

ST MARGARET'S
SCHOOL

Behaviour Management Policy Including EYFS

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BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

At St Margaret's School (the "**School**") our community is based upon respect, good manners and fair play. 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 his or her place in the modern world.

All members of staff are involved in the maintenance of good discipline under the leadership of Heads of Year, Heads of Section, Heads of Faculty, Heads of department and the Senior management team

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

This policy is reviewed and updated at least annually.

CODE OF CONDUCT

The School's community of Governors, staff, parents, and pupils adhere to an established routine and pupil's code of conduct (the "**St Margaret's Code of Conduct updated Jan 2021**"). The Code is below at **Appendix 1**.

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

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 (See **Appendix 2**) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

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

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.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. 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 School community.

The 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.

We expect all pupils to look neat and tidy without changing the School uniform in any way because of current fashion trends or individual taste. Our Uniform Policy is set out in **Appendix 4**. Pupils who contravene our Uniform Policy will be reported to the Head of Year / Head of Section, who will speak to them and if there is no improvement will contact their parents.

CLASSROOM EXPECTATIONS

Teaching and learning are the principal functions of every school. During any school day there will be much interchanging of pupils and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to all the points made in the Pupil Code of Conduct and School Rules, the rules set out at **Appendix 3** apply to the conduct of pupils in lessons. Many would also apply outside the classroom in other situations where instruction, coaching or training takes place.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the 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. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The school has a welfare office and pastoral structure to support individual children.

Consistently poor behaviour could be indicative of an undiagnosed learning difficulty and would be discussed with parents and the Learning Support Coordinator. You must notify us of any health/medical conditions or special educational needs that your child has or subsequently develops. You must also provide us, whether upon further request by the School or otherwise, any reports or other materials relevant to any of the same.

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

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 and Procedures.

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

INVOLVEMENT OF PUPILS

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School, and online. We encourage pupil voice and use pupils to inform our practice in pupil feedback sessions.

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 (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The School will ensure that all new pupils (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

SCHOOL RULES

The Senior School Rules and whole school code of conduct are designed to encourage positive behaviour and self-discipline. The Junior School follows the whole school code of conduct and also has an age appropriate version which combines rules and conduct for Junior School. The School Rules are on the School's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will

comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

PROMOTING GOOD BEHAVIOUR

At the School we reward and encourage good behaviour and celebrate curricular and extracurricular achievements from our pupils. Praise is a key component of the School's reward's system along with good teaching and good staff/pupil relationships.

The School promotes good behaviour through an assumption that this is how we all should conduct ourselves. Recognition of good behaviour can be informal, in the sense that it occurs in response to ordinary everyday situations.

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.

Praise and rewards may be given to an individual pupil, a group of pupils within a class or year group, or a whole class. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

The School operates a system of rewards (commendations). See the tables for both Junior & Senior with a visual overview.

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 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 Head 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.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;

- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines, essays or letters of apology;
- Detention at lunchtime/before or after school;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- 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

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. Teachers may impose some of the sanctions above, such as the setting of additional work, or setting a written task. Repetition of misbehaviour in the senior school will be reported using our management information system. This is reviewed by staff and escalated as appropriate.

Senior Rewards and Sanctions Visual

An overview of Senior School Rewards and Sanctions					
	Column 1	Column 2	Column 3	Column 4	Column 5
Level	Low	Noteworthy	Exceptional	Outstanding and Consistent	Consistently Outstanding
Example	Good effort, single act of kindness	Good effort, good mark in class, achievement in a co-curricular club, positive contribution, exhibiting leadership skills	1. Outstanding example of work/effort/progress 2. Accumulation of commendations 3. Excellent interim effort/attainment grades	Outstanding act of kindness, noticeable impact on school life or the wider, eg public speaking in Chapel, organising a charity event	Outstanding evidence of consistency in one (or more) aspects of School life, achievement at national level

Reward & Acknowledgement	Verbal or written informal 'Well Done'	Commendation, notification to tutor, HoY/ HoS and parent	Announcements & 1)Head's Award 2)Certificates and prizes 3)Award of privileges	Announcement & end of year prize. Letter or email home	Announcement & end of year prize, school colours, leadership roles
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NEGATIVE BEHAVIOUR : SANCTIONS

	Column 1	Column 2	Column 3	Column 4	Column 5
Level	Low	Repeated/Serious Self-Discipline Issues	Breach of Trust	Serious Breach of Trust	Very Serious/Dangerous Behaviour/Repeated Serious Breach of Trust
Example	Calling out/not following instruction, lateness, poor effort, no homework, incorrect uniform	Disrupting lessons, no effort, not prepared for lessons, repeated lateness, lying / Rudeness / disrespectful to any members of the community including staff	Breaking of any of the School rules, escalation of serious self-discipline issues, misuse of social media	Escalation of behaviours already listed, bringing the School into disrepute, smoking, fighting, discriminatory language, leaving the School site without permission	Physical / Verbal abuse of staff, threatening / intimidating staff / pupils, vandalism, bullying including the use of social media outside school, serious breach of school rules e.g. possession / consumption / supplying (and being involved in) alcohol / drugs
Sanction	Warning, change of seating plan, N1 record on iSAMS	Removal of privilege, N2 record on iSAMS, lunchtime detention	After school detention	SMT Detention, internal / external suspension	Police contacted, Childrens' Services informed, parents contacted, meeting with

					Head to discuss future at School, exclusion
Restorative Justice	Staff to give warning, explaining what the pupil is doing wrong and how they can correct behaviour	Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again	After school detention Pupil to write to member of staff acknowledging poor behaviour, apologising and explaining what changes will be made to ensure no repeat Meeting with HoY/ HoS Identify appropriate support	Pupil to write to HOY/ HOS / Vice Principal/ Head acknowledging poor behaviour, apologising and explaining what changes will be made to ensure no repeat Parents to be invited into school when suspension is issued Formal support to be put in place	Pupil to write to Head, apologising / explaining behaviour, meeting with Head and Vice Principal and parents, formal support and use of external agencies

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.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

DETENTION

There are three levels of detention:

1. **Lunchtime detentions [N2]**. If pupils repeatedly fail to complete work then they should serve a subject detention which should be at lunchtime. Written work of an academic nature should be set. These are supervised by the subject teacher.
2. **After School Detentions [N3]**. These detentions are for pupils who are behind with their work in a number of subject areas or who have received a significant number (3+ or more) House marks in a short period of time. They are usually held over a lunch period.

3. **SMT Detentions [N4]**. Parents are informed about the detention by a phone call, letter or e-mail being sent home 24 hours before the detention. The task set for the detainee should be an essay reflecting on the reasons why they have been given the detention or if a pupil is behind with their academic work in a particular subject this should be set by the relevant department. An SMT detention is given for serious misbehaviour.

Detentions may be given for the following:

- Repeated poor/incomplete homework in one or numerous subjects; this is likely to be on at least three occasions
- Lateness on more than three occasions within a half term
- Letting down a team or not attending rehearsals on several occasions
- Three N1 marks gained within two weeks
- Persistent offending
- Rudeness to a member of staff or deliberate disobedience
- Serious misbehaviour in a lesson or around the School site.

This list is not exhaustive.

Parents will be given at least 48 hours' notice of an after school detention by the Head of Year/ Head of Section of the pupil concerned.

SERIOUS MISBEHAVIOUR

The School's **Discipline, Exclusions and Required Removal Policy** is **available on the School's website** and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour.

Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Peer on Peer abuse
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist, sexist or homophobic abuse
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes
- Damage to property
- Persistent disruptive behaviour

Serious sanctions in accordance with 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.

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

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;

- wearing school uniform; or
- in some other way identifiable as a pupil 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.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's [**Discipline, Exclusions and Required Removal Policy**].

USE OF REASONABLE FORCE - Physical intervention

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

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

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

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

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 and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised to always use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). 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).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and

- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will self-report immediately after they have needed to restrain a pupil physically.

The School keeps a record of sanctions which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will review this register on a central file so that any patterns may be identified by the School.

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

SEARCHING

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

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

The School will always consider the age of the child to be searched and any SEND or vulnerabilities (including certain health conditions) the child may have before conducting the search to decide whether 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 an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

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

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

The School will 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.

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 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.

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.

COMPLAINTS

We hope that parents 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 Procedure (which apply equally in the EYFS setting) is on our website. We will send you copies on request.

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. This information is entered onto the School's online reporting system MyConcern. Incidents and/or concerns are shared with all relevant staff, i.e. the staff member who reported the incident, the Form Tutor, Head of Section and the Head of Year. The relevant Head of Department, Head of Faculty and Academic Director is notified if the incident relates to an academic issue. The Vice Principal and Head receive copies of all incidents in order to monitor the School pastoral system.

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 PSHE/RSHE lessons, or amending this policy.

It is the role of the Form Tutor to keep a record of the number of commendations and/or house marks that pupils are receiving. They should fill in tally sheets and then enter these totals onto the School's management information system. From the tally sheet form, tutors should alert the Head of Section and Head of Year should a pupil need to be placed in detention. At the end of each term, Heads of Year examine their year group's log of termly totals to identify patterns either positive or negative. The logs are regularly reviewed by the Vice Principal.

BEHAVIOUR MANAGEMENT IN THE JUNIOR SCHOOL INCLUDING EYFS

St Margaret's Junior School Rules & Pupil Code of Conduct

Purpose

Pupils in the Junior School shared their suggestions for Junior School Rules & Code of Conduct. This document captures the pupil's voice.

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.

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 of the Junior School code of conduct:

- be kind and work hard

- articulate their feelings and show understanding of their own emotions and the emotions of others
- displays consideration of the beliefs and values of others
- demonstrate understanding of being an active learner
- when learning challenges them, they stick at tasks and seek answers or support

Our Junior School Rules:

You should:

- be kind
- be friendly
- listen to others
- be helpful
- demonstrate good manners
- take responsibility for your own behaviour
- talk to an adult about anything that worries or concerns you
- follow this code of behaviour and other rules (including the law)
- speak up when you feel something is wrong
- have mutual respect for staff and your peers.

You shouldn't:

- be disrespectful to anyone else, adults or children
- be unkind to anyone
- repeatedly target an individual or group (online or offline)
- disrupt your own learning or someone else's learning

Junior Rewards and Sanctions

POSITIVE BEHAVIOUR : REWARDS

	Column 1	Column 2	Column 3	Column 4
Level	Expected	Commendable	Outstanding	Exceptional
Example	Good effort, single act of kindness	To reinforce positive behaviour choices across school life. They are awarded for specific Academic, Pastoral or Co-curricular effort, achievement or improvement	Particularly outstanding pieces of work by their own merit can be awarded the Head's award.	Performance in all areas of school life is rewarded at our annual Junior School Prize Giving ceremony.

Reward & Acknowledgement	words of praise, positive non-verbal gestures, stickers	Commendations	Head's Award	Prize Days

Certificates are awarded for the following amount of commendations:

	Bronze given in class	Silver given in class	Gold in an assembly or from the Head or DH	Platinum (Heads to award)
Years 1 - 6	75	150	225	300

NEGATIVE BEHAVIOUR : SANCTIONS

	Column 1	Column 2	Column 3	Column 4
Level	Verbal Warning	Level 1 (Written Warning)	Level 2 (A Reflection)	Level 3
Clarification	This is a warning to make a change to negative behaviour choices that is not inline with our code of conduct and class charters.	A written warning is given to a child who has, after a verbal warning, continued to make the wrong choice.		

<p>Example</p>		<p>A written warning is given to a child who has, after a verbal warning, continued to make the wrong choice.</p> <p>This may be continuous low level disruption that is impacting the child or another child from learning.</p> <p>Further examples: repeatedly forgetting homework or equipment without justification or reasons shared from home.</p>	<p>A Reflection (also known as a level two) is given to a child that has deliberately harmed another child with potentially serious consequences.</p> <p>This harm may be emotional or physical. The child may not have been given a warning prior to a reflection. Behaviour such as hitting, using unkind language or words.</p>	<p>If a child has three written warnings in one half-term the form tutor will discuss the child in a pastoral meeting.</p> <p>If the child has more than two Reflections the child will be raised in a staff meeting to discuss and a plan put in place.</p>
<p>Sanction</p>	<p>A verbal warning - this is not formally recorded, but the child is told they have a verbal warning, this is a warning to make a change to negative behaviour choices.</p>	<p>A level one/written warning is recorded in the child's planner</p>	<p>A Reflection is also recorded in the child's planner and a central log.</p> <p>level two is usually given with the Head of JS knowledge or in discussion, or DH if needed.</p> <p>Parents are asked to sign this in the child's planner - this should be followed up.</p>	<p>Individual behaviour plan - internal / external suspension discussed with parents.</p>
<p>Restorative Justice</p>	<p>Staff to give warning, explaining what the pupil is</p>	<p>Member of staff to explain exactly what the pupil has done</p>	<p>Pupil to reflect in planner, acknowledging and explaining what</p>	<p>Pastoral meeting discussing patterns and trends</p>

	doing wrong and how they can correct behaviour.	wrong and how to avoid this happening again.	changes will be made to ensure it is not repeated. Meeting with DH or Head Identify appropriate support	Parents invited in to discuss plan. Formal support to be put in place.
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EYFS & Autumn term Y1

Rewards for EYFS might include:

- words of praise,
- positive non-verbal gestures,
- stickers

Sanctions might include:

- A verbal reprimand

- A reminder of expected behaviour
- Using the mood meter or class charter to discuss behaviour.

Persistent unkindness, rudeness or intentionally hurting another child will be followed up with communication with parents and an individual plan may be put in place

APPENDIX 1- WHOLE SCHOOL AND SENIOR SCHOOL PUPILS' CODE OF CONDUCT

St Margaret's School, Pupil Code of Conduct

Purpose

This code of behaviour was written in consultation with children and young people. It aims to make sure everyone who is a pupil at St Margaret's know 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.

Dos and don'ts

You should:

- cooperate with others
- be friendly
- listen to others
- be helpful
- have good manners
- take responsibility for your own behaviour
- talk to your Form Tutor about anything that worries or concerns you
- follow this code of behaviour and other rules (including the law)
- 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.

You shouldn't:

- be disrespectful to anyone else
- bully other people (online or offline)
- behave in a way that could be intimidating
- be abusive towards anyone

What happens if I decide not to follow the code of behaviour?

This code of behaviour is part of our process for making sure everyone who is a pupil at St Margaret's receives the support they need.

Minor or first-time incident

If you behave in a way that doesn't follow our behaviour code, staff will remind you about it and ask you to comply with it. They will give you a chance to change your behaviour.

This gives you a chance to think and to plan how you could behave differently, with support from your teachers.

Formal warning

If you continue not to follow the code of behaviour after your first reminder, or if your behaviour is more serious, you will be given a formal warning by the person running your activity.

They will make a record about what happened and inform your parents or carers if this is appropriate. They will also talk with you about what happened and agree what support you need to improve your behaviour in the future.

We may also decide that a sanction is appropriate such as restricting you from taking part in some activities.

Final warning

If the support we have put in place isn't helping you to change your behaviour, we may need to give you a final warning. Again, this will be recorded and we'll inform your parents or carers as appropriate.

At this point, we may need to talk with you and your parents or carers about other services that might be more able to give you the support you need.

Child protection procedures

If any member of staff becomes concerned that your behaviour suggests you may be in need of protection or that you may present a risk of harm to other children and young people, they will follow our child protection procedures. This may involve making a referral to the local authority or other external agencies.

If child protection procedures are necessary we will talk this through with you and your parents as soon as possible, unless doing so would put you in danger or interfere with a police investigation.

The role of parents and carers

We see parents and carers as valuable partners in promoting positive behaviour and will involve them as appropriate.

We will always inform and involve your parents or carers if you receive a formal warning about your behaviour, unless doing so would put you in danger.

APPENDIX 2 - ST MARGARET'S SENIOR SCHOOL RULES

The School Rules are drawn up to assist in making the School an orderly and safe environment, to give a sense of security to each individual in the School, to ensure respect for others and the property of others, and to make clear the distinction between acceptable and unacceptable behaviour. Poor behaviour, whatever the context, is not accepted. This includes behaviour in school, in the vicinity of the School, on school trips (including educational visits and sporting events), on work experience placements, when travelling to and from school, when wearing school uniform or otherwise being identifiable as pupils of the School, and at any time and place, including online. They also apply outside of the School's premises where the behaviour could have repercussions for the orderly running of the School, could pose a risk to another pupil or member of the public or could adversely affect the School's reputation.

From time to time, pupils will break the rules, either deliberately or unintentionally. Action will be taken in every case where there is a breach of School Rules in accordance with the School's Behaviour Management Policy.

The School Rules are as follows:

1. Pupils must attend school from the first day of term and not leave until the last day of term without prior written permission.
2. Pupils must punctually attend registration, assembly/chapel and lessons as scheduled each day. They must bring all the equipment they need each day.
3. 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).
4. Uniform (Reception to Year 11) must be worn when attending school. 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 at all times.
5. No pupil may bring in or have in their possession the following prohibited items: knives or weapons, alcohol, controlled drugs or stolen items, performance enhancing drinks and diet supplements, tobacco, cigarette papers, vaping equipment or substances, fireworks and pornographic material. This applies in and outside of school including on school trips in the UK or abroad.
6. Pupils are expected to be well behaved, polite and courteous at all times, whether in school, or on school visits, online, on school coaches or on public transport. There should be no use of inappropriate or offensive language. There is a zero tolerance policy to bullying as set out in the School's Anti-Bullying Policy.
7. Chewing gum, correction fluids, matches and any items of unchecked mains operated electrical equipment are not permitted on school premises. A full list of prohibited items can be found in the School's Behaviour Management Policy.

8. Mobile phones may be brought to school by pupils from Year 7 upwards but use for any purpose including listening to music during the School day i.e. 8.00 am – 5.30 pm including at break, lunch, supervised study (both sessions) and library periods is strictly forbidden. Junior School pupils may only have mobile phones if they travel to school by coach. Mobile phones must be kept in lockers by years 7-11 during the school day. I-Watches must not be worn or brought into school.

Phones, Smartwatches and Ear Pods will be confiscated if seen on the school premises and will need to be collected from the School office by the pupil's parent.

11. Food must not be removed from the dining room or eaten in certain areas such as classrooms, the Library, the Chapel, music department, corridors or study rooms.
12. Day pupils must not visit the Boarding House without permission from a Boarding House member of staff.
13. There should be silence whenever the fire bell rings.
14. During the normal school day, except in an emergency, pupils may only visit the School Nurse with permission from a member of staff. 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.
15. It is not permitted for pupils to receive online tutoring whilst in school.
16. The following areas are 'out of bounds'
- The main school drive
 - The front door, the main staircase and the maintenance areas
 - The terrace outside the Oak Room at the back of the Main School building
 - The wooded areas around the perimeter of the school grounds
 - The areas around the school ponds
 - The Science Block (without teacher supervision)
 - The Home Economics Department (without teacher supervision)
 - The Art Department (without supervision)
 - The school kitchen area

APPENDIX 3 - CLASSROOM EXPECTATIONS

All pupils must:

- strive for independence as learners but be unafraid to ask for help when they need it
- strive to foster positive relationships with staff and peers based on mutual trust and a desire to learn
- arrive in good time for every lesson and assemble as requested by the teacher

- arrive with the appropriate equipment, including their laptop and headphones for pupils in year groups invited to bring their own device, in accordance with the School's BYOD policy.
- sit according to the class seating plan
- approach lessons with positivity and eagerness to learn
- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil
- treat others and their work with respect
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons)
- complete tasks during the lesson to the best of their ability
- leave the classroom quietly, returning all furniture and equipment to their proper places.

APPENDIX 4 - UNIFORM GUIDANCE

An updated co-ed uniform has been shared in January 2022 with visuals representing the options available and rules around hair, make up, shoes etc.

These guidelines are for the whole school, except Nursery.