

# Behaviour Management Policy for Queen Mary's

Revised 2009

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

We encourage, within our Christian school community, the growth of self-esteem, qualities of independence, a sense of service, and an active concern for the needs of others. We also promote for all, the development of self-discipline, self-restraint, tolerance of another's views and respect for one another and one another's property. We want our pupils to grow and develop into responsible citizens.

There is a set of school guide lines (see separate document in planner,) which aims to enable everyone who is part of the school community , adults and pupils, to live and work alongside each other in safety and mutual harmony.

We also have an anti-bullying policy (See separate document)

We believe that everyone, both staff and pupils, needs to know what is expected of them in terms of behaviour, both in formal teaching situations and in non teaching time. Many girls are encouraged to behave correctly by the positive example set by the teaching staff and senior girls; others will need a greater degree of help.

1. All members of the school community at Queen Mary's are expected to observe the following code of conduct:
  - a. be honest and trustworthy, knowing the difference between right and wrong
  - b. respect one another, other people's property and the environment
  - c. be kind and generous in spirit to one another, valuing friendship and accepting the uniqueness of each individual
  - d. be pro-active in terms of the school motto, 'Ut Serviamus'. e. give of their best in class, and in extra-curricular activities
  - f. be punctual in attending school commitments, assembly, lessons and extra-curricular activities
  - g. take note of the school guidelines with regard to behaviour out of class.
  
2. Good behaviour can be praised and rewarded by the staff via:
  - a. Merit marks which accumulate for the House
  - b. Public thanks for tasks well done in assembly, in class, on Speech Day and personal thanks through a 'thank you' note or quiet comments to an individual
  - c. Comments in a school report or comments to parents
  - d. The award of positions of responsibility, prefect status etc.
  
3. Class Control and Management: The role of the teacher in the formal teaching situation
  - a. Effective teachers play a vital part in establishing and maintaining high standards of behaviour by:
    - i. arriving at lessons punctually
    - ii. establishing mutual respect between teacher and pupil.
    - iii. preparing lessons adequately including differentiation
    - iv. creating a calm, purposeful atmosphere in each lesson, where each child has every opportunity to do her best work
    - v. talking to pupils positively, praising their efforts whenever possible in order to encourage them to make further progress.
    - vi. being clear and consistent about instructions so the lesson runs smoothly.
    - vii. setting clear goals which all pupils can understand before tasks are started.
    - viii. ensuring that teaching rooms and seating arrangements are

- suited to the activity in progress.
  - ix. checking that sufficient equipment, work sheets and materials for the lesson are available
  - x. dealing with any bad behaviour quietly, -avoiding a sharp tone of voice, or shouting unless absolutely necessary
  - xi. avoiding confrontational situations
  - xi. concluding the lesson on time and encouraging the class to depart in an orderly fashion, leaving the teaching room / prep room and any equipment /resources in a tidy state.
- Queen Mary's tradition of individuals thanking the teacher for the lesson is one to be encouraged

**b. Staff should make it very clear to pupils what is expected in terms of:**

- i. work requirements
- ii. movement in and around the classroom
- iii. pupil/pupil discussion during the lesson
- iv. active participation in lessons
- v. what is to be done when tasks are completed
- vi. care of equipment / teaching materials / books / software
- vii. handing in work to be marked.

**4. Behaviour management in non teaching time**

**a. In School**

Girls are expected to adhere to the Code of Conduct outlined above at point I.

**b. Out of School**

Good behaviour is just as essential when the pupils are out of school as it is when they are within the confines of the school buildings and grounds. Girls will go on a wide variety of trips, some educational, others cultural, a few, merely entertaining. Some trips and visits will involve a whole day away from school, others a few days away, possibly abroad. Aspects of behaviour management on trips out of school will include:

- i. Staff in charge of each trip will issue guidelines about the appropriate form of dress. Some school trips will be in uniform. Others will be in 'home clothes'.
- ii. Travelling on trains, coaches and minibuses  
Girls are expected to behave thoughtfully and show self -control in these situations, so that neither the driver of the minibus /coach or other passengers on the train are disturbed by the behaviour of Queen Mary girls.
- iii. Co-operation with all the guidelines set down by the expedition leader to ensure a safe and enjoyable trip for everyone.

**5. Strategies to deal with poor behaviour**

There are a number of strategies which staff can adopt when responding to individual instances of poor behaviour. Ring leaders need to be picked out where appropriate. Whole groups should not be punished for the activities of individuals unless there are exceptional circumstances. Discretion has to be the watchword.

- a. a discreet / firm word with a pupil/group of pupils may be sufficient
- b. a public reprimand may be appropriate
- c. a child who is causing a problem can be moved to a different part of the classroom or onto a different table
- d. a de- merit can be given
- e. possessions can be confiscated if they are inappropriate e.g. mobile telephone
- f. If a girl leaves a classroom without permission or is asked to leave the room by her teacher because of unacceptable behaviour, another member of the class could be asked to take a note to the office, so that senior staff can be alerted to the incident.

- g. help can be enlisted from senior staff who can intervene or advise on alternative strategies  
Mrs Hannam Walpole  
Mr Nuttall  
Mr McKenzie Johnston
- h. At each staff meeting there is an opportunity to bring forward the names of individuals who are causing concern, for whatever reason.
- i. Parents may need to be brought in to discuss consistent poor behaviour and this may involve the Headmaster.

#### **6. Reparation for poor behaviour .**

- a. Sometimes a punishment is best left until both sides have cooled off a little and a more rational approach can be established. A pause for reflection can be very useful. Punishments should be in proportion to the offence
- b. Pupils who receive punishments should be absolutely clear about why they have been given, how long the loss of free time will last and whether their parents are to be informed
- c. They need to know how to avoid getting into similar trouble again
- d. Once the punishment is completed, it is very important that the matter is put behind both teacher and pupil. The pupil must feel that she can make a fresh start.
- e. The Punishment is recorded in the demerit and detention book which is kept in the staff room. Any punishment deemed to be more serious than a demerit or detention is recorded by the Deputy Head.

#### **7. Sanctions**

If the strategies for behaviour management outlined above prove ineffective then withdrawal of free time, for a specified period, is the usual sanction for poor behaviour at Queen Mary's. (The period of time is unlikely to be more than 48 -72 hours. )

Use of that withdrawal of free time may involve:

- a. sitting working or reading a book in the Outer Hall with no chance to communicate with others
- b. doing useful tasks for the benefit of the rest of the community e.g. picking up litter in the grounds / sweeping a floor / tidying the dining room / helping the kitchen staff with clearing up, helping a member of staff tidy a cupboard or a room.
- c. excluding a girl from certain areas for a specified period, such as the year group Common Room,
- d. removing the privilege of going to Topcliffe (Year 11, Summer term only)
- e. introducing a report card for a girl whose behaviour has been unsatisfactory during lesson time, which staff have to sign at the end of each lesson. The report card should have at least 2 targets attached to it, so that the member of staff can comment on whether the targets have been met.
- f. introducing a report card for girls' boarders whose behaviour has been unsatisfactory out of lessons. For example, if a girl has broken bounds, she can be asked to sign in with the duty staff or the joint principals every half an hour until bed-time.

**N.B. A girl with emotional and behavioural difficulties may have an IEP -individual educational plan -drawn up to assist her in improving her behaviour both in and out of class.**

- g. detention for those whose work is inadequate and needs to be tackled again under supervision during lunch times.
- h. staying behind in detention on a Saturday afternoon to complete unfinished work. If this is to happen then parents must be informed in good time and they must give their agreement. A 'going home' time has to be negotiated in advance. (This might be used with Year 11 girls if their course work deadlines are close and work has still to be submitted).

## **8. Exclusions**

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

### **a. As a sanction, there are three levels of exclusions:**

- i Suspension, usually a fixed short-term period, extending over a period of 1 to 5 days.
- ii Exclusion for a longer fixed term period
- iii Expulsion, a permanent exclusion.

### **b. Decisions about exclusion**

- i The decision to suspend can only be taken by the headmaster, or the deputy head in his absence, who will inform the chairman of governors.
- ii. The decision to exclude or expel a pupil, can only be taken by the headmaster, in consultation with the chairman of governors.

### **c. Parental Involvement**

- i Parents must be consulted before any exclusion, preferably in a face to face interview.
- ii A letter must be sent home, (with copies to the chairman of governors and a copy in the girl's file,) setting out clearly:
  - why a pupil has been excluded
  - stating how long the exclusion will last,
  - making clear the arrangements for re-admission
  - inform the parents of their right of appeal.

### **d. Arrangements for the return to school**

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

## **9. Action in very difficult situations**

The use of verbal instructions will be used to diffuse any difficult situation

If it is necessary to restrain a pupil physically, then minimum amount of force will be employed to achieve the desired result.

## **10. Use of force to restrain pupils**

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

- a. in self-defence because of an imminent risk of personal injury .
- b. in situations where there is a developing risk of injury or significant damage.

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

\* Please see our Child Protection Policy for details of the procedures which have to be put in place should such an action occur.