



ST MARY'S SCHOOL HAMPSTEAD

Behaviour and Discipline POLICY

April 2026

Reviewed: April 2026
Next Review Date: September 2026

MISSION STATEMENT

St Mary's School seeks to provide an outstanding education firmly founded on the Catholic Faith. Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity, worth and wellbeing of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's is inclusive and welcomes girls from all communities and faith backgrounds, or none, and believes that all benefit from the school's values.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

THE ST MARY'S WAY

Treat other people as you would like to be treated

Do your best to be your best

Be honest and truthful

Listen to each other

Be kind and helpful

Forgive

Share

AIMS AND EXPECTATIONS

It is a primary aim of our school that every member of the School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School's behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The School aims to encourage 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 teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world.

The School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.

The School expects every member of the School community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Amanda Jennings.

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

CODE OF CONDUCT

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

St Mary's School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct as per the Staff Employment Manual.

St Mary's School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with respect at St Mary's School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated in or outside of school, including online. Our Anti-Bullying Policy is on our website. The School is strongly committed to promoting equal opportunities for all regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability, pregnancy, learning difficulty, marital status, pregnancy and maternity or the fact that a child is adopted, looked after or is a carer.

St Mary's School takes its duties under the Equality Act seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND).

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

St Mary's School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion. Furthermore, teachers may discipline pupils for behaviour outside the classroom/school such as:

- School-organised activities or school-related activity.
- Travelling to or from school.
- Wearing uniform or in some way identifiable as a pupil at the School.

- Misbehaviour at any time, whether or not the conditions apply, that:
- Could have repercussion on the orderly running of the School;
- Poses a threat to another pupil, member of staff or member of the public;
- Could adversely affect the reputation 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.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHCEE/Growth) lessons, project work, drama activities, stories and literature and via the School Council, Arrupe Charity Champions, Eco and Food Committee which meet regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils, including EYFS pupils are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the School behaviour policy, uphold the School rules and contribute to the School culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

Our transition management plan also includes buddying children up with their peers and with a big/little sister that they can gain support from.

The School is a mobile phone free environment. The School has regard to the DfE guidance "Mobile phones in schools (January 2026)" and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

Some children in Year 6 may bring mobile phones in to allow them to self-dismiss at the end of the day. They must turn these off/place them on silent and give them to the School Office when they arrive at school. They can collect them at dismissal from the School Office. These phones should not be smart phones. The school also does not allow any device, such as watches that take photos or allow messaging during the school day, even those that can be set to school mode. These too should be handed in to the School Office and collected at the end of the day.

REWARDS AND SANCTIONS

The School expectations are designed to encourage positive behaviour and self-discipline. At St Mary's School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements for all pupils. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children (verbal praise).
- Teachers give children House Points and Golden Tickets: Golden Tickets are rewarded for living the St Mary's Way and House Points are awarded for academic achievement.
- Badges will be given to the girls when they achieve a certain number of House Points in an academic year. The number in each section of the School (Lower School and Upper School) may vary appropriately for their age.
- One child from each key stage (EYFS, Lower School and Upper School) is celebrated for living the St Mary's Way in weekly assemblies and their photograph is displayed on a special board in the School entrance area.
- Children from each class can be nominated as Star of the Week. If they are the Star of the Week, they receive stickers and have a mention in the weekly newsletter for good work from the Headmistress. Class teachers should update the MIS accordingly to explain why the child was awarded the Star of the Week. All children should be celebrated at least annually.
- All classes have regular "Golden Time" to reward good behaviour and decisions.
- All classes have an opportunity to lead Praying Together Services where they are able to show examples of their best work.
- The School acknowledges all the efforts and achievements of children, both in and out of school. Children are presented with certificates, when appropriate, given out in Celebration Assemblies each half-term.
- Trusted badges are awarded to Year 6 girls who prove themselves trustworthy to use the blue stairs and behave sensibly indoors and during break times and lunchtimes. A Trusted badge has to be earned through good behaviour and a display of maturity and is not an automatic right of being in Year 6. The Trusted badge can be removed at any time if behaviour displayed by its owner is repeatedly poor (repeated being three logged occasions of poor behaviour). A Trusted badge will be removed for two weeks during which time a child will be able to prove herself to earn it back again. Returning the badge will only happen if sustained good behaviour is evidenced.

When a member of school staff becomes aware of misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School.
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk.
- **Improvement** – supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

The School employs a number of sanctions to enforce the School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- We expect children to listen carefully to instructions in lessons.

- We expect children to walk quietly and sensibly around the School site.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher quietly reprimands her and may give a warning that that child will lose some minutes of her breaktime or “Golden Time” if the behaviour continues. If a child misbehaves repeatedly, that child will then lose minutes from her breaktime or “Golden Time” (or possibly both for more serious and repeated misdemeanours) and/or may be isolated from the rest of the class until she calms down and is able to work sensibly again with others. Loss of break time or “Golden Time” is removed in increments of 1 or 5 minutes depending on whether they are in the Upper or Lower School. A child should never lose more than 10 minutes from a breaktime and the loss of a longer length of breaktime minutes (10 minutes maximum) should also include a period of reflection (a choice of Reflection Sheets are available for staff to use). Girls will not lose all of their “Golden Time” either.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the School rules with each class. In addition to the School rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during Circle Time.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The School’s Anti-bullying Policy clearly outlines definitions of bullying and strategies for dealing with bullying.

The School prides itself on the very strong liaison it enjoys with parents and other agencies. Parents are involved whenever a child’s behaviour does not appear to improve following the procedures outlined above.

Links with other agencies will be made should the School feel that this would address any inappropriate behaviour.

Transition staff meetings are held annually for children moving to the next class and at these meetings, behaviour is one of the points for discussion. Teachers share useful strategies and approaches to ensure that there is a consistent approach across the whole school. A full report is written for all children moving to another school either for an occasional place or for those moving on to senior school. Reports are requested for any new children to the School.

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly (e.g. for a few minutes), either with or without a staff member, and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour or persistent disruption to their own or other's learning. It 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. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section.

When a pupil is removed from the classroom, parents will be informed on the same day. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

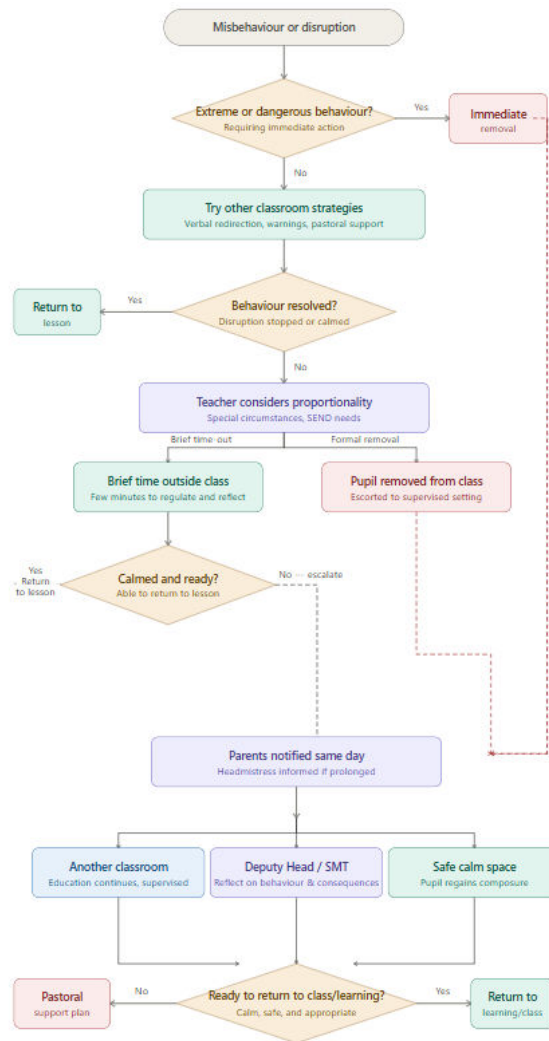
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmistress. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include:

- Spending lesson time in another classroom or other supervised area;
- Going to the Deputy Head or one of the SMT to reflect on or discuss their behaviour and consequences for their actions; and
- Returning to class if/when appropriate.



USE OF RESTRICTIVE INTERVENTIONS

This policy explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil’s movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil’s movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and form time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring that there is a visible staff presence at transition points; structured starts/finishes to lessons; the use of visual timetables and cues; staggered dismissals, staircase one-way systems, low-arousal classrooms.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Headmistress will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- a) causing injury to themselves or others;
- b) seriously damaging property where this creates a risk to safety; or
- c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The School will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil 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).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the DSL immediately after they have needed to restrain a pupil physically; the DSL keeps the Headmistress informed. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact. The intervention will be recorded with the DSL and a note should be added to CPOMS..

Incidents will be recorded as soon as practicable, and where possible, the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to each parent of the pupil concerned as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration, and it appears to the Headmistress/DSL/relevant member of staff that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case, then a report

will not be made to that parent and if a report cannot be made to any parent for this reason, then a report will instead be made to the local authority where the pupil is ordinarily resident. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Headmistress will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised, and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above recording and reporting duties.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

They School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

SEARCHING

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

Only, the Headmistress, or a member of staff authorised by the Headmistress, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff, namely the DSL and Headmistress, immediately and a record made.

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 their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection Policy.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Headmistress (or authorised member of staff) reasonably suspects that the pupil has in their 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 their possession any of the following items:

- Knives;

- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks; or
- Pornographic or offensive images.

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will 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. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks, they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs, however, but that are believed to be harmful or detrimental to good order or discipline may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

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 but they will be informed after the event unless doing so presents a further risk to any child.

Any decision to search a child's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the student in accordance with this policy, where appropriate.

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.

The School has looked at the latest news and research around smartphones and the detrimental effects they have on young children. The School has therefore decided to ban smartphones and has suggested reasonable alternatives. Year 6 should be the only year group that bring in phones and these are stored in the School Office for the day. The children are then able to collect these as they dismiss.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of class teachers to ensure that the School rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. Children identified as having special educational needs and disabilities are also expected to behave well; however, reasonable adjustments are made for these pupils.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Head or the Headmistress.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

THE ROLE OF THE HEADMISTRESS

It is the responsibility of the Headmistress, under the School Standards and Framework Act 1998, to implement the School behaviour policy consistently throughout the School, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the School.

The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headmistress keeps records of all reported serious incidents of misbehaviour.

The Headmistress has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a child. These actions are taken only after the School governors have been notified.

THE ROLE OF PARENTS

The role of parents and guardians is crucial to the School developing and maintaining good behaviour. Parents and guardians who accept a place for their child at St Mary's School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

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, including online. 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. The School

encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

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

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

THE ROLE OF GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmistress in adhering to these guidelines.

The Headmistress has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Headmistress about particular disciplinary issues. The Headmistress must take this into account when making decisions about matters of behaviour.

FIXED-TERM AND PERMANENT EXCLUSIONS

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions could result in permanent exclusion of a pupil.

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. 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.

The Headmistress undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy. Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Contact with parents to advise of the misbehaviour;
- Withdrawal of privileges;
- Staff may look after property they are using inappropriately, returning it to them or giving it to their parent at the end of the day;;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal, or exclusion.

The School reserves the right to impose sanctions for conduct and behaviour which falls short of exclusion, including but not limited to the imposition of suspension or a warning (up to and including final written warning)

We do not wish to exclude any child from school, but sometimes this may be necessary. The School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: The Guidance on School Behaviour and Education. We refer to this guidance in any decision to exclude a child from school.

Only the Headmistress (or the Acting Head) has the power to exclude a child from school. The Headmistress may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmistress excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmistress makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal. The Headmistress informs the LEA (as a Child Protection requirement) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmistress.

Should a parent make such an appeal, the Chair of Governors will establish an appeals panel, which would be made up of between three and five members, to consider the exclusion appeal on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headmistress must comply with this ruling.

Parents may decide in conjunction with the School to withdraw their child to avoid exclusions or required removal. In such circumstances, no decision has been made in respect of the disciplinary allegations or in respect of an appropriate sanction. There is therefore no exclusion/required removal decision to appeal. However, parents that accept this offer forego the right of appeal. However, parents can raise a complaint under the Complaints Procedure about the process which has been

followed prior to their decision to withdraw their child. The School will consider the complaint carefully, in line with the complaints policy and procedures.

The option of withdraw may not be appropriate approach in some cases, depending on the nature of the allegation or behaviour. The School will give careful consideration before offering parents the option to withdraw and an appropriate time frame to make their decision.

REMOVAL IN OTHER CIRCUMSTANCES

Parents may be required to remove the pupil permanently from the School if, after consultation with the parents and if appropriate the pupil, the Headmistress is of the opinion that:

- The pupil has committed a breach or breaches of school rules or discipline for which removal is the appropriate sanction; or
- By reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
- One or both of the parents have treated the School or members of its staff or any member of the School community unreasonably; then in these circumstances, and at the sole discretion of the Headmistress, withdrawal of the pupil by the parents may be permitted as an alternative to removal being required. The Headmistress shall act with procedural fairness in all such cases and shall have regard to the interests of the pupil and the parents as well as those of the School. The Headmistress's decision to require the removal of the pupil shall be subject to a governors' review if requested by the parents. The parents will be given a copy of the review procedure current at the time.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of school, including online) includes the following:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying, including (cyber-bullying) in accordance with the School's anti-bullying policy;
- Committing a criminal offence;
- Fighting;
- Abuse on the grounds of race, religion/belief, disability, SEND (etc.) Or any form of unlawful discrimination;
- Sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nudes and/or videos;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Bringing illegal, inappropriate or dangerous items into school, such as drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute; and
- Persistent disruptive behaviour or breaches of the School's behaviour policy or school rules.

As set out in the School's Terms and Conditions (Parent Contract), the School may require the removal of a pupil in circumstances where the Headmistress considers in their discretion that the behaviour or conduct of a parent is unreasonable. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unreasonable parental behaviour includes the following:

- Treating the School or a member of staff unreasonably;
- Making a malicious allegation about a member of staff or the School;
- Discriminatory, bullying or harassing conduct or behaviour towards staff (including sexual harassment);
- Communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community;
- Behaving aggressively or inappropriately due to the influence of drugs or alcohol;
- Behaving in a manner which brings (or is likely to bring) the School into disrepute;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) a pupil's progress at the School; and
- Breaching the School's Terms and Conditions (Parent Contract).
- Conduct or behaviour (including conduct or behaviour outside of School and/or online) which is unsatisfactory and/or in the reasonable opinion of the Headmistress, the removal is in the School's best interests, and/or those of the pupil in question and/or other children; Circumstances where the School is unable to meet the pupil's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to school / school events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

As set out in the School's Terms and Conditions (Parent Contract), the School may require the removal of a pupil in circumstances where the Headmistress considers in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of school staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public); and/or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unacceptable parental behaviour or conduct includes the following:

- treating the School or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the School;
- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- causes a breakdown of trust and confidence (between the School and parent/s);
- adversely affects (or is likely to adversely affect) their child and/or other children's progress at the School;
- brings (or is likely to bring) the School into disrepute (among the School community or general public);

- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
- breaching the Parent Contract.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School/School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Exclusions/required removal may also be imposed by the School as a sanction for a series of more minor misdemeanours (whether that be pupil or parental related) and/or repeated short-term absences in the case of the pupil (as well as long-term absence).

INVESTIGATION PROCEDURE

The Headmistress for her part undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place (such investigation to be carried out by the Headmistress's nominee). Any findings of fact will be made on the basis of the balance of probabilities. The nature and level of investigation carried out by the School will depend on the circumstances of the case. Parents will be provided (to the extent appropriate) with the information/evidence collated which is relevant to the allegation, concern or circumstance (which could result in the pupil's exclusion or removal) and on which the School proposes to consider when reaching its decision. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Parents will be informed as soon as reasonably practicable if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.

In circumstances where the potential ground for removal or exclusion relates to the conduct of the pupil or engages their safety or well-being, the School reserves the right to require the pupil to remain away from school as a neutral act during an investigation procedure. Alternatively, the pupil may be placed under a segregated regime on school premises.

Prior to any decision being taken by the Headmistress to exclude or require the removal of the pupil, the Headmistress will meet with the pupil and their parents or (in circumstances involving the possibility of the pupil's required removal on the grounds of parental unreasonable behaviour or ability to meet need), the parents.

In circumstances where the School believes removal may be warranted because the School is unable to meet the pupil's needs, reasonably accommodate adjustments or reasonably provide the level or nature of support required, the School will collate relevant information and evidence (including where available and appropriate any external or expert evidence or assessments), share and discuss these with the parents and provide the parent with a reasonable opportunity to share their views.

If the Headmistress considers that further investigation/information is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the pupil/their parents.

Following the conclusion of the meeting the Headmistress will reach her decision having taken all the relevant circumstance into account on the balance of probabilities. The Headmistress will communicate her decision in writing within ten working days from the meeting.

SERIAL OR PERSISTENT ISSUES

The School may impose the exclusion/required removal as a sanction for a series of more minor misdemeanours (whether that be pupil or parental related) and/or repeated short-term absence in the case of the pupil (as well as long term absence).

APPEALS AGAINST EXCLUSION / REQUIRED REMOVAL

The School will always offer the right of appeal to any pupil excluded or required to be removed from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Procedure and should be made in writing to the Headmistress within ten working days of the pupil's exclusion/required removal. However, the child will remain excluded or removed from the School pending the outcome of the appeal. The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

For the purposes of this policy **working days** refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half-term.

RECORDING AND MONITORING

Where the sanction imposed is exclusion, required removal or suspension, the written report on the investigation will be placed on the pupil's file. In cases where the decision to require removal was not due to the pupil's behaviour or conduct, e.g. because of the School's inability to meet need or unreasonable parental conduct, this will be clearly noted.

Details of the exclusion required removal or suspension will be recorded on the School's Pupil's Sanctions Record.

DRUG AND ALCOHOL-RELATED INCIDENTS

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the School and ask permission for the medication to be brought into school. In some cases, the school may request written notification. This medication should be taken directly to the School Office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the School until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Headmistress.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The police and social services will also be informed.

PUPIL SANCTIONS RECORD

At St Mary's School, a record is kept by the Headmistress of the following offences, which are entered onto the child's Pupil Record:

- Alcohol abuse
- Bullying, including racist, sexist or discriminatory bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

The sanctions that will be imposed are set out in this policy on Behaviour and Discipline. Parents' attention is drawn to our Complaints Policy.

It is the policy of St. Mary's School to keep all our pupil sanctions records securely until your daughter has reached the age of 25, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and support from the form teacher or Deputy Head Pastoral
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

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 and procedures, in particular the Child Protection and Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or 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, and the School's Child Protection and Safeguarding 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.

CONTEXTUAL SAFEGUARDING

Staff will 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 likely to suffer significant harm, they should follow the procedures set out in the School's Child Protection and Safeguarding 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 the concerns with the parents accordingly.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the School, including pupils with SEND, so that everyone can feel they belong in the School community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

MONITORING AND REVIEW

The Headmistress monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress may keep written records of instances of misbehaviour in a confidential file in her office. Parents have the right to view these files; indeed, they may be openly shared with parents at any individual parent meetings.

Where the School imposes exclusions, required removal or suspension as a sanction, the written report on the investigation will be placed on the pupil's file.

Details of the exclusion, required removal, or suspension will be recorded on the School's Sanctions Record.

The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial, gender and sexual equality; it will seek to ensure that the School abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background, gender or sexual orientation, religion or special educational needs and disability.

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.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHCEE/RSE lessons, or amending this policy.

This policy is reviewed and updated at least annually by the governors.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedures which apply equally to the EYFS Department and have been drafted to meet the specific requirements for EYFS pupils as described in the following paragraph are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the EYFS Department, because it is part of an independent school, parents should be aware that if they are

dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. More details can be found on Ofsted's website here:

[Information for parents about Ofsted's role in regulating childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/ofsted/about-ofsted)