



9a BEHAVIOUR AND DISCIPLINE POLICY

INTRODUCTION

Queen Mary's School encourages pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Queen Mary's School has high expectations in regard to pupil and staff behaviour. Excellent behaviour is an integral and valued part of life at Queen Mary's School.

The four cornerstones of Queen Mary's School are trustworthiness, good hard work, public spirit and good manners. These cornerstones together with the School motto, *Ut Serviamus* (so we may serve), have underpinned the ethos of the School since it was founded in 1925 and they continue to be valued as an important part of the ethos today. The School Mission Statement clearly states what Queen Mary's School community is like:

A Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity.

*Queen Mary's School.....
Strives for excellence in every endeavour
Loves life and enjoys learning
Nurtures spirituality and personal growth
Respects individuality and embraces diversity
Enhances character and builds resilience
Creates independent young people
Makes strong and lasting friendships*

Queen Mary's School is constantly striving to provide an environment where positive behaviour is the norm. All who want to join Queen Mary's School community are challenged to take an active role in promoting excellent behaviour. Queen Mary's aims to focus on the positives and believes that valuing positive behaviour enhances a culture of kindness. We encourage, within our Christian school community, the growth of self-esteem, qualities of independence, a sense of service, and an active concern for the needs of others.

We also promote for all, the development of self-discipline, self-restraint, tolerance of another's views and respect for one another and one another's property. We want our pupils to grow and develop into responsible, caring people. We recognise that a pupil may have behavioural issues related to a particular special educational

need or disability. In this case, staff will be well informed about the nature of the problem and guidance will be given as to how to best support the pupil in achieving acceptable standards of behaviour.

This policy applies to all [day and boarding] pupils in the School [including those in our Early Years Foundation Setting (EYFS)]. Our designated staff member responsible for behaviour management in EYFS is the Head of Prep and Pre prep.

General Code of Conduct

Queen Mary's expects pupils to:

- Treat all members of the school community in a kind, courteous and considerate manner
- Maintain the highest standard of behaviour inside and outside the classroom
- Dress appropriately and in accordance with the school uniform policy
- Always be ready to learn and participate in school activities
- Take good care of all buildings, equipment and furniture
- Respect all school rules

The School's community of Governors, staff, parents and pupils adhere to an established routine and Code of Conduct. (*See Code of Conduct Policy*)

School Guidelines

The School Guidelines are designed to encourage positive behaviour and self-discipline. They are set out in the pupil planner.

Parents and Guardians agree, when signing the Acceptance Form, that their child will comply with the School Guidelines and that they will undertake to support the authority of the Head in enforcing these in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with SEND. Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated (refer to Countering Bullying Policy) The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

General Roles and Responsibilities

The Governors and staff believe that in order to enable teaching and learning to take place, good behaviour in all aspects of School life is necessary. We seek to create an inclusive and caring learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect ;
- ensuring equality and fair treatment for all;
- encouraging consistency of response to both positive and negative behaviour; promoting early intervention;
- providing a safe environment free from disruption, violence, bullying or harassment; encouraging positive relationships with parents and guardians which support the school's policies and procedures;
- promoting a culture of praise and encouragement in which all pupils can achieve.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that this policy and its procedures are followed, and consistently and fairly applied.

Teachers play a vital part in establishing and maintaining high standards of behaviour by:

- Arriving at lessons punctually
- Establishing mutual respect between teacher and pupil
- Fully preparing lessons including differentiated activities as appropriate
- Creating a calm, purposeful atmosphere in each lesson, where each pupil has every opportunity to do their best work
- Talking to pupils positively, praising their efforts whenever possible in order to encourage them to make further progress
- Being clear and consistent about instructions so the lesson runs smoothly Setting clear goals which all pupils can understand before tasks are started
- Ensuring the teaching rooms and seating arrangements are suited to the activity in progress and checking that sufficient equipment, worksheets and materials for the lesson are available
- Dealing with any inappropriate behaviour quietly; avoiding a sharp tone of voice, or shouting.
- Concluding on time and encouraging the class to depart in an orderly fashion, leaving the teaching/prep room and any equipment/resources in a tidy state
- Queen Mary's tradition of individuals thanking the teacher for the lesson is one to be encouraged.

Rewards

Positive behaviour is encouraged throughout the school.

Early Years

All staff in the Early Years' Department refer to the Early Years foundation stage (EYFS) Statutory Framework updated June 2021 (3.52)

To promote positive behaviour, the Early Years' Department members of staff work cooperatively with parents, engaging in a two way process of meaningful interaction which enables all adults to agree on an understanding of the learning and behavioural needs of the children.

Self-discipline is nurtured and children receive meaningful praise and encouragement.

Exceptional behaviour, thoughtfulness or effort is acknowledged by the child being given 'Star of the Week,' on a Friday afternoon and by this behaviour being pointed out and demonstrated to the rest of the class and, on occasion, the Head.

In addition, 'Wow! Cards' are given to parents to encourage them to participate in acknowledging their child's positive attributes and these are shared with the class at school where appropriate. The promotion of the valued qualities as highlighted in the Four CornerStones of our school result in a positive learning environment, which in turn enables us to celebrate positive relationships between all children and staff.

Years 1 - 6

Excellent effort for work is rewarded in a variety of ways:

- written comment in the pupil's book or on their worksheet
- use of a positive stamp or sticker by the pupil/teacher sharing the work with the rest of the class
- pupil /teacher taking the work next door to show the other group and their teacher

A display board is devoted to 'Star of the Week', a reward given for excellent work or a deed which was particularly noteworthy, incorporating a pupil's photograph and a description of what they have done. In tutor time each week, the recipient receives a certificate, a badge and a pencil in celebration and is aware of why they have been awarded 'Star of the Week'.

In Years 3 - 6, for an outstanding piece of work or achievement, a Head's award may be given which counts as five House Points.

Years 7 – 11

Helpful behaviour, good manners and good/hard work are rewarded with a House Point which can be given by any member of staff. This is entered by the pupil in her planner and signed by the member of staff giving the award.

Excellent work can be rewarded with a Commendation, which counts as three House Points. Commendations are entered in the Pupil Planner and signed by the teacher. The Pupil Planner is taken by the pupil to the Head or Deputy Head, who will also initial the award.

Staff may also choose to recognise positive behaviour, exceptional charity work or going above and beyond in any discipline and may nominate a pupil to receive a Woman of the Week Award. At morning prayers, the Head presents the pupil with a Service Badge.

Rewards in boarding

Queen Mary's School believes that the best way to ensure highest standards in Boarding is to create a positive ethos, where the self-confidence and self-esteem of the pupils is developed by regular praise and acknowledgement.

Boarding pupils are encouraged to take responsibility for themselves and others, to contribute positively to boarding life and to be prepared to take an active role in helping to maintain a happy boarding ethos.

Rewards are achieved by pupils in dormitories attaining points for reaching high standards of behaviour, organisation and meeting expectations. Each week a 'Boarder of the Week' is rewarded with a small prize chosen by the pupil.

There is also a Termly Boarding Award for the full/weekly boarder who encompasses the Boarding ethos of Queen Mary's and an Annual Award "Hill Cup for Boarding," awarded to the pupil who consistently embraces the Boarding ethos at Queen Mary's Boarding staff may award House points for positive behaviour that supports the School Mission Statement, Pupil Code of Conduct and the Four Cornerstones of Queen Mary's.

Sanctions

Strategies to deal with poor behaviour

EYFS

The Early Years' Department adheres to the Early Years Statutory Framework (updated June 2021) and corporal punishment is never used at Queen Mary's School. Because we understand that not until about the age of 11 are children able to understand that a single event can cause several different feelings simultaneously (Keenan and Evans 2009) we provide support for our children's emotional understanding throughout their time with us and the six steps to Conflict Resolution: Highscope 2014 supports this. Step 1: approach calmly, stopping any hurtful actions Step 2: acknowledge children's feelings Step 3: gather information Step 4: restate the problem Step 5: ask for solutions and choose one Step 6: be prepared to follow up (Highscope 2014)

Years 1 - 6

There are a number of strategies that staff can adopt when responding to individual instances of poor behaviour. The main leaders need to be identified and appropriate follow up procedures agreed by the staff involved. Whole groups should not be punished for the activities of individuals. A discreet word with a pupil/group of pupils may be sufficient. A pupil who is causing a problem can be moved to a different part of the classroom or onto a different table.

The school will adopt the following strategies to deal with inappropriate behaviour:

1. Verbal (staff to let the tutor know).
2. Tutor meets with tutee(s) to discuss behaviour in the pupil's own time.
3. Head of Prep and Pre-Prep to supervise missed play.
4. Meeting with parents (tutor and Head of Pre prep)
5. Report card

6. Suspension
7. Permanent exclusion

Years 7 - 11

The school will adopt the following strategies to deal with inappropriate behaviour:

1. Verbal warning
2. Loss of free time (this could include community service)
3. Subject detention (lunchtime) to be taken by the member of staff / Head of Department
4. Report Card for up to 2 weeks
5. Detention (after school / Saturday after lessons) to be taken by a member of the Leadership Team
6. Suspension (internal/external) up to 5 days
7. Permanent exclusion

Please see Appendix A (Senior School) and Appendix B (Prep School) for appropriate levels of sanction.

Where detentions, either subject or pastoral, are given tutors, boarding staff (if relevant) and parents should be informed. Parents should also be informed if a pupil is put on report.

Should the need arise then suspension and/or exclusion may be necessary. This will be dealt with by the Head and Deputy Head and the Chair of Governors will be informed.

Any form of inappropriate behaviour should be added to iSAMS by tutors/Head of pre-prep in the prep school. In the senior school the Pastoral Assistant(s) should be informed for recording on iSAMS to help identify patterns in behaviour.

Boarding

Pupils are given clear guidance in regard to expected behaviour. A copy of the Boarding Behaviour Expectations Chart can be found in the Boarding Handbook and on notice boards in boarding areas. Any sanctions will be recorded on iSAMS and where necessary the Deputy Head and/or parents will be informed.

Pupils may have items confiscated for several reasons such as; misuse or prohibited items. These will be returned at a convenient time or given to parents to keep at home.

Use of force to restrain pupils

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

- The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability or SEN that the pupil may have.

All staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised to always use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils, or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). This applies both in school and out of school (e.g. on a school trip or other authorised out of school activity).

The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;

- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.
- Every member of staff will inform the Deputy Head immediately after s/he has needed to restrain a pupil physically.

The School will keep any incident including the nature and date of the misbehaviour and the sanction imposed on iSAMS so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Searching of Pupil Possessions

The School reserves the right to search pupils and their possessions.

A member of the Senior Leadership Team or the Head of Boarding may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty her pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed.

The consent of a pupil will usually be obtained before conducting a search unless the member of the Senior Leadership Team or the Head of Boarding reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Cigarette and Vaping items,
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the member of the Leadership Team or Head of Boarding is permitted to carry out a search of a pupil. They are also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will generally inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

Serious misbehaviour

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Damage to property; and
- Persistent disruptive behaviour;

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Exclusions

It will be a rare occurrence for a pupil's behaviour at Queen Mary's to reach such an unacceptable level that it is necessary to suspend, exclude or expel her. However, an action plan needs to be in place in case of such an eventuality.

As a sanction there are three levels of exclusions:

Suspension: usually a fixed short-term period, extending over a period of one to five days. This can be internal or external.

Exclusion: for a longer fixed term period over 5 days

Expulsion: a permanent exclusion.

Decisions about exclusions:

The decision to suspend can only be taken by the Head, who will inform the Chairman of the Governors. The decision to exclude or expel a pupil can only be taken by the Head in consultation with the Chairman of the Governors.

Parental Involvement

Parents must be consulted before any exclusion, preferably in person. A letter must be sent home (copies to the Chairman of the Governors, pupil's central file (iSAMS), Deputy Head pastoral file and where appropriate boarding file) setting out clearly:

- Why a pupil has been excluded
- Stating how long the exclusion will last
- Making clear arrangements for re-admission
- Informing the parents of their right to appeal
- Arrangements for returning to school

This is an opportunity for making a fresh start but there must be recognition by the pupil, parents and staff that a change in the pupil's behaviour is expected. A set of manageable targets for the pupil will be drawn up to aid this behaviour change plus close monitoring of the individual's behaviour. A contract between the school, pupil and parents could be drawn up. It has to be made clear to all parties that any further repetition of the behaviour or offence would result in the pupil being excluded for a longer period or being asked to leave.

Malicious accusations against any member of the school community

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of the community and has procedures for dealing with such concerns which can be found in the Safeguarding and Child Protection Policy. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Misbehaviour Outside of School

The School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;

- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Acceptance Form. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour or discipline issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils.

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour and Discipline Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which applies equally in the EYFS setting) are on our website. We will send you copies on request.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Mrs D Hannam Walpole
Deputy Head

Mrs J Strawbridge
Head of Boarding

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