prohibited items in accordance with its policies.
16. 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, school property and/or personal property. 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. Further information about searches can be found in the [Behaviour Policy](#) and the government guidance [Searching Screening and Confiscation July 2022](#).
17. All contact between pupils and parents during the school day should be made through the School Office. This ensures that pupils can be supported appropriately and that the School is able to maintain effective safeguarding, welfare and communication arrangements.
18. Pupils must not carry medication on their person unless this has been specifically authorised within an Individual Healthcare Plan. This includes, but is not limited to, inhalers for asthma and adrenaline auto-injectors for anaphylaxis. All other medication must be stored in the School Office and managed in accordance with the Medical Conditions Policy.

Mobile Phones and Smart Devices

St Mary's operates a no mobile phone use during the school day policy. All pupils are prohibited from using mobile phones and other smart technology throughout the school day, including during lessons, movement between lessons, breaktimes and lunchtimes. Any departure from this expectation will be exceptional and clearly justified. All staff are responsible for enforcing this policy consistently at all times.

Devices covered by this policy include:

- mobile phones (including smartphones)
- Smartwatches and fitness trackers with messaging, notification, or communication capabilities
- Tablets with mobile phone network connectivity (when not being used as part of an approved educational activity)
- Any other device with the ability to send/receive notifications or messages via mobile phone networks, or the ability to record audio and/or video

Storage and access: Pupils may bring mobile phones to school for safety purposes when travelling to and from school. However, upon arrival at school, all mobile phones and smart devices must be switched off and handed in to form tutors. Pupils must not access these devices at any point during the school day unless explicitly authorised by a member of staff for a specific educational or welfare purpose.

Lower School pupils must not bring mobile phones or smart devices into school.

Parental contact during the school day: Parents who need to contact their child during the school day should contact the school office. Staff will relay messages and facilitate contact as appropriate.

Exceptions and Reasonable Adjustments

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments to avoid substantial disadvantage to disabled pupils. Additionally, the school has a duty to support pupils with medical conditions.

In exceptional circumstances, individual pupils may be permitted to access their mobile phone or smart device during the school day where:

- Medical needs: The device is necessary to manage a medical condition (e.g. continuous glucose monitoring for diabetes, epilepsy alerts)
- Disability-related needs: The device provides essential support related to a pupil's disability
- Individual circumstances: Other exceptional circumstances exist (e.g. young carers. Specific family situations requiring immediate contact)

However, if a pupil uses their device outside of agreed adjustments, the sanction for inappropriate use of technology will be given.

Process for exceptions:

- Parents/carers must make a written request to the Principal/Vice Principal, explaining the specific need.
- The request will be assessed on its individual merits.
- Where approved, a clear agreement will be established outlining:
 - The specific purpose for which the device may be used
 - When and where the device may be accessed (e.g. in the school office)
 - Any supervision or monitoring arrangements
 - Review arrangements

Pupils granted exceptions will not have blanket exemption from all restrictions. The school will develop practices which enable pupils to use their device for a specific purpose at specific times and locations. Any misuse of devices by pupils with approved exceptions will be addressed through the school's behaviour policy and may result in the exception being reviewed or withdrawn.

Consequences for Mobile phone/Smart Devices Misuse

If a pupil is found to be using a mobile phone or smart device, or if a device is heard ringing or vibrating in a pupil's bag or locker, it will be confiscated by the member of staff. Failure to comply with confiscation will be treated as a serious breach of policy. Any failures will be logged on iSAMS. The confiscated phone will be taken by the member of staff to the school office, who will store accordingly.

First Offence:

- Device confiscated and taken to the school office for secure storage
- Device returned at the end of the school day
- Pupil must hand the device to the office upon arrival for the following 5 days
- Parents notified in writing
- Appropriate consequence applied (e.g. lunchtime detention)

Repeated or serious breaches:

This policy reflects the DfE's 2026 guidance that schools should have a clear and consistently enforced approach to restricting mobile phone use during the day. The school is backed by the DfE to confiscate mobile phones and similar devices for whatever length of time is deemed proportionate. For repeated breaches or serious misuse, the Principal/Vice Principal may:

- Confiscate the device for a longer period (e.g. one week. half-term)
- Require the device to be handed in daily for an agreed extended period
- Impose additional sanctions including after-school detention or internal exclusion
- In cases of serious misuse (e.g. recording others without consent, cyberbullying, accessing inappropriate content), implement safeguarding procedures and potentially involve external agencies

Considerations for sanctions: When determining the appropriate sanction, staff will consider:

- The pupil's age and developmental stage
- Whether the pupil has SEND or other individual circumstances
- The nature and severity of the breach
- Any previous incidents
- Whether there are safeguarding concerns

The law protects staff from liability in any proceeding brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

Safeguarding concerns: 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.

Where a pupil wishes to report online safety concerns or safeguarding issues that have occurred via mobiles phones or online platforms, they will be permitted to access their device (under staff supervision) to provide evidence or information. Pupils should understand that they can report concerns to staff and will be supported to do so.

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 (see appendix 2 for further information), 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. Where a pupil is identified as being at risk of requiring physical intervention, the school will complete an individual risk assessment and behaviour plan to minimise risks and support safe and consistent practice.

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, Safeguarding & Pupil Wellbeing), 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, Safeguarding and Pupil Wellbeing).

Internal exclusion (Principal's discretion) – pupils in school but removed from peers – please refer to appendix 3 to follow the process.

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

The use of reasonable force or physical restraint

This section reflects the DfE guidance on the Use of Reasonable Force and Behaviour in Schools (2024). St Mary's is committed to maintaining a safe, supportive and respectful environment for all pupils and staff. The School aims to minimise the need for restrictive interventions through positive behaviour management, early intervention and de-escalation. Restrictive interventions will only be used:

As a last resort

- Where they are lawful, reasonable and proportionate
- For the shortest possible time
- To reduce risk of harm to pupils, staff or others
- Will never be used as a punishment.

Definition

Restrictive intervention - any action that prevents, restricts or subdues movement of a pupil's body or part of their body.

Reasonable force - Reasonable force means using no more force than is necessary, for the least amount of time, in the circumstances. Physical intervention used by staff to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to good order and discipline at the School, whether in a classroom or elsewhere

Staff acting in accordance with this policy and the law are protected from liability in relation to the use of reasonable force.

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.

Restrictive Intervention

Restrictive interventions may only be used where it is necessary to:

- Protect a pupil or others from injury
- Prevent serious damage to property

- Prevent serious disorder that poses a risk to safety

Before intervening physically, staff should, wherever practicable

- Tell the pupil to stop
- Explain what will happen if the behaviour continues
- Continue to communicate with the pupils throughout the incident
- Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary

Where possible, another member of staff should be present or informed during incidents involving reasonable force.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent, and must not use aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault.

Prohibited Practices

The School explicitly prohibits any form of restraint or physical intervention that:

- Restricts a pupil's airway, breathing or circulation
- Applies pressure to the neck, throat, chest or abdomen
- Covers the mouth or nose
- Places a pupil at increased risk through ground restraint

If a pupil is unintentionally taken to the ground, staff must re-position into a safer alternative or standing position as quickly as possible.

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/ Pastoral, 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.

Following any incident, appropriate support will be offered to the pupil and staff involved. This may include a debrief, reflection opportunity, and wellbeing support where necessary.

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.

Incidents will be reviewed by senior leaders to ensure appropriate use of reasonable force and to identify any patterns or training needs.

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 school's 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.

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-party 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.

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, mobile phones and smart devices (when there are reasonable grounds to suspect unauthorised possession or use during the school day, 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 will be lawful, proportionate and based on reasonable suspicion. All searches will be recorded.

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
- Pupil 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:

Appendix 2 Girls on Board

On the whole, girls are good and want to obey the rules, get on with everyone and be happy. However, they sometimes find that the search for trusting and reliable friendships is hard and that without such friendships they feel very unhappy. Their unhappiness is often displayed through tearfulness and even depression. Adults can help in only very limited ways because the problems within friendship groups are very fluid and difficult to express precisely.

“Early adolescence appears to be especially stressful on adolescent girls’ friendships and peer relations, signified by a sharp increase in indirect relational aggression. More typical of girls and more distressful to girls than to boys, relational aggression, characterized by such behaviours as spreading rumours or threatening withdrawal of affiliation, appears to emerge as girls attempt to negotiate current power relations and affirm or resist conventional constructions of femininity.” (The American Psychological Society)

However, we can use a model and a common language to aid communication and give insight. That’s where the Girls on Board approach comes in...

Girls on Board is an approach adopted by schools and understood by parents which empowers girls to resolve their friendship issues for themselves. It does this by evoking empathy through teacher-led, non-judgmental sessions which are called in response to conflict amongst the girls.

What a Girls on Board approach does NOT do is:

- provide a way to prevent girls ever falling out with each other – that would be impossible!
- suggest that, because the role of adults in this approach is relatively recessive, girls should not talk to or share their problems with adults. Quite the reverse, the approach encourages continued dialogue; it is how the teachers and parents react and respond that is radically different

Appendix 3 – Internal Exclusion Process

Following the conclusion of an investigation, the Principal will determine whether the pupil's behaviour meets the threshold for an internal exclusion, in line with the school's behaviour policy. Where this threshold is met, the Chair of Governors (and the Safeguarding Governor, where there is a safeguarding concern) will be informed, and the following procedure will be implemented:

- The school will arrange a meeting with the pupil and their parent/carer at the earliest appropriate opportunity.
- Written communication will be issued to the parent/carer confirming the decision. This will include:
 - the nature of the incident and the behaviour policy provisions breached;
 - the rationale for the decision;
 - the details of the internal exclusion; and
 - the date and time of the reintegration meeting.
- At the meeting, the school will:
 - outline the findings of the investigation;
 - explain the decision to impose an internal exclusion, including reference to the relevant sections of the behaviour policy; and
 - ensure that the pupil and parent/carer understand the reasons for the sanction.
- The pupil and parent/carer will be given the opportunity to respond to the information provided and to raise any questions or concerns.
- The arrangements for the internal exclusion will be explained, including expectations of conduct, supervision arrangements, and the provision of appropriate work to minimise disruption to the pupil's education. The day will include structured reflection time.
- The school will make clear that the internal exclusion will be recorded on the pupil's school record for the duration of their time at St Mary's. However, it will not be routinely included in references or shared externally, except where required or permitted by law.
- A formal internal exclusion letter will be provided to the parent/carer.
- Following completion of the internal exclusion, the pupil and parent/carer will attend a reintegration meeting with the Principal. This meeting will focus on:
 - supporting the pupil's successful return to school;
 - reinforcing expectations for future behaviour; and
 - identifying any further support or intervention, where appropriate.

Operational note: While the Principal retains responsibility for the decision to impose an internal exclusion, senior leaders may conduct the initial meetings with the pupil and parent/carer.

Appendix 4 - Our Values and Conduct

Purpose

This Code of Conduct sets out the standards of behaviour, attitude and personal responsibility expected of all pupils. Its aim is to foster a safe, respectful and purposeful learning environment in which every member of the school community can thrive and realise their full potential. Every pupil has the right to learn, feel safe and be treated with dignity. Equally, every pupil has a responsibility to contribute positively to the learning, safety and wellbeing of others. Membership of the St Mary's community brings both rights and responsibilities.

The School is committed to maintaining high expectations of all pupils. We believe that high expectations establish standards; standards shape culture; and culture, in turn, shapes a strong and successful community. The principles outlined in this Code are therefore fundamental to the character and ethos of the School.

Communication and Reinforcement of Expectations

Pupils review the Code of Conduct, in conjunction with the Senior School Rules, with their Form Tutors at the beginning of each term. The expectations contained within the Code of Conduct are reinforced regularly through assemblies, Tutor time, form notices, PSHE lessons and other pastoral initiatives.

The Code of Conduct is underpinned by the School's five core values, which guide behaviour, decision-making and relationships across the community. Pupils are expected to embody these values in their daily conduct:

- a. **Ambitious** – striving for excellence and embracing opportunities for personal growth and achievement.
- b. **Bold** – demonstrating courage, integrity and resilience when facing challenges and making decisions.
- c. **Compassionate** – showing kindness, empathy and consideration towards others.
- d. **Dynamic** – approaching learning and school life with energy, adaptability and a positive attitude.
- e. **Enquiring** – displaying curiosity, intellectual engagement and a commitment to lifelong learning.

Expectations of Pupils

Pupils are expected to uphold the standards outlined in this Code of Conduct through their adherence to School rules and their active commitment to the academic, pastoral and co-curricular life of the School. In doing so, they contribute positively to the School community and demonstrate pride in themselves and respect for others.

Pupils demonstrate these expectations through:

Appearance and Dress

Adherence to the School's Uniform Policy reflects respect for the School, its values and fellow pupils. Pupils are expected to take personal responsibility for maintaining a neat, smart and appropriate

appearance at all times. Detailed expectations are set out in the School's Uniform Policy and are reviewed regularly with tutors.

Behaviour

Pupils are expected to conduct themselves in a manner that brings credit to themselves, their families and the School. High standards of behaviour are expected both during and outside school hours where pupils may be identified as members of the School community. Honesty, integrity and accountability are essential in fostering a culture of trust, safety and mutual respect.

Courtesy and Manners

Pupils are expected to communicate with staff, peers and visitors in a polite, considerate and respectful manner. Appropriate language and positive interactions contribute to a culture of mutual respect and are expected at all times.

Family Members on Site

All family members visiting the School are expected to comply with the School's safeguarding, security and visitor procedures at all times, including signing in on arrival, remaining under appropriate supervision where required, complying with site access arrangements, and adhering to the School's expectations regarding the use of mobile devices whilst on site.

Respect for Others

Pupils must demonstrate respect for all members of the School community by valuing diversity, showing tolerance towards differing beliefs and perspectives, and treating others with dignity and fairness. The School adopts a zero-tolerance approach to bullying, harassment and discrimination. Pupils are expected to play an active role in preventing and challenging such behaviours, both within school and online.

By attending this school, pupils agree to:

- Uphold the values and standards outlined in this Code of Conduct.
- Act with honesty, respect, and responsibility.
- Contribute positively to the school community.

Pupil Name: _____

Signature: _____

Date: _____