



## BEHAVIOUR MANAGEMENT POLICY (9a)

This policy has been written in accordance with the Behaviour and Discipline in schools advice for Headteachers and school staff (Department for Education January 2016) and the (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

Queen Mary's School acknowledges the School's legal duties in regard under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

### Aims of this policy

To ensure that:

- Every child in our care feels safe, protected, has the space and time to flourish both personally and intellectually
- The environment both in class and outside is at all times, happy, purposeful and provides stimulation, challenge and support
- The children in our care can see that good behaviour is something always to aspire to and that it is recognised and rewarded
- Every child can appreciate that the sanctions imposed for poor behaviour are fair and in proportion to the transgression
- Every child can see that we sanction poor behaviour but Queen Mary's School forgives and allows pupils to learn from their mistakes.
- Staff feel supported and have confidence in the rewards and sanctions they give.
- Parents feel confident that their child is being recognised for their good actions and that their behaviour is being monitored to ensure they grow to be good citizens

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.

## Ut Serviamus

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 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 good 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.

### **Pupil Transition**

Excellent care is at the heart of Queen Mary's School and therefore the School ensures that effective systems are established to facilitate successful pupil transition. The School's management of pupil information ensures that staff are aware of the needs of the individual and every pupil has the opportunity to be the best they can be.

### **Rewards at Queen Mary's School**

#### **Early Years**

- 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 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 inviting the child to display his/her name on the 'My teacher was proud of me today board', or on the 'Kindness Tree', for all to see. On these occasions, our children respond with much delight and pride. In addition, certificates as well as 'Wow! Cards' are available to encourage parents to participate in acknowledging their child's positive attributes to be displayed with pride in the Early Years' Department, sharing with parents the joy of good behaviour. The promotion of the valued qualities as highlighted in the four cornerstones of our school, as well as in Ut Serviamus, result in a positive learning environment which in turn enables us to celebrate good relationships between all children and staff.

## Years 1 and 2

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

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

### Excellent effort for work or behaviour:

- 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 child's photograph in the entrance hall and a description of what they have done
- The children can visit the Head to receive extra praise

## Years 3 – S3

- Helpful behaviour and good manners are rewarded with a Merit, which can be given by any member of staff. Merits count as one House Point.
- Good work is rewarded with a Credit, which also count as one House Point. Merits and Credits are 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 child to the Head or Deputy Head, who will also initial the award.
- For an outstanding piece of work or achievement a Head's Award may be given which counts as five House Points.
- Staff may also choose to recognise positive behaviour 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 for tidiness and room presentation. These points are converted into positive rewards. Depending on the number of points, rewards range from a small incentive to larger rewards. If a dormitory qualifies for an award, members of the dormitory are consulted in regard to choosing what the reward may involve.

- Termly Boarding Award for the full/weekly boarder who encompasses the Boarding ethos of Queen Mary's
- Termly Boarding Award for the flexi-boarder who encompasses the Boarding ethos of Queen Mary's

- Annual Award “Hill Cup for Boarding,” awarded to the pupil who consistently embraces the Boarding ethos at Queen Mary’s
- Boarding staff may award Merits for positive behaviour that supports the School Mission Statement, Pupil Code of Conduct and the Four Corner Stones of Queen Mary’s.

### A consistent approach to behaviour management

Queen Mary’s School believes that everyone, both staff and pupils, need to know what is expected of them in terms of behaviour, both in formal teaching situations and non-teaching time. Many pupils will learn by the positive example set by the teaching staff and senior pupils: others will need a greater degree of help.

**Code of Conduct:** all members of the school community at Queen Mary’s are expected to observe the following code of conduct:

- Be honest and trustworthy, knowing the difference between right and wrong
- Respect one another, other people’s property and the environment
- Be kind and generous in spirit to one another, valuing friendship and accepting the uniqueness of the individual
- Fulfil the School motto *Ut Serviamus*
- Be punctual
- Adhere to the dress code, taking pride in your appearance

### Early Years

It is fundamental to the caring ethos of the Early Years’ Department that the children are happy and well adjusted, and that they feel secure and valued away from the security of their homes. The department strives to achieve this through creating a calm setting that promotes a climate of harmony and respect. Staff behaviour is consistent with the Christian ethos of our school and it is this best practice that enables us to act as role models for our children. Staff work to establish relationships based on mutual respect for the children, and equally so for our colleagues, parents, carers and visitors. It is hoped that the staff example challenges the thinking of the children and helps them to embrace differences in age, gender, ethnicity, religion, special needs and disabilities.

The Early Years’ Department not only encourage, but actively promote self-discipline and autonomy through consistent praise and positive reinforcement of exemplary behaviour, as well as through the physical arrangement of the learning environment where children are encouraged to access their own learning through child-initiated activities. Stories and puppets are used to help our children learn to cope with their emotions and frustrations and to understand when anger is acceptable. Our procedures for dealing with anger, stresses:

- The use of distraction
- Discussion with the child
- Distinguishing the deed from the doer by focusing on the action rather than the child, and thus ensuring the child feels loved and cared for, regardless of his/her behaviour.

The Early Years’ Department places much emphasis on Personal, Social and Emotional Development as this is about emotional well-being and stability. We believe that a stable child who feels good about herself/himself will more readily develop respect for others, which will then be reflected in his/her attitude towards their peers and

teachers. Friendships are nurtured in our calm, caring environment where our children feel safe and secure, trusting the adults with whom they work. In order to gain the trust of the children, staff are aware of the necessity to be consistently fair. The staff take care with the way in which they speak to the children. Blanket statements such as *'be nice to'* are avoided because it is meaningless to a young child. Instead, an explained request such as *'Please cross your legs so that the child behind you can see'* is used, as this is readily understood by the child, and therefore adhered to. Equally, statements such as *'share fairly, take turns'* are used within a practical, explained context, hereby being meaningful to the child. The adults are aware of their role in ensuring that the child who does conform by sharing and taking turns, is always rewarded appropriately with a share or a turn.

Adults treat all children with the same respect that they expect in return. At no time will an adult resort to humiliation of another adult or of a child. Very often an adult will draw attention to a specific example of good work, good behaviour or thoughtfulness and this in turn encourages further good behaviour.

All staff in the Early Years' Department are aware of their organisational responsibility to create a secure, non-confrontational environment that is conducive to the harmonious atmosphere that promotes good behaviour.

### Years 1 and 2

- In Key Stage 1 staff would deal with a situation directly, talking through a particular scenario with the child/children. Staff would use this as a focus for the 'Circle Time' when both Year 1 and 2 class groups are together.
- Staff would speak directly to parents, if it were deemed to be appropriate.
- In Key Stage 1 the team employs a period of free time on a Friday afternoon called 'Golden Time' and this can be withdrawn from a child if it is felt that that his/her behaviour warrants this particular sanction.
- A Behaviour Record Sheet is used to record information about any serious types of misbehaviour.

### Years 3-5

#### A consistent approach to behaviour management in the classroom

Tutors and where appropriate parents, boarding staff and a member of the Leadership Team should always be informed regarding concerns about a pupil. Appropriate records are to be kept and where appropriate a copy of the incident report should be put on the pupil's central file.

Effective 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 adequately including differentiated activities as appropriate
- Creating a calm, purposeful atmosphere in each lesson, where each child 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
- Checking that sufficient equipment, work sheets and materials for the lesson are available

- Dealing with any bad 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

Staff at Queen Mary's are expected to attend staff development training days and to regularly seek support and guidance in regard to their on-going professional development. Queen Mary's staff have an experienced body of support to turn to should they need particular help or advice in regard to managing particular pupils. There is a holistic approach to managing pupils at Queen Mary's and thus all staff are expected to work closely together to achieve the best outcome for the pupil. This may also mean in certain situations the Queen Mary's staff also need to work closely with external agencies/educational and clinical psychologists to ensure that individuals are given the support they need. Queen Mary's School prides itself on being a caring community and in situations where a pupil has done wrong it is deemed essential that the individual child always feels that they have someone they can turn to for support. Very often the pupil will turn to their tutor for support however, at Queen Mary's the pupils know that they may choose who they wish to turn to for help. All staff at Queen Mary's School are prepared to help and support any pupil. The School encourages pupils to seek help if they have any problems. A copy of the following support list is put on display in every classroom, Boarding dormitory and there is a copy in the Pupil Planner:

## DO YOU HAVE ANY CONCERNS?

There are lots of people you can talk to:

Your Tutor or form teacher

Mrs Cameron	(Head)	
Mrs Hannam Walpole	(Deputy Head)	
Mrs Foulser	(School Counsellor)	<a href="mailto:counsellor@queenmarys.org">counsellor@queenmarys.org</a>
Mrs Jill Aubrey	(Independent Listener)	<a href="mailto:jillaubrey@yahoo.com">jillaubrey@yahoo.com</a>
Mrs Beaumont	(School Nurse)	
Doctor Rawson	(School Doctor)	
Revd Graham Wright	(School Chaplain)	
Mrs Duxbury	(Senior Housemistress)	
Mrs Pyke	(Senior Housemistress)	
Miss Oakley	(Junior Housemistress)	
A member of your family		

You can speak to any member of staff, a girl you can trust ~ a close friend, Head of House, a senior girl

You can also contact the Children's Rights Director for England at the office of the Children's Commissioner on freephone: 0800 528 0731 / 020778330

Or [help.team@childrenscommissioner.gsi.gov.uk](mailto:help.team@childrenscommissioner.gsi.gov.uk) or [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

Or call Child Line 0800 1111

Or contact Compass Reach – They help young people in North Yorkshire with emotional and mental health issues

Call Freephone: 0800 0087452 Email: [NYRBS@compass-uk.org](mailto:NYRBS@compass-uk.org)

Or Text 07520 631168 (Wellbeing worker at Compass Buzz)

*'Remember it's good to talk'*

## **Strong school leadership**

All leaders at Queen Mary's, both staff and pupils, are expected to adhere to the principle of best practice in all that they do. All leaders have to acknowledge their responsibility to contribute positively to promoting good behaviour.

## **Expectations**

Staff should regularly make it very clear to all pupils what is expected of them in terms of:

- Work requirements: work must be completed neatly and stored/filed in an appropriate manner
- Movement in and around the classroom: all pupils should enter the classroom in a quiet and organised fashion, and stand until their teacher tells them to sit down. Pupils must ask permission before leaving their seat (unless it is an emergency).
- Pupil to pupil discussion during the lesson: the classroom must be a productive working environment for all. Some pupils find it possible to work with background noise, but not all.
- Learning is never adversely affected by a calm and quiet environment. Staff will always make it clear when it is appropriate for pupils to discuss ideas in class as this is an important part of learning.
- Differentiation: it is important that all lessons contain a range of activities to ensure that appropriate pace, challenge and support is afforded to all pupils. Pupils should be encouraged to be active rather than passive in their learning.
- When tasks are completed: pupils will achieve their learning objectives at different times and must have appropriate extension work available. Staff should try to ensure that any time is used productively and that the purposeful working environment of the classroom is not disrupted.
- Care of equipment/teaching materials/books/software: all materials given to the pupils must be treated with respect.
- Handing in work to be marked: Clear guidance regarding presentation, content and timings for submission of prep assignments must be given and every pupil must be held accountable if these standards are not adhered to. Similarly, marking should be done thoroughly, correctly and feedback should be given to the pupil in a timely manner. Specific guidance re marking can be obtained from the School Principles of Marking document and individual departmental marking policies.

- Pupils must be made aware that they may always approach their teacher for help and are encouraged to do so.

## **Behaviour management in non-teaching time**

### **In School**

Pupils are expected to adhere to the Code of Conduct outlined above at all times. Non-teaching time may require more careful management as pupils are often more relaxed out of class. Staff should be vigilant whether on duty or not, to ensure that the aims of this policy are upheld.

### **Out of School**

Good behaviour is essential at all times as Queen Mary's pupils will go on a wide variety of trips. Some trips and visits will involve a whole day away from school, others a few days away, possibly abroad. Queen Mary's Code of Conduct and the following guidelines are expected to be adhered to:

- The member of staff in charge of each trip will issue guidelines about the appropriate form of dress. (Some School trips will be in uniform, others will be in 'home' clothes, but this should still be smart and appropriate.)
- Travelling on trains, coaches and minibuses: pupils are expected to conduct themselves to the highest standards and be positive ambassadors for Queen Mary's School.
- Pupils must cooperate with all the guidelines set down by the leader of the trip and help to try and ensure a safe and enjoyable trip for everyone.

### **Guidelines**

The School Guidelines are designed to ensure that everyone who is part of Queen Mary's can live and work alongside each other in safety and harmony. Please see the Guidelines outlined below. There is a copy of this information in the Pupil Planner.

#### **The grounds and gardens**

When outside, pupils should stay within the fenced area and in sight of the School. The River Swale, and its banks are strictly out of bounds unless pupils are accompanied by a member of staff. Pupils are expected to keep off all walls. Pupils should not be outside after dusk, except in the Courtyard or going to riding. The West Lawn can be used by pupils when the weather is suitable.

Pupils may use the rhododendron walk in groups of three or more. The Stables and paddocks are out of bounds unless a pupil has been given permission by a member of staff.

#### **Visitors**

Please do not open any door to visitors. Visitors are expected to sign in at Reception on arrival and should always wear a visitors' badge. If there are no staff in the School Office / Outer Hall then please get a member of staff to speak to the visitor, do not open the door to the visitor until the member of staff is present. Outside of office hours (0800-1700) all visitors should be signed in at the Health Hub.

### **Teaching rooms**

The classrooms, including the desks and chairs should be left tidy at all times.

Waste paper should be put into the bin provided. Wall displays, specialist equipment and the personal belongings of staff or other girls should remain untouched.

### **The Library**

Unless a member of staff takes a class in the Library for a lesson, the Library must be a quiet place where pupils may study or read.

### **Common rooms /and Locker rooms**

These areas should be kept tidy at all times. It is expected that pupil belongings will be put away in lockers: nothing should be left on the floor. Pupils are requested to use the waste-paper baskets for rubbish.

### **Movement in the School building**

Where possible, pupils should keep to the left and should walk and not run.

Except in emergencies, only staff and S3 girls may use the staircase in the Great Hall. Pupils are expected to always conduct themselves in a courteous manner.

### **Use of specialist areas**

The Science Laboratories, Swimming Pool, Food Technology room Textiles room, Riding Centre and the Gym are out of bounds unless a member of staff is present.

### **Dormitories**

All girls are encouraged to personalise their own areas with posters and/or pictures, pupils are expected to use the pin boards provided.

Year 3 to S2 boarders, inclusive, may not go upstairs during the daytime, unless they first obtain permission from the Boarding staff.

### **Meal times and break-times**

Pupils are expected to queue quietly and in an orderly manner. The member of staff on duty will guide pupils according to the speed of service. Excellent table manners are required at all times. Pupils are expected to always use a tray. At break-times, all food and drink should be consumed in the Dining Room. Food should not be taken from the Dining Room.

### **School uniform and jewellery**

All clothes and personal property should be clearly labelled or marked.

Pupils are expected to take pride in their personal appearance at all times. Shoes should conform to the uniform regulations and be clean and polished. Only one pair of small gold or silver studs may be worn with school uniform; S3 girls may wear pearl studs. Earrings must be worn traditionally, one in each ear lobe. A necklace with a small, discreet cross on the chain may be worn. A wristwatch may be worn, but no rings, bracelets, make-up or nail varnish may be worn with school uniform. Occasionally charity bracelets may be permissible as long as permission has been gained from The Head or Deputy Head. Vests and t-shirts, if worn, should not be visible at the neck. Hair should be of natural colour and long hair should be tied back.

### **Lost property**

Pupils must look after their own belongings; no property should be left lying around. Lost items are put in lost property room.

### **Care of belongings**

Pupils must respect all School property and the property of other people at all times.

### **IT Protocol for Pupils**

Pupils are expected to follow Queen Mary's IT Protocol for Pupils. The protocol gives guidance in regard to: School devices, personal information, personal digital devices, locking down data, investing in learning, using applications and online communication. Pupils and parents/guardians are expected to sign an agreement at the start of the academic year in regard to confirming their support for the IT Protocol for Pupils. School devices/technologies are designed to support pupil learning and wellbeing and should be looked after carefully. Pupils must be good digital citizens, taking care to communicate clearly, respectfully and with empathy when using a variety of digital channels. These channels should never be used to be unkind to anyone. Pupils are expected to understand that they have a responsibility to keep their own and other pupils' personal information private and not share it on social media. Please see the IT Protocol for Pupils for further details.

### **Money and valuables**

Valuable and treasured articles are brought to school entirely at their owner's risk. Pupils should hand in money or valuables for safe keeping to the Boarding staff.

### **Late arrivals**

Pupils arriving late, i.e. after registration in the morning or afternoon, must sign in at the Front Desk in the Outer Hall immediately on arrival.

### **Going out of School**

Pupils should not leave the School unless accompanied by a responsible adult. If a boarder wishes to go out permission must be gained from her own parents and the parents whom she is visiting.

Prior permission for absence during term time must always be sought in writing by parents from the Head or Deputy Head, by letter or email to the School Office.

Before leaving for a special appointment, each girl should be signed out in the register: kept in the School Office (0800 - 1700). Registers are kept by the member of staff on duty during prep and then returned to the Boarding Staff when prep has finished. On a pupil's return, she must sign in again.

### **Strategies to deal with poor behaviour**

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)

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 child who is causing a problem can be moved to a different part of the classroom or onto a different table
- A de-merit can be given
- Detentions can be given, either subject or pastoral and tutors and parents need to be informed
- Possessions can be confiscated if they are inappropriate
- If a pupil leaves a classroom without permission or the member of staff requires assistance with a pupil, a member of the Leadership Team should be notified. Tutors, parents and where appropriate boarding staff should always be informed regarding concerns about a pupil.
- Parents may need to be invited in to discuss poor behaviour. In this situation the pupil's tutor and a member of the Leadership Team would be present.
- In very serious circumstances a meeting with parents may be conducted by the Head. In a situation where a pupil has made malicious accusations against the school staff the Head will lead an investigation and appropriate action will be taken.

### Reparation for poor behaviour at Queen Mary's

It is inevitable that the pupils will 'get things wrong' from time to time. Indeed, making and learning from mistakes is an important developmental process. However, it is essential that the poor behaviour is identified and corrected, and that the pupil is clear that it is the *behaviour* that is at fault, not them.

At all times it is essential to remember that:

- Queen Mary's School does not use corporal punishment
- Sanctions should be in proportion to the offence
- Pupils who receive punishments should be absolutely clear about why they have been given, how long the loss of free time will last and whether their parents are to be informed
- Pupils need to know how to avoid getting into similar trouble again

- Once the punishment is completed, it is very important that the matter is put behind both teacher and pupil. The pupil must feel that she can make a fresh start

### Sanctions

- Appropriate sanctions will be applied when due consideration has been given to the circumstances of the individual
- An individual Action Plan of support may be drawn up to assist the pupil in managing their behaviour
- The pupil may be issued with a Report Card as a means of monitoring the pupil's behaviour and/or work ethic.
- Departmental detentions may be used for those whose work is inadequate and needs to be tackled again under supervision during lunch times
- Pastoral detention where specific tasks are set to enable the pupil to reflect on and hopefully learn from their experience
- Excluding a pupil from certain areas for a specified period e.g. Common Room

If the strategies for poor behaviour outlined prove ineffective then the withdrawal of free time, for a specified period, is the usual sanction for poor behaviour.

Use of that withdrawal of free time may involve:

- Studying or reading a book in the Outer Hall with no opportunity to communicate with others
- Doing supervised useful tasks for the benefit of the community
- Staying behind in detention on Saturday afternoon to complete unfinished work. If this is to happen then parents must be informed in good time and they must give their agreement. A going-home time has to be negotiated in advance. (This might be used with S3 girls if their coursework deadlines are close and work has still to be submitted)

### Boarding sanctions

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.

Boarding pupils each have an individual record of any sanctions that have been allocated. A pupil's tutor will be informed about any sanctions that are allocated to their tutee, where appropriate parents, Deputy Head, Head may also be informed and a copy of information regarding the incident put into the School's Central File.

### Recording

Date	Incident	Sanction	Signed (staff)

### Confiscation of personal property in boarding

Pupils may have items confiscated for several reasons: misuse, not allowed, leaving out and not put away. During dormitory checks girls are aware that anything left out may be taken and put in the bin liner for collection later. To

retrieve items pupils need to complete a chore, either before the item is returned or if they need it urgently negotiate a time when chores will be completed.

### Specific item confiscation in boarding

- Pupils to be informed that the item has been confiscated and reason given.
- Time for returning item; usually 1 week
- Parents and tutor to be informed of reason and sanction

Confiscation of Tuck: this will be disposed of immediately and not returned.

### Queen Mary's procedure in very difficult situations

Queen Mary's would take disciplinary action against pupils who are found to have made malicious accusations against staff.

It is extremely rare that the behaviour of any pupil at Queen Mary's could not be tackled in an effective and timely manner. However, in extreme circumstances where a pupil's behaviour may cause harm to herself or others

- Use firm, clear, verbal instructions first of all
- Do not intervene on your own, unless it is an emergency
- If it is necessary to restrain a pupil physically, then the amount employed must be the minimum needed to achieve the desired result

### Use of force to restrain pupils

There should be no physical contact between a member of staff and a pupil which is deliberately intended to cause pain, humiliation or injury\*. One cannot exclude the possibility that there might be circumstances when some action is necessary:

- Because of an imminent risk of injury to the pupil, the member of staff or others
- In situations where there is a developing risk of injury or significant damage

If any member of staff has reason to restrain a pupil physically for any reason, the incident must be reported immediately to the Head or, in her absence, the Deputy Head. A written statement of what happened, giving date and time, is also important. Failure to do this could have serious consequences.

*\* Please refer to the Safeguarding Policy 2.16 (7a). This policy contains the details of procedures which must be put in place should such an action occur.*

### 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, tutor file/notes, 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.

Mrs M Smerdon  
Director of Studies  
November 2018  
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