

## BEHAVIOUR POLICY (INCLUDING EYFS)

At St Mary's we expect all members of the community to display high standards of behaviour, treating one another with dignity, kindness and respect. This then provides a safe learning environment for all.

### Aims:

- For every member of the school community to be happy, valued and respected, and to be treated fairly.
- To have high expectations, appropriate to their developmental years, of pupils' behaviour and to ensure that all pupils work to the best of their ability.
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- To foster self-discipline through positive encouragement and reward.
- Provide a consistent approach to behaviour management.
- Outline our school system of rewards and sanctions.
- 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.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. We endeavour to create an environment where good conduct is more likely and poor conduct less likely. Pupils understand the expected behaviour and are encouraged to meet the high expectation of the school. Where behaviour falls below, sanctions are required. Pupils are consistently reminded of what successful behaviour looks like.

### **Rewards and Sanctions**

The rewards and sanctions for each section of the school can be found in the Appendices of this policy.

### **School leaders**

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

School leaders are crucial in ensuring staff understand behaviour expectations and the importance of maintaining them. All new staff to the school are inducted clearly into the school's behaviour culture to ensure they understand the rules and routines and how best to support all pupils in creating the culture of the school.

## **Staff**

Staff at St Mary's have an important role in developing a calm and safe environment for pupils ensuring clear boundaries of acceptable pupil behaviour. Staff should 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, in a consistent and fair manner.

All misbehaviour is recorded in the behaviour log and dealt with initially by the class teacher. The class teacher informs the rest of the staff at a staff meeting of any inconsistent behaviour so all staff can support the member of staff as well as the pupil. If misbehaviour continues, the class teacher seeks help and advice from the Phase Leads (Senior School) Assistant Head of Lower/Senior School (Pastoral) or Head of Lower School/Principal.

## **Pupils**

All pupils at St Mary's deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. All pupils are made aware of the school behaviour standards, expectations, pastoral support, and any consequences of behaviour that falls below expectation.

Pupils are expected to show high standards of behaviour both on and off-site. Therefore, any incident of bad behaviour which occurs off the school premises and is witnessed by a staff member or reported to the school will be dealt with by the Head of Lower School/Principal i.e. school trips, travelling by public transport to and from school, walking to school etc.

## **Parents**

Parents play a vital role in promoting good behaviour in school and we expect parents to give their full support in dealing with their child's behaviour. 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, they should raise with the school.

## **Mental Health and Well-being**

Mental health is defined as a state of well-being in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her own community. (World Health Organisation, 2014)

At St Mary's, we understand that we have an important part to play in supporting the mental health and well-being of the pupils. We aim to provide an environment where the pupils feel safe, can develop a sense of belonging and trust and talk openly with adults about the challenges they are facing. By setting clear expectations of behaviour, pupils will have a clear accountability system that will benefit the school community.

## **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 view behaviour mistakes as inevitable. 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 include 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)**

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, although it does not follow that every incident of misbehaviour will be connected to their SEND.

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 eg

- 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.

### **Safeguarding**

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. In all circumstances, the rationale for the decision will be documented on MyConcern. Pupils will be made aware that there is a zero-tolerance approach to sexual violence and harassment, and it is never acceptable or tolerated.

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

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.

### **Mobile phones**

The use of mobile phones 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 stored in the schools safe. 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 and iPads, for example 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.

### **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**

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, 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.

### **Serious behaviour incidents and Record Keeping**

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 the Head of Lower School. All serious behavioural incidents are logged in the serious incident books.

### **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 does not preclude the use

of force in certain situations, where force is not being used as a disciplinary sanction but to prevent personal injury or damage to property.

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.

### **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.

These incidents will always be reported to, and followed up by, the Head of Lower School/Principal to be recorded (see appendix for the physical intervention form)

### **Searching pupils**

**Informed consent:** School staff may search a pupil with their consent for any item which is banned by the School Rules. If a member of staff suspects that a pupil has a banned item in her possession, then the pupil will be instructed to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

**Searching without consent:** In relation to prohibited items, as defined below, the Head of Lower/Senior School, and staff authorised by them, may 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.

**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)

**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 of a pupil.

The designated safeguarding lead (or deputy) should 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 gender as the pupil.

If the Head of Lower School/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 in accordance with the DfE guidance Screening, Searching and Confiscation July 2022.

### **Monitoring and evaluating school behaviour**

All behaviours are documented in the behaviour log 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.

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

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

In the EYFS, behaviour is dealt with in line with the school's agreed policy. The class teacher/Kindergarten Practitioner is the first person to deal with any behaviour issues. However, if a pattern emerges, behaviour will be recorded using the ABC approach:

- A- Antecedence – what was the trigger for the behaviour?
- B- Behaviour – was the behaviour positive or negative?
- C- Consequences – were the consequences positive or negative?

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

## **Lower School**

### **School Rules**

- **Treat people as you want to be treated**
- **Make school a safe and happy place**
- **Be polite, show respect and be helpful at all times**
- **Wear the correct school uniform**
- **Walk quietly and sensibly around the school**

Please note the list of prohibited items in school.

### **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 with.

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.

We aim to promote the different qualities through Assemblies, PSHEE and Citizenship curriculum lessons.

Other rewards include stickers/stamps, verbal/written praise (phone calls home and praise from peers).

### **Sanctions**

When a pupil's behaviour falls below an acceptable standard, a range of sanctions may be enforced. The school rejects corporal punishment (or the threat of) when dealing with all pupils including EYFS. All incidents are logged by the class teacher on the central log. The log is monitored weekly by the Assistant Head of Lower School (Pastoral) and the Head of Lower School to establish if any patterns can be seen.

A reprimand from a member of staff is expected to be sufficient in most instances of poor behaviour, although if this fails, then the following sanctions may be put in place:

- verbal warning
- name written on the board
- tick the name on the board - Pupil to miss some of their own time to reflect on their behaviour – class teacher to call home to inform parents. Incident added on the behaviour log to allow for trends to be identified.



- Persistent poor behaviour, over time, will result in parents being asked to attend a meeting with Assistant Head of Lower School (Pastoral) and/or Head of Lower School

Please note: If a pupil's misbehaviour puts other pupils at risk or creates a high level of disruption to others, they will be removed from the classroom to calm down within a safe space.

### **Isolation**

If a pupil's behaviour is unacceptable the school may choose to isolate 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 is so extreme as to warrant immediate removal. Parents must be informed on the same day if their child has been removed from the classroom. 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 would ensure the health and safety of the pupil and any requirements in relation to safeguarding and pupil welfare. The pupil would not be kept in isolation any longer than necessary and their time would be used constructively. Pupils would be allowed time to eat and use the toilet.

### **Exclusion**

Exclusion of a pupil is at the discretion of the Principal in conjunction with the Head of Lower School. Please refer to the Fixed Period & Permanent Exclusion Policy.

## **Senior School**

### **School Rules/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 have the right to be treated with respect and consideration**
- **Pupils should create a calm and safe environment for all**
- **Pupils should be organised and well prepared in order to make the most of their time in school**
- **Pupils are expected to wear the correct uniform with pride**
- **Refrain from behaving in a way that brings the school into disrepute, including when outside of school**
- **Accept consequences and learn from them**
- **Treat the school property and buildings with respect**

Please note the list of prohibited items in school.

### **Promotion and Rewards**

The House Point System provides an ideal means of rewarding notable contributions to the school linked to the St Mary's Values, and to recognise the personal development of each pupil. However, 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.

We aim to promote good behaviour through Form Time, Assemblies and PHSE lessons. When a pupil's behaviour, effort and contribution, in both work and attitude, is above that expected house points may be awarded. 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'. Pupils are 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.

Other rewards may include stickers/stamps, verbal/written praise (in the form of a postcard/letter posted home, from the teacher or another adult), praise from other children, or phone calls home.

### **Sanctions**

When a pupil's behaviour falls below an acceptable standard, a range of sanctions may be enforced.

BEHAVIOUR TYPE		CONSEQUENCE & RECORDING	MISCONDUCT
CLASSROOM BEHAVIOURS	GENERAL BEHAVIOURS	<b>CLASSROOM BEHAVIOURS</b> 3 verbal warnings within one lesson – record on behaviour log – class teacher.  <b>GENERAL BEHAVIOURS</b> Record on behaviour log by staff member  <i>*phase leads will monitor the spreadsheet to identify patterns across subjects</i>	
Low level disruption in <i>e.g. not following instructions, talking when she shouldn't be</i>	Entering classrooms without permission at lunch time		
Inadequately prepared for lesson <i>e.g. not having the correct equipment.</i>	Failure to meet uniform expectations		
Failure to complete homework ( <i>repeated occasions within 1 subject area</i> ).	Eating outside the designated areas ( <i>anywhere other than the dining hall or outside</i> )		
	Chewing gum in school or on a trip		
	Talking during assembly		
	Disrespectful behaviour towards a staff member <i>e.g. not following instructions</i>		
	Disruptive behaviour around school <i>e.g. shouting and/or being silly in corridors</i>		
Repeated infringement of 'classroom behaviours'	Repeated infringement of 'general behaviours'	<b>CLASSROOM BEHAVIOURS</b> 15-minute lunch detention – by class teacher, record on behaviour log.  <b>GENERAL BEHAVIOURS</b> 15-minute lunch detention – by tutor/PL record on behaviour log.  <b>Parent also contacted</b>	
	Inappropriate language used in school		
	Dishonesty – no harm or risk to another student <i>e.g. not telling the truth about being in a classroom when shouldn't have been.</i>		
Inappropriate use of technology (including mobile phones and iPads)		<b>SERIOUS MISCONDUCT</b>  30-minute lunch detention or after school detention – PL/HOF. Record on MyConcern or behaviour log  <b>Parent contacted</b>  OR  Meeting with AHP and HOSS. Parents must attend. Record on My Concern.  Internal exclusion – Principal to decide number of days.	
Vandalism <i>e.g. graffitiing school property, deliberately breaking school property.</i>			
Damaging the school's reputation <i>e.g. posting items on social media pertaining to the school, acting inappropriately in public whilst wearing school uniform.</i>			
Defiance – persistent instances with same staff member			
Dishonesty – where this puts others at risk			
Truanting			
Possession of cigarettes, vapes or alcohol on the school premises or on a school trip			
Bullying all forms – there is a zero-tolerance approach to bullying			
An act which brings the school into disrepute		<b>GROSS MISCONDUCT</b>  Meeting with HOSS and Principal. Parents must attend. Record on My Concern  External exclusion. Principal to decide number of days.  Some offences could lead to a permanent exclusion.	
Defiance – persistent instances with multiple staff members			
Consumption of cigarettes, vapes or alcohol on the school premises or on a school trip			
Acting in such a way as to prejudice the safety and education of another student/member of staff <i>e.g. racist, homophobic, transphobic, disability, bullying, harassment</i>			
Theft			
Physical aggression towards another student, member of staff			
The above is a guide and the Senior Leadership Team reserves the right to match the consequence they feel is best suited on a case-by-case basis.			

## **Detention**

The school uses a system of lunchtime and after school detentions for some behaviours that fall outside of the school's rules/expectations. Where possible, parents will be notified in advance of an after-school detention. They will be informed why the detention has been given and for how long it will be.

<b>Detention Type</b>	<b>Duration</b>	<b>Lunchtime or After School</b>	<b>Issued and recorded by</b>
Lunchtime detention	15 minutes	Lunchtime	Teacher/Head of Faculty(HOF)/Phase Lead(PL)
Lunchtime detention	25 Minutes	Lunchtime	PL/HOF
After School Detention	1 hour	After School (prearranged)	PL/Assistant Head Pastoral/Academic

The pupil will be given reasonable time to eat, drink and use the toilet.

Staff should not issue a detention where they know that doing so would compromise a pupil's safety.

## **Isolation**

If a pupil's behaviour is unacceptable the school may choose to isolate 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 is so extreme as to warrant immediate removal. Parents must be informed on the same day if their child has been removed from the classroom. 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 would ensure the health and safety of the pupil and any requirements in relation to safeguarding and pupil welfare. The pupil would not be kept in isolation any longer than necessary and their time would be used constructively. Pupils would be allowed time to eat and use the toilet.

## **Exclusion**

Exclusion of a pupil is at the discretion of the Principal in conjunction with the Assistant Head of Senior School (Pastoral). Please refer to the Fixed Period & Permanent Exclusion Policy.



## Appendix 4

**All incidents where restraint has been necessary should be clearly recorded at the earliest opportunity, but no later than 24 hours after the event, this is in line with the school behaviour policy.**

The following information should be recorded:

Name:

Year Group:

Date and time restraint occurred:

Why restraint was necessary (include as much details as you can):

How the restraint was carried out:

Who restrained the child:

How long the restraint lasted:

Who was present during the period of restraint:

Any marks or injuries noted on the child 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 child or member of staff:

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

Details of any damage to property and how it occurred:

**The child's parent/carer must be informed by the end of the day at the latest. Please sign once you have spoken to the parent.**

Signed:

Time: