



**ST MARGARET'S**  
SCHOOL

Behaviour, Rewards &  
Sanctions Policy including  
EYFS

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Behaviour, Rewards & Sanctions Policy including EYFS Review:

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## **Introduction**

At St Margaret's School our community is based upon warm heartedness and open mindedness. 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 their place in the modern world.

The School aims to encourage pupils to adopt the high standards of behaviour, and to respect the ethos of the School. Promoting the welfare and 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.

Who we are (see Appendix A):

- we accept and are kind to everyone;
- we engage in lessons and fulfil our potential;
- we embrace the opportunities the School has to offer and are positive ambassadors for the School.

Conversely, our red lines regarding poor behaviour are as follows:

- being unkind, in particular persistently unkind to another pupil;
- disrupting the learning for others, St Margaret's is a school where we talk about open minds and warm hearts;
- breaking the law and bringing the school into disrepute.

## **Aims**

This policy aims to:

- create a positive culture that promotes excellent behaviour;
- ensure that all pupils have the opportunity to learn in a safe, calm, and supportive environment;
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school;
- outline the expectations and consequences of behaviour;
- provide a consistent approach to behaviour management;
- define what we consider unacceptable behaviour, including bullying and discrimination

All members of staff must ensure that the aims of this Policy are central to their practice both within and outside of the classroom.

## **Legislation**

This policy is based on legislation and advice from the Department for Education (DfE) and ISI on:

- The Equality Act 2010;
- Keeping Children Safe in Education;
- Special Educational Needs and Disability (SEND) Code of Practice;
- Behaviour in schools: advice for headteachers and school staff 2024;
- Use of reasonable force in schools;
- Searching, screening and confiscation: advice for schools 2022;
- Independent School Standards.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions.

## **Roles and Responsibilities**

Every staff member, regardless of their role, has a responsibility to support pupils in their learning by contributing to their personal development and wellbeing.

The **Governing Board** is responsible for:

- reviewing this behaviour policy in conjunction with the head;
- monitoring the policy's effectiveness;
- holding the head to account for its implementation.

The **Head** is responsible for:

- reviewing and approving this behaviour policy;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- ensuring that the data regarding behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

**Staff** are responsible for:

- creating a safe and calm environment for pupils;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing the behaviour policy consistently;
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling expected behaviour and positive relationships;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- considering the impact of their own behaviour on the school's culture and how they can uphold school rules and expectations;
- recording behaviour incidents promptly on the MIS;
- challenging pupils to meet the school's expectations.

**Parents and carers**, should:

- become familiar with the school's behaviour policy and reinforce it at home where appropriate;
- support their child in adhering to the school's behaviour policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour;
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Pupils** will be made aware of the following during their induction into the culture, values and ethos of the school:

- the expected standards of behaviour at school;
- how the expectations equally apply to transport to and from school, fixtures, educational visits, or in any circumstance that identifies them as a pupil at the school, and online behaviour;
- the school's key rules and routines;
- the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards;
- the academic/pastoral support that is available to help them meet the behaviour standards.

On an annual basis pupils will be asked to give feedback on their experience of behaviour in the school to support the evaluation, improvement and implementation of the behaviour policy.

## **Definitions**

**Misbehaviour** is defined as:

- disruption to learning of self or others;
- disruption during travel time to lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

**Serious Misbehaviour** is defined as:

- repeated breaches of the school rules;
- any form of bullying;
- sexual violence or assault, including intentional sexual touching without consent;
- sexual harassment, including sexual comments, jokes, taunting, taking inappropriate photos or videos without consent;
- online sexual harassment;
- vandalism;
- theft;
- fighting;
- smoking;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited/banned items in the school rules;
- any article a staff member reasonably suspects has been, or is likely to be, used to commit a criminal offence, cause personal injury to, or damage property.

Serious sanctions following the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

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

## **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 and Discipline, Exclusions and Required Removal 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 always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, 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.

Any safeguarding concerns will be dealt with as per our safeguarding policy. This may include liaising with external community partners.

### **Use of Reasonable Force**

It is never acceptable to use force as a punishment.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- causing disorder.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching and Confiscation**

In accordance with the Department for Education guidance the School reserves the right to search pupils and their possessions, including lockers.

Searches will only be carried out by a member of staff who has been authorised to do so by the head, or by the head themselves. Subject to the exceptions below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

The School does not conduct intimate searches and only a pupil's outer clothing will be removed if required, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

When conducting a search, the age of the child and any SEND or vulnerabilities (including certain health conditions) will always be considered, in order to identify if any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be used to:

- commit a criminal offence;
- cause injury;
- cause damage to property.

Or the pupil has, or is reasonably suspected to have in his/her possession stolen items or any of prohibited items outlined in the school rules.

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.

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, vapes, 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.

## **Digital Devices**

A particular risk of harm arises from the inappropriate use of digital devices by pupils. 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 cause harm, commit a criminal offence, cause injury or harm, 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 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 and any other agencies need to be involved.



The School may 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 the School rules, and may then punish the pupil in accordance with this policy and the Discipline, Exclusions and Required Removal 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 Child Protection and Safeguarding Policy.

## **Relationships in School**

The educational side of relationships is taught in the PSHE programme and outlined in the 'Relationships and PSHE policy'.

### **Personal Relationships**

This is an area in which our expectations as a school need to be clear. It should be understood that while some pupils may have boy friends, girlfriends or friends of the same sex, school is not a place for social/romantic/sexual intimacy. While we encourage freedom of choice and hope that school will be a place where lifelong strong consensual friendships are forged, relationships should not be 'exclusive'. Our aim at St Margaret's is to create a culture of mutual respect amongst all pupils. In all relationships we would urge all pupils to think of the other person.

The School is keen to encourage friendships and social intimacy where students are building trusting, healthy and balanced relationships with friends. In addition, while we encourage freedom of choice and hope that school will be a place where lifelong solid consensual friendships are forged, relationships should not be 'exclusive'. Our aim at St Margaret's is to create a culture of mutual respect amongst everyone, hence we urge all pupils to think of the other person in the relationship.

Guidelines in school for relationships are:

1. There should be no overt affection e.g. hand holding, kissing or intimate touching. It is embarrassing for all who might encounter it. Pupils should expect a member of staff to put an immediate stop to such behaviours and for it to be raised as a concern.
2. Sexual intimacy is a serious matter and pupils found to be engaging in sexual behaviours/intimate acts in school may forfeit their place.
3. It is wrong to engage in verbal exchanges of a sexual nature.
4. These guidelines also apply on all school trips.

## **Rewards**

At the School we constantly seek opportunities to celebrate the success of our pupils. They should be noticed for their efforts academically, pastorally, within the co-curricular life of the school, and their efforts outside of the School, within the wider community.

Across the school staff should:

- set a positive culture in every lesson and co-curricular activity;
- praise pupils to reinforce their choices and effort;
- regularly reward pupils to reinforce the development and culture of positive behaviours in the School;
- record all rewards on the School's MIS;
- ensure they aim for a 3:1 reward-to-sanction ratio.

Praise is a key component of the School's reward system along with good teaching and good staff/pupil relationships. Praise and rewards may be given to an individual pupil, a group of pupils within a class or year group, or a whole class. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

The School recognises that where challenging behaviour is related to a pupil's disability (SEND), the use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve educational outcomes.

The School operates a system of rewards in both the Junior School (including EYFS) and the Senior School. Rewards can range from verbal praise all the way to awards at the annual Prize Giving ceremony.

### **School Colours**

As part of our rewards system, School Colours are available for pupils who make a significant contribution to the life of the school and/or wider community. Colours can be awarded for exceptional performance and/or long-term commitment to the academic, creative, sporting, or service life of the school. There are three levels of School Colours available:

- Junior Colours    Years 5 - 7 only
- Half Colours     Year 8 upwards
- Full Colours      Year 11 and above

All staff are able to nominate pupils for School Colours in the Spring and Summer Term, with successful pupils being awarded at the annual Prize giving Ceremony.

See Appendices D and F of this policy for a more detailed explanation of rewards.

### **Sanctions**

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. At St Margaret's, we like to treat each pupil as an individual and each case will be considered with this in mind. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions support the School in promoting the Pupil Code of Conduct & Classroom Expectations (Appendix B), and the School Rules (Appendix C) which helps the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

There are a range of sanctions available for when pupils do not meet expectations, misbehave, repeat behaviours, or seriously misbehave. These range from a verbal reprimand to the removal or exclusion of a pupil from school.

Any disciplinary situation should be dealt with as soon as practicable and in an objective, fair manner which is appropriate to the pupil's age and personal circumstances.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate after due investigative action has taken place. Sanctions may undergo a 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.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

See Appendices E and G of this policy for a more detailed explanation of sanctions.

### **Other Relevant Policies**

This Policy works in tandem with and supports several other School policies and guidance, such as:

- After-School Care policy
- Anti-Bullying Policy
- Discipline, Exclusions and Required Removal Policy
- Drugs and Controlled Substances Policy
- E-Safety Policy
- Educational Visits Policy
- Equal opportunities for Pupils Policy
- Missing Child Policy and Procedures
- Physical Intervention Policy
- Pupil Supervision Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

## **Monitoring and Review**

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

In the Junior School all sanctions above verbal warnings are recorded. Level 1 & 2 can be recorded by all staff, level 3 and above would only be applied by a Middle or Senior leader.

Likewise in the Senior School all sanctions above verbal warnings are recorded:

- N1s and N2s can be recorded by all staff
- N3s can be recorded by all staff, but line managers should be consulted
- N4s should only be recorded by Heads of Section, Heads of Faculty and Senior Leadership
- N5s should only be recorded by the Senior Management Team

This information is entered onto the School's MIS, and where there is a safeguarding risk this will also be entered onto the School reporting system which is managed by the DSL. Sanctions are shared with relevant staff such as the issuing member of staff, the Form Tutor, Head of Year, Head of Section, the relevant Head of Department, including welfare and learning support, as well as Head of Faculty, and the Deputy Head (academic) or Vice Principal. For the Junior School, information is shared with the form tutor, Head of Year and the Junior School management team and Head of the Junior School, this depends upon the pupil involved and nature of the incident.

The School's Data Team shares the rewards and sanctions with staff regularly; tutors and HOYs should review these systematically and connect with parents and a wider team around the child as needed.

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 assemblies, form time, PSHE lessons, or amending this policy.

Once per term the Governor's Pastoral Committee is provided with data regarding rewards and sanctions in order to monitor the use of these across the school, their effectiveness, and discuss trends. Matters arising are discussed with the School's Senior Management Team.

## Appendix A: Who We Are

The poster below is displayed in all our classrooms and communal areas



## **Appendix B: Pupil Code of Conduct & Classroom Expectations**

At St Margaret's, we regularly remind and promote a reminder of who we are:

- we accept and are kind to everyone
- we engage in lessons and fulfil our potential
- we embrace the opportunities that the School has to offer and our positive ambassadors for the School

This code of behaviour also supports our culture, and it was written in consultation with children and young people. It aims to make sure everyone who is a pupil at St Margaret's knows what is expected of them and feels safe, respected and valued.

At St Margaret's we make sure that everyone has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

We expect all pupils to display appropriate behaviour at all times. This includes behaviour that takes place outside our school and behaviour that takes place online.

### **Basic principles**

This code of behaviour aims to:

- identify acceptable and unacceptable behaviour
- encourage cooperation, honesty, fairness and respect
- create an environment where your self-esteem, self-respect and self-confidence will grow
- encourage you to recognise and respect the rights of others
- encourage you to take responsibility for your own behaviour
- help resolve conflicts and make it clear what will happen if you decide not to follow the code

This code of conduct clearly sets out our expectations for behaviour which is part of our process for making sure everyone who is a pupil at St Margaret's is safe and receives the support they need to learn and develop.

If you behave in a way that falls short of the Code of Conduct and our expectations, staff will remind you about it and ask you to comply. They will give you a chance to modify your behaviour. This gives you a chance to think and to plan how you could behave differently, with support from your teachers. However, if you do not modify your behaviour you will be sanctioned.

**At St Margaret's we accept and are kind to everyone.**

#### **Do:**

- Cooperate with others
- Be friendly
- Listen to others
- Be helpful
- Have good manners
- Speak up when you feel something is wrong
- Remember that there are always two sides to a difficult situation
- Have mutual respect for staff and your peers.
- Be inclusive and respectful of differences

#### **Do not:**

- Be disrespectful to anyone else
- Bully other people (online or offline)
- Behave in a way that could be intimidating
- Be abusive towards anyone.

**At St Margaret's we engage in lessons and fulfil our potential.**

**Do:**

- Listen to the teacher and other students
- Participate in lessons by answering and asking questions
- Complete homework to a high standard
- Demonstrate a conscientious approach to work in lessons
- Seek support when necessary
- Work cooperatively with other members of the class
- Make helpful and positive contributions to the lesson
- Arrive for lessons on time
- Bring all the necessary materials and equipment
- Follow instructions
- Treat others and their work with respect

**Do not:**

- Disrupt other student's learning
- Deliberately distract others
- Produce work that does not reflect your ability or potential
- Repeatedly miss deadlines and not complete work

**At St. Margaret's we embrace the opportunities the school has to offer and are positive ambassadors for the school.**

**Do:**

- Participate proactively in the enrichment programme and co-curricular clubs
- Be supportive and committed to the volunteering and service opportunities
- Be proud and positive about our school and wear correct, tidy and clean uniform
- Treat our school site with respect and keep it tidy
- Greet visitors politely and treat them with respect
- Be positive and respectful when representing the school
- Be a positive role model to others
- Ensure that our community is welcoming and friendly

**Do not:**

- Be unreliable or let others down
- Be rude or disrespectful
- Be ungrateful or unsupportive

## Appendix C: The School Rules

To ensure we provide a secure and positive learning environment it is necessary to have rules. These are based on the School's values, and the safety of pupils and their possessions and to promote the smooth running of the School.

### Attendance and Punctuality

Every pupil is required to be in attendance on all school days, unless they are prevented by ill-health or other unavoidable causes. Any request for a student to have leave of absence from school must be made by parents through the School Portal. The School does not authorise holidays in term time.

Pupils must punctually attend registration, assembly and lessons as scheduled each day.

No pupil may leave the School campus at any time without first gaining permission from a member of staff (unless permitted to do so in line with school policies). This includes the period at the end of the School day and before the start of activities.

### Uniform

Uniform (Reception to Year 11) must be worn properly at all times, including for school matches. It should be tidy and clean and conform to the standards set out in the Uniform Policy. Sixth Form pupils must adhere to the published sixth form dress code which includes a requirement to be formally dressed.

### Specific Prohibited Items

No pupil may bring in, have in their possession in school or on school trips in the UK or abroad any of the following prohibited items:

Knives/Weapons (including imitation and replica weapons)	Controlled drugs
Alcohol	Pornographic material
Smoking/Vaping materials	Chewing gum
Matches/lighters	Shisha sticks
Laser pens	Fireworks
Energy and performance enhancing drinks	Solvents of any kind
Prescription drugs that are not labelled and handed in to the School Nurse	Diet Supplements
Any items of unchecked mains operated electrical equipment	

### Behaviour

Pupils are expected to be well behaved, polite and courteous at all times whether in school, or on school visits, on school coaches or on public transport. There should be no use of inappropriate or offensive language including homophobic, racist, sexist or otherwise discriminatory language. There is a zero-tolerance policy to bullying as set out in the School's Anti-Bullying Policy.

There should be silence, whenever the fire bell rings.

Phones and ear pods may be brought to school but should be stored in a 'Yondr' pouch during school hours. I-Watches must not be worn or brought into school. Phones, Smart Watches and Ear Pods will be confiscated if they are found not to be in Yondr pouches on the School premises and will need to be collected from the

School Office by the pupil's parents. On occasions such as a school visit where pupils may have access to their devices, they should not take any pictures where others have not given their express permission.

Junior School pupils may only have mobile phones if they travel to school by coach.

Betting, gambling or playing for money are forbidden as is selling any other items to pupils. Tampering with other people's property including computers and phones is forbidden.

## **Welfare**

During the normal school day, except in an emergency, pupils may only visit the School Nurse and Wellbeing Hub during the publicised drop-in times. Medicines (with the exception of asthma inhalers and epi pens) should be held by the School Nurse for safety and must not be kept in a pupil's possession.

It is not permitted for pupils to receive online tutoring whilst in school including during boarding time.

## **School Grounds**

The following areas are 'out of bounds':

- The main school drive
- Boarding to non-boarders
- The raised terrace outside the Oak Room at the back of the Main School building
- The wooded areas including school ponds around the perimeter of the School grounds
- The Science Block (without teacher supervision)
- The Design and Technology Department including the Food Technology Room (without teacher supervision)
- The Art Department (without teacher supervision)
- The School Kitchen areas
- Maintenance areas
- School car parks
- Classrooms during lunchtimes.



## Appendix D: Junior School Rewards

### Positive Behaviour: Rewards

Level	Example		Reward	
Expected	<p>Pupils demonstrating who we are: We accept and are kind to everyone.</p> <p>We engage in lessons and fulfil our potential.</p>	<p>We embrace the opportunities that the School has to offer and are positive ambassadors for the School.</p>	<p>Words of praise, non-verbal gestures.</p> <p>Stickers for specific outcomes such as reading or kindness.</p>	<p>Commendations awarded.</p>
Commendable	<p>Pupils show a consistent effort and engagement in lessons.</p> <p>Pupils have a commendable attitude to learning.</p> <p>Pupils demonstrate a noteworthy piece of work/ homework or show significant improvement.</p>	<p>Repeated kindness/ helpfulness towards others.</p> <p>Demonstrating 'who we are' consistently.</p>	<p>Commendations, up to 3 awarded at once.</p> <p>Stickers</p>	<p>Special mention in celebration assembly.</p>
Outstanding	<p>Pupils are rewarded for outstanding effort/ engagement over a series of lessons or sessions.</p> <p>They have an excellent attitude to learning.</p>	<p>Pupils demonstrate excellent work/outcomes above expected standards.</p> <p>They have an excellent contribution to co-curricular activities or a specific event, like the Spring Concert.</p>	<p>Commendations awarded.</p> <p>Positive postcard presented or sent home.</p>	<p>Positive phone calls home.</p>
Excellent	<p>Pupils demonstrate outstanding attitudes to learning and school life.</p> <p>Pupils demonstrate their own intellectual curiosity, seeking out challenges (e.g. word reading level) and opportunities.</p>	<p>They are resilient in their own learning and have an outstanding attitude towards all areas of school life.</p>	<p>Head's Award</p> <p>Special mention in celebration assembly.</p> <p>Special prize such as the end of term bucket awarded.</p>	<p>Blazer badges for specific outcomes, such as millionaire reader or reading champion.</p>
Exceptional	<p>Pupils demonstrate exceptional effort/engagement in lessons over a full term or more.</p> <p>They show an exceptional piece of independent study that goes well above and beyond.</p> <p>Exceptional contribution to school or wider community.</p>	<p>e.g. winner of a national prize (for example in maths challenges or chess).</p> <p>They may exceed in attainment in a specific area such as county or national sport or grades in music or LAMDA.</p>	<p>Nominated for: Junior Colours</p> <p>Prize Day Award</p> <p>Special mention in celebration assembly.</p>	<p>Blazer badges for specific outcomes, such as millionaire reader or reading champion.</p>

## Appendix E: Junior School Sanctions

### Negative Behaviour: Sanctions

Level	Example	Action	Restorative Justice
<b>Level 1</b> Verbal Warning	Low-level disruptions to learning (e.g. calling out). Uniform not worn correctly (Y4 and above).	A verbal warning - this is not formally recorded, but the child is told they have a verbal warning to make a change to negative behaviour choices.	Staff to give warning, explaining what the pupil is doing wrong and how they can correct behaviour.
<b>Level 2</b> Written Warning Escalation of 1.1 or breach of school rules	Not following clear guidance. Talking in assembly. Disrupting learning for themselves or others. Unintentionally causing harm through a wrong choice (a ball kicked in a non-football area). Given to a child who has, after a verbal warning, continued to make the wrong choice.	A written warning is recorded in the child's planner and on ISAMS. Children with a Level 2 join the next reflective break, to take part in a restorative reflection.	Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again. Child attends a reflective break/ lunch.
<b>Level 3</b> Reflect & Amend Escalation of 1.2 or breach of school rules	Disrupting learning for themselves or others. Causing harm (physical or emotional) to themselves or others. Behaviour such as hitting, using unkind language or words. Repeated lower-level sanctions. Misuse of ICT/phone at home or in School causing harm to themselves, others or the School.	Recorded on ISAMS and in the planner. Form tutor and HOY to inform parents and discuss the behaviour. Child attends reflective break/ lunch and may miss a specific session, such as a club or lesson if the behaviour means attending causes disruption to others.	Pupil to reflect in reflective break and amend behaviour. The child will work with the tutor to acknowledge changes will be made to ensure behaviour is not repeated. Meeting or phone call with HOY/ tutor and parents to identify appropriate support.
<b>Level 4</b> Suspension (internal or external) Escalation of 1.3 or breach of school rules	Disrupting learning for themselves or others consistently. Causing significant harm (physical or emotional) to themselves or others. Discriminatory or inappropriate language (swearing). Fighting Misuse of ICT/phone at home or in School causing harm to themselves, others or the School.	Recorded on ISAMS and in formal written communication to the child's family. Internal/external suspension discussed and applied. A meeting with parents and other stakeholders involved (Director of Safeguarding).	Reduced timetable or use of reflective breaks to support the child. Mentor and use of the Welfare Team to help change behaviour choices.
<b>Level 5</b> Formal Suspension or Exclusion Escalation of sanctions or breach of school rules	A child's final sanction following repeated incidents, as outlined in the Discipline, Exclusions, and Required Removal Policy. Physical or verbal altercations. Misuse of ICT/phone at home or in School causing harm to themselves, others or the School.	Head/ DH to meet with family and child. Formal support put in place; agencies involved. Required removal process may be started.	Reduced timetable or use of reflective breaks to support the child. Formal support put in place; agencies involved to support the child.

## Appendix F: Senior School Rewards

### Positive Behaviour: Rewards

Level	Example	Reward
C1	<p>Positive attitude:</p> <ul style="list-style-type: none"> <li>• Effort/Engagement in lesson</li> <li>• Successful outcome in task</li> <li>• Single act of kindness/helpfulness</li> <li>• Contribution to co-curricular activity</li> </ul>	<p>1</p> <p>Commendation</p>
C2	<p>Noteworthy attitude or achievement:</p> <ul style="list-style-type: none"> <li>• Showing leadership through effort/engagement in lessons</li> <li>• Noteworthy piece of work/homework or showing significant improvement</li> <li>• Repeated kindness/helpfulness</li> <li>• Repeated and effective contribution to co-curricular activity</li> </ul>	<p>2</p> <p>Commendations</p>
C3	<p>Very good attitude or achievement:</p> <ul style="list-style-type: none"> <li>• Consistent leadership through effort/engagement over a series of lessons</li> <li>• Very good piece of work/homework above expected standards</li> <li>• Role model to others in lessons or around the school</li> <li>• Consistent and effective contribution to co-curricular activity</li> </ul>	<p>3</p> <p>Commendations awarded &amp; HOY/HOD Postcard presented in Year Assembly</p>
C4	<p>Excellent attitude or achievement:</p> <ul style="list-style-type: none"> <li>• Excellent effort/engagement in lessons over a half-term</li> <li>• Excellent piece of work/homework or excellent improvement</li> <li>• Representing the school in a positive light</li> <li>• High performance within or leadership of a co-curricular activity</li> </ul>	<p>4</p> <p>Commendations awarded &amp; HOS/HOF Certificate presented in Section Assembly</p>
C5	<p>Outstanding attitude or achievement:</p> <ul style="list-style-type: none"> <li>• Outstanding effort/engagement in lessons over a full term</li> <li>• Outstanding piece of independent study that goes well above and beyond</li> <li>• Outstanding contribution to school or wider community</li> <li>• Winner of a national prize</li> </ul>	<p>5</p> <p>Commendations awarded &amp; name entered to annual 'Book of Excellence'. Acknowledged in Whole School Assembly. Nominated for: Head's Award Junior, Half or Full Colours</p>

## Appendix G: Senior School Sanctions

### ➤ Negative Behaviour: Sanctions

Level	Example	Action	Restorative Justice
N1	<p>Poor attitude or effort:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Chewing</li> <li>• Effort in lesson</li> <li>• Homework</li> <li>• Output</li> <li>• Phone out*</li> </ul>	<ul style="list-style-type: none"> <li>• N1 logged on iSAMS by issuing teacher</li> <li>• *confiscated and handed in immediately to Reception for collection at 4:15 pm</li> </ul>	Issuing teacher to explain to what pupil is doing wrong and how they can correct behaviour in the future.
N2	<p>Accumulation of 3 N1's or single act of disruptive behaviour:</p> <ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Name-calling</li> <li>• Disrespectful to staff or pupils</li> </ul>	<ul style="list-style-type: none"> <li>• N2 logged on iSAMS by issuing teacher</li> <li>• Parents/ Guardians informed via MSP</li> <li>• Pupil attends lunchtime detention to complete appropriate task</li> </ul>	Issuing teacher to explain to what pupil is doing wrong and how they can correct behaviour in the future.
N3	<p>Escalation of N2 or breach of school rules:</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Misuse of ICT/Phone</li> <li>• Truancy from lesson (onsite)</li> <li>• Continued rudeness or disrespectful behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• N3 logged on iSAMS by issuing teacher</li> <li>• Parents/ Guardians informed by letter</li> <li>• Pupil attends after school detention Thursday GB15 4.15-5.15pm</li> </ul>	<p>Head of Year/ Department discusses with and explains to pupil when issued.</p> <p>Pupil writes to member of staff acknowledging poor behaviour, apologising and explaining what changes will be made to ensure no repeat.</p>
N4	<p>Escalation of N3 or serious breach of school rules:</p> <ul style="list-style-type: none"> <li>• Discriminatory language</li> <li>• Fighting</li> <li>• Smoking/ Vaping</li> <li>• Truancy during the day (offsite)</li> </ul>	<ul style="list-style-type: none"> <li>• N4 logged on iSAMS</li> <li>• Parents/ Guardians informed by letter or phone call</li> <li>• Pupil attends SMT Friday Detention GB15 4.15 - 5.15pm</li> <li>• Internal/external day(s) of reflection</li> </ul>	<p>Head of Section/ Faculty discusses with and explains to pupil when issued.</p> <p>Pupil writes to member of staff acknowledging poor behaviour, apologising and explaining what changes will be made to ensure no repeat.</p> <p>In cases of days of reflection, parents invited to a meeting in school.</p>
N5	<p>Escalation of N4 or dangerous behaviour:</p> <ul style="list-style-type: none"> <li>• Intimidation</li> <li>• Physical/verbal abuse</li> <li>• Possession/consumption/ supply of alcohol, drugs, or weapons</li> <li>• Wilful vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• N5 logged on iSAMS by member of SMT</li> <li>• Parents/ Guardians phoned</li> <li>• Possible involvement of police and other external agencies</li> <li>• Formal suspension or exclusion</li> </ul>	<p>Head/ Vice-Principal to meet with family</p> <p>Pupil writes to Head acknowledging poor behaviour, apologising and explaining what changes will be made to ensure no repeat.</p> <p>Formal support put in place, agencies involved.</p>



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