



Policy Name:	Behaviour, Rewards, Consequences and Pupil Voice		
Owner:	Deputy Head, Academic		
Review Date:	June 2024	Next Review date:	June 2025
This Policy will be revised as regulations or review demands			

At Mayfield School, we seek to celebrate the achievements of each individual and ensure that each pupil is heard. Cornelia Connelly wanted each individual to 'be yourself, but make that self what God wants you to be'. Educating students in the Catholic tradition, we expect each member of the community to be respectful of others and their beliefs and values. We acknowledge that each of us is privileged in attending the School, and it is important that members of the community are aware of the responsibilities that this places upon them. We hope to instil a strong sense of the value of community in each individual and encourage students to be involved in a range of charitable activities as part of their education. Members of staff are reminded regularly to note and reward effort, achievement and good behaviour on an individual basis, both in lessons and around the School. All staff endeavour to be consistent in this respect. Girls are reminded on a regular basis of the rules, routines and support they are able to access.

PUPIL VOICE

At Mayfield School we encourage girls to share their ideas and take responsibility for improving their education. There are a range of ways in which girls are able to do this: through active participation in School Council, Boarding House Council, Pupil Panels, Food Committee, Peer Mentoring, suggestion boxes, MESSy (Mayfield Environmental and Sustainability Society), Prefects, Heads of House to name a few. Girls are also frequently involved in the appointment of new staff. Minutes of meetings are on the Pupil Voice Board in Main School and in the Boarding Houses.

PUPIL REWARDS

Assembly

Achievements are celebrated in front of the whole School at weekly assemblies: academic awards (such as Maths Challenge); sporting results, both team and individual; Music, including Associated Board and equivalent results and individuals performing to the School; successes such as auditioning for Youth Orchestra: reports of tours etc., Drama (LAMDA awards) and other areas reflecting both the academic and extra-curricular achievements of the School are celebrated.

At the end of each term there is a Presentation Assembly where awards such as the "Players' Player" are awarded.

Prize Giving

At the end of each academic year, prizes and certificates are awarded for academic (effort and achievement) and extra-curricular activities and achievement. At Prize Giving, in addition to specific awards, all aspects of the varied life of the School are celebrated.

Prefects

The opportunity of taking on a leadership role is much valued by the girls and of enormous benefit to the whole School community. Girls who wish to be considered for the role of Prefect must apply in writing during the Spring Term of Year 12. Their peers and staff also take part in a consultative ballot where they can vote. Appointments are made by the Headmistress, in consultation with senior staff. Candidates for the Head Girl and Deputy Head Girl positions are interviewed.

Prefects hold positions of responsibility in the School and are accorded appropriate privileges such as Prefects' Suppers. They receive training for their roles, including safeguarding and child protection training.

Additionally, the Lower School appoint a Head Girl and Deputies. The girls apply for these positions and are interviewed by the Headmistress and Head of School. Each form in Lower and Middle School has a Form Captain, who are elected termly.

Student Councils

Each Tutor Group will elect a student to represent the class and their views on the student led Council. Chaired by the Head Girl, it meets regularly to discuss issues of concern to the student body. Minutes are copied to the Headmistress. There are also Middle School and Lower School Councils which meet each half term. Form Captains can raise issues and contribute ideas. These feedback to the relevant Head of School and issues may be taken on to whole School Council when appropriate.

House Activities

Each girl is allocated a Competitive House on joining the School. Throughout the year there are a range of competitions and opportunities for girls to represent their House, with a view to winning the House Shield at the end of the Year. Each year girls will be awarded House Colours to reflect their contribution to the House. Girls can gain House Colours three times during their School career, in Lower School, Middle School and Sixth Form.

House Points

Staff will give House Points to individual students for good work, thoughtful actions and/or excellent behaviour.

Regular newsletters, including the *e-weekly*, and updates to the web site and *Instagram* feed allow us to celebrate achievements appropriately with the wider community.

PUPIL CONSEQUENCES

As a Catholic School, the forgiving and redemptive nature of the community should be evident. Equally, the more genuinely the girls can be encouraged in all aspects of their lives to promote the growth of self-discipline, the less the need for consequences.

As the School is based on a system of trust, concern and respect for the individual, it is most appropriate that we first try to foster an appropriate pattern of behaviour among the girls, praising and encouraging positive behaviour. However, we must confront poor behaviour and low standards wherever they are evident. The consequences outlined below are available to support staff in demanding high standards of the girls and so that there is a consistent, fair, and transparent system that is clear to girls, parents and staff. This will be included in the induction and training of staff.

Improper IT and mobile technology usage, including the use of VPNs

The consequences outlined in this Policy also apply to improper IT and mobile technology usage (including anti-social behaviour and bullying). Our expectations of pupils are laid out more fully in the Acceptable Use of IT Policy and the accompanying Agreement that girls must sign. This also outlines the specific consequences regarding network and facility usage which might follow breaches of this Agreement, which may be used in conjunction with the consequences listed here.

A Virtual Private Network (VPN) is a technology that allows users to create a secure connection over the internet to another network. While VPNs can serve legitimate purposes, their use within our school network to bypass our internet filters is against our Acceptable Use of IT Policy and can have serious implications. Bypassing these filters exposes students to potentially harmful or inappropriate content and can undermine the security measures the School has put in place to protect their personal data and ensure a safe digital environment. To address this, we have established a four-stage sanction system to deter such actions and to encourage responsible use of our IT resources:

- **First Violation:** Detection of VPN use will result in the student's account being temporarily blocked. The student must visit the IT Department to have their account unblocked and will receive a formal warning.

Parents will be informed that this has happened.

- **Second Violation:** A second instance of VPN use will lead to the student losing access to their Mayfield IT account for 24 hours, starting from their visit to the IT Department. Additionally, a meeting will be scheduled between the student and their Head of School to discuss the violation. Parents will be informed.
- **Third Violation:** If a student is found using a VPN for a third time, their access to the IT account will be revoked for 48 hours. A meeting will be arranged involving the student, their parents, the Head of School, and the Director of IT to address the repeated breaches of policy.
- **Fourth Violation:** Should a student attempt to use a VPN for a fourth time, they will meet with the Headmistress or Senior Deputy and will be given an internal School suspension and parents will be informed. Further violations will result in an external School suspension.

To promote face to face social interaction and help encourage girls to foster positive relationships within and between Year Groups, Year 7-11 Common Rooms and the Hub are designated 'screen-free' zones. Girls should not be using mobile phones or laptops for any purpose (including academic work) in these areas. Rooms for Supervised Study are provided in both Lower and Middle Schools should girls wish to use their devices for work during A1. Pupils seen with, or using a mobile phone, tablet or laptop in Common Rooms or the Hub will have their device confiscated without warning. Devices will be stored in the relevant Head of School's office where they can be collected at the end of the school day.

Linked Policies – Acceptable Use of IT Policy, Anti-Bullying Policy

Teacher Warning

When pupil behaviour falls short of our high standards, in most instances teachers should engage girls in discussion about their conduct and give a verbal warning. In line with the School's Catholic ethos, the nature of this conversation should be supportive and redemptive, by offering an opportunity to resolve the issue, for instance if Study is not submitted on time, a chance to submit it the next day may be offered. All behaviour discussions/warnings should be recorded on iSAMS as a Teacher Warning in the Rewards and Conduct module, including details of the offence, to aid monitoring and intervention by Tutors, Heads of Year/School and Heads of Department.

Examples of minor misdemeanours which might result in a Teacher Warning are listed below, but this list is not exhaustive and any equivalent minor infraction of behaviour may be dealt with similarly:-

- No/incomplete work/study;
- Poor quality of work/study (dependent on individual pupil ability);
- Lack of effort/engagement;
- Forgotten books/equipment;
- Distracting behaviour e.g. persistent talking/calling out in class or Study (Prefects on duty will inform the member of staff);
- Inappropriate use of technology (minor cases);
- Refusal to talk in English.

Successful resolution of the issue or improvement in behaviour by the pupil should be acknowledged in order to promote self-discipline.

Every third notification of Teacher Warnings should trigger a discussion with the Tutor who may initiate pastoral support strategies or place the girl on a daily report. Further information about this process can be found in the Pastoral Support and Daily Report section below. Further details about the consequences process can be found in Annex A – Behaviour Consequences Flow Chart.

Department Detention

Department Detentions are given following a Teacher Warning if the pupil has failed to resolve the issue or improve their behaviour. Department Detentions may also be given without a Teacher Warning on the third occasion of a similar offence in a half term. Department Detentions last for 20 minutes and are held during A1 by individual arrangement within departments and at the teacher's/Head of Department's convenience.

At least 24 hours' notice should be given for all detentions. Department Detentions take priority over all activities/clubs/sports fixtures, with the exception of paid activities/clubs and, following discussion with the PE Department, important sports fixtures (e.g. regional tournaments, cup games etc).

Department Detentions are recorded in iSAMS Rewards and Conduct module and approved by Heads of School before they are confirmed, at which point parents are notified via email. Approval will be given by default, but may be reserved in cases where the Head of School deems that a pupil's individual context means that a detention is not the best course of action (in cases of serious pastoral concern for instance). In such instances, the Head of School will explain their decision with the relevant teacher and discuss alternative strategies.

An appropriate task should be assigned to the pupil for completion during the Department Detention. This may include completing or improving work, a written letter of apology, or a reflective activity to aid the girl to help improve her behaviour in future. This is not an exhaustive list and other tasks may be assigned as appropriate as long as they are redemptive in nature rather than punitive.

Failure to attend a Department Detention, resolve the original issue to the teacher's satisfaction, or the incurring of more than two detentions in any half term, will result in further consequences, usually a Whole School Detention. Three Department Detentions in any half term will also trigger a discussion with the Head of Year who may initiate pastoral support strategies or place the girl on a daily report. Further information about this process can be found in the Pastoral Support and Daily Report section below. Further details about the consequences process can be found in Annex A – Behaviour Consequences Flow Chart.

In some cases it may not be appropriate to issue a Department Detention, depending on a pupil's individual needs and context. Teachers should always consider whether other avenues of support, for example pastoral, or Learning Support, may be required and be proactive in communicating with colleagues to initiate.

Whole School Detention

This takes place once a week, on Friday A1, is held by a senior member of staff, and lasts for 45 minutes. Whole School Detentions are given when a girl has had three Department Detentions in a half term, but may also be given for the first instance of rudeness or serious disruption. Whole School Detentions are booked on iSAMS Discipline Manager and subject to Heads of School approval in a similar way as Department Detentions. Parents are then notified via email. Tasks should be assigned to complete during the detention in the same manner as with Department Detentions. Detention priority over other activities is also the same, and Whole School Detentions take precedence over Department Detentions.

Failure to attend a Whole School Detention, resolve the original issue to the teacher's satisfaction, or the incurring of more than two Whole School Detentions in any term, will result in further consequences, usually a Friday Afternoon Detention. Three Whole School Detentions in any half term will also trigger a discussion with the Head of School who may initiate pastoral support strategies or place the girl on a daily report. Further information about this process can be found in the Pastoral Support and Daily Report section below. Further details about the consequences process can be found in Annex A – Behaviour Consequences Flow Chart.

Friday Afternoon Detention

This is held from 16:30 to 17:30 on Friday afternoons, taken by a member of the Senior Leadership Team. In addition to being an automatic consequence following three Whole School Detentions, this may also be given for the first instance of serious rudeness or more serious disruption (following discussion with the relevant Head of School, or the Deputy Head Academic). Only Heads of School, or other senior members of staff, can book girls into a Friday Afternoon Detention on iSAMS. A letter is sent to parents informing them of the detention and the reasons for it.

Failure to attend a Friday Afternoon Detention, resolve the original issue to the Head of School's satisfaction, or the incurring of more than two Friday Afternoon Detentions in any term, will result in further consequences, usually a Saturday Morning Detention. Further details about the consequences process can be found in Annex A – Behaviour Consequences Flow Chart.

Saturday Morning Detention

This is a serious consequence only given for more significant misdemeanours and misconduct, or after multiple other consequences, e.g. two or more Friday Afternoon Detentions in a term. It takes place at 09:30 on a Saturday morning, is taken by a member of the Senior Management Team, and the girl must attend in School uniform. Work may be set or a community service task imposed depending on the reason for the detention. A letter is sent to parents informing them of the detention and the reasons for it and, when appropriate, a meeting may be arranged for them to discuss the issue with a senior member of staff.

Community Service

For antisocial behaviour, a girl may be required to undertake a socially useful job to be done, e.g. picking up litter in the grounds, extra washing up, or helping with a job needing immediate attention. This may be given in conjunction with other consequences.

Lates, Uniform and Head of Year Detentions

Lateness is disruptive to individual learning and hinders a teacher's ability to promptly start their lesson/activity. It is also important that girls are smartly dressed as they represent the School and to ensure a safe and appropriate working environment.

All late arrivals and uniform infringements should be logged in iSAMS by the relevant teacher or member of staff.

This may include but is not limited to:

- Lateness to lessons;
- Lateness to registration;
- Lateness to Assembly, Liturgy, Life Skills and other compulsory activities;
- Breaches of the School uniform (including Y7-10 hair down, make-up, jewellery, trainers);
- Breaches of the Sixth Form Dress Code.

Clear details of the offence should be recorded in iSAMS by the member of staff, including the reason/explanation given by the pupil. Teachers only need to record the incident – no further action is required.

Tutors and Heads of Year will then receive weekly reports listing all instances of lateness or uniform infringements. Where Heads of Year identify a valid reason for isolated offences, no further action will be taken. For repeated offences the following consequences will be incurred. After the first set of three separate* offences the Head of Year will instruct the Tutor to discuss the issues with the girl and issue a verbal warning if appropriate. Tutors should record this discussion in iSAMS. After the second (or more) set of three separate* offences the Head of Year will discuss this with the girl. Where valid reasons emerge for persistent lateness or uniform breaches, the Head of Year may contact parents or the relevant Housemistress to resolve, or refer the case to the Head of School for further intervention. Where the offences are not considered to be valid a Head of Year Detention will be set, lasting for 30 minutes at a time during the School day convenient to the Head of Year. The detention should be booked in iSAMS and parents will be notified. Head of Year detentions take priority over other clubs/activities in the same way as Department Detentions. Failure to attend a Head of Year Detention, or the incurring of more than two detentions in any term, will result in further consequences, usually a Whole School Detention.

*For some uniform infringements, multiple records of breaches logged on iSAMS may be considered as a single offence. For example, a girl wearing trainers on one day should be picked up for this in each of her lessons, and therefore receive multiple records on iSAMS, but has effectively only committed one offence. However, should she wear them again the next day, then that would be a separate offence. Each report of uniform breaches that are easily rectified, such as wearing jewellery, or having hair down will generally be considered as separate offences. Heads of Year will apply a common sense approach here and use their professional judgement to ensure fairness and consistency.

Further details about the consequences process for lates and uniform can be found in Annex A – Behaviour Consequences Flow Chart.

Pastoral Team Support and Daily Reports

Tutors will receive notifications of behavioural consequences and should be proactive in engaging girls in discussion if multiple notifications of Teacher Warnings are received. Tutor discussions should be logged on iSAMS and should be supportive and seek to find solutions to overcome any problems. Where this is unsuccessful, the Tutor may refer the pupil to the Head of Year for further discussion, or, with approval from the Head of Year or Head of School, place the girl on a Tutor Report. This should be recorded in iSAMS and parents will be notified. These should have a clear focus relevant to the individual circumstances for teachers to comment on and sign. The Tutor will review the report with the girl daily to identify and praise improvements or discuss concerns. Reports such as these are largely used as a supportive mechanism for a girl to improve or develop either organisational or study skills, but may also be used to monitor behaviour and attitude to learning. Should this fail to resolve the issue, the report may be escalated to be overseen by the Head of Year. Two or more Department Detentions will also trigger a Head of Year discussion to consider further intervention/support or a daily report. Ongoing issues may be further escalated to the Head of School for support or to oversee a report. Two or more Whole School Detentions will also trigger this process. In certain situations, depending on the context of the consequence, the Deputy Heads or Headmistress may also oversee a pupil on report. In cases where behaviour still does not improve after this the Senior Leadership Team may consider further consequences as outlined below.

Further details about pastoral support and daily reports can be found in Annex A – Behaviour Consequences Flow Chart.

Withdrawal of Privileges

Inappropriate behaviour may lead to withdrawal of privileges such as use of specific facilities (e.g. The Common Room or the Fitness Room). Should a Prefect not fulfil their role or behave poorly, they may be asked to step down from their role.

Boarding Consequences

- Depending on the reason for the consequence the boarding staff have a range of consequences available to them including using whole school consequences and House specific consequences as outlined below.
- Boarding Warnings may be given for minor misdemeanours of conduct or lack of application to work or distracting others from work in study times. Warnings should be logged on iSAMS and the pupil, and their Tutor and Housemistress will be notified.
- Three Boarding Warnings in a half term would lead to additional boarding consequences, such as community service or a 20 minute House Detention. House Detentions should be logged on iSAMS and the pupil, and their Tutor, Head of Year, Housemistress and Parents will be notified.
- Should the problem continue, or in cases of rudeness, disruption, unkindness, disobedience or other inappropriate behaviour, a Boarding Detention may be given, with the pupil spending 45 minutes in another House completing community service and writing an apology letter or other appropriate reflection task. Boarding Detentions should be logged on iSAMS and the pupil, and their Tutor, Head of Year, Housemistress, Director of Boarding and parents will be notified.
- Should the problem continue, or in cases of serious rudeness, serious disruption, serious unkindness, serious disobedience or other unacceptable behaviour, the consequences will primarily involve the confiscation of electronic devices, such as phones and tablets, from Friday at 16:30 until Saturday morning. Other consequences may include withdrawal of privileges (visiting the village, television etc.), gating (being restricted in their movements either out of the House or off site), regular signing in to the House office or appropriate community service tasks within the House. Electronics confiscation or other withdrawals of privileges should be logged on iSAMS and the pupil, and their Tutor, Head of Year, Housemistress, Director of Boarding and parents will be notified.
- For an extreme example of poor behaviour a School Detention might also be appropriate. In such cases the Housemistress would refer to the Head of School and the Deputy Head Academic and the punishment agreed and then recorded on the school system.
- Failing to abide by the School's Acceptable Use of ICT Policy would incur the consequences outlined for those circumstances.
- Very serious misconduct or instances of repeated poor behaviour are reported to the Deputy Head Academic, and may be referred to the Headmistress. In such cases the serious consequences below may be considered.

Further details about Boarding consequences can be found in Annex A – Behaviour Consequences Flow Chart.

Contact with Parents and other Agencies

Any consequence given should be recorded on iSAMS with the reason for it and date. Significant consequences (Saturday detentions, suspension etc, are additionally recorded in the Serious Consequences Log held by the Headmistress' EA. The Deputy Head Academic, Heads of School and Housemistresses should keep their own records or further detail; members of staff an appropriate and accessible record. The School liaises regularly with parents informally to discuss areas of concern and records are kept in the pupil's pastoral file. Parents are formally notified of detentions as outlined above. In more serious disciplinary cases parents and/or guardians are invited into School for discussions. It is always in the best interest of the girl that School and home are working together to support them and set clear boundaries for good behaviour.

In case of very serious behavioural issues external agencies may be involved. The School maintains links with Child Social Care, Early Help Services and CAMHS. If a criminal offence may have been committed the School will contact the local police and maintain a working relationship with the local Police School's Liaison Officer.

The School does not tolerate the use of corporal punishment under any circumstances.

No form of consequence that could be held to be degrading or deliberately humiliating should be used. All consequences should be designed to promote better self-discipline, the long term good of the individual, and the community.

Allegations Against Staff:

If a pupil is found to have made a false accusation against any member of school staff, appropriate consequences will be implemented and the pupil's parents will be contacted. The nature of the consequence imposed will depend on the severity of the accusation, but serious malicious accusations could result in a suspension or permanent exclusion. (Please refer to the Professional Code of Conduct for Staff Policy and the Safeguarding Policy.)

SUSPENSIONS AND PERMANENT EXCLUSIONS

These are usually measures considered only when other rewards and consequences have failed to change unacceptable behaviour or in instances of serious misconduct. However, certain types of behaviour merit automatic suspension.

Suspensions

This consequence can be necessary if other forms of discipline and guidance have failed. It may also be necessary in the event of an investigation into serious allegations to ask a girl not to attend School. Work will be provided to ensure that learning is not affected - the School will be responsible for providing and marking work for the duration of any suspension period.

Instances of offences for which we would consider suspension might include:

- Repeated instances of disruption to class, rudeness, repeated detentions, smoking/vaping, and/or failure to comply with the rules or codes of conduct as specified after a final warning;
- Contravention of the School's IT Policy, including filming in School and/or posting film on the internet without permission;
- Inappropriate behaviour on the internet;
- Theft;
- Possession or consumption of alcohol or illegal substances on site;
- Violent and aggressive behaviour off or online;
- Inappropriate behaviour likely to bring the individual and/or the School into disrepute. This may include behaviour outside School or online.

Permanent Exclusion

Instances of serious offences for which we would consider permanent exclusion might include:

- Unsupervised and excessive consumption of alcohol on the School site;
- Possession, use, supplying or dealing of illegal substances;
- Excessive violence to another person;
- Sexual abuse, assault;
- Carrying an offensive weapon;
- Repeated or persistent bullying;
- Aggression or threat to a member of staff;
- Malicious and unfounded allegations against a member of staff.

We will not automatically permanently exclude a girl for taking or possessing illegal drugs – although a fixed period exclusion would be appropriate. These principles also apply to any other dangerous substances (including alcohol) whereby a girl or girls risk harming themselves or others.

Please refer to the School's 'Drugs, Substances, Alcohol and Tobacco Policy' for further information on our procedures in such cases.

Any suspension would always be coupled with measures that will support an individual to receive appropriate treatment and continue her studies under strict supervision.

Procedure – Suspension and Permanent Exclusions

Any suspension or permanent exclusion would be carefully considered. If a serious incident of misconduct, or series of incidents has occurred the Deputy Head Academic would be informed, and in practice usually already involved in the response from a very early stage.

Investigations would be carried out promptly and fully, and the relevant Tutor, Housemistress, Head of School and the Deputy Head Academic would be involved in this process. Pupils interviewed, whether they are implicated in the situation, witnesses to, or victims of unacceptable behaviour, would be seen by two members of staff, one of whom would have a pastoral responsibility for them and should be both known and a focus of support for the pupil. This might be a Tutor, Housemistress or Head of School.

The details of the case would then be presented to the Headmistress.

If the situation under investigation might lead to a suspension, the Headmistress would then conduct an interview with the girl or girls in question with another member of staff present to hear their case and to explain the results of the investigation. In such a case the parents and guardians would then be contacted immediately after the meeting. The result of the meeting would be recorded whether or not it led to the suspension/exclusion being the consequence administered.

If the situation under investigation might lead to a permanent exclusion, or there had been a series of issues, which cumulatively might lead to this consequence, the parents or guardians of the girl or girls would be invited to be present at the meeting. They would then be aware of the decision but would also receive a written notification whatever the outcome of the meeting.

The Headmistress reserves the right to exclude permanently any student whose behaviour is considered by her to be detrimental to the School as a whole.

We may exclude a girl from the boarding environment and help her to return as a day girl or, possibly, use partial exclusion in the form of internal exclusion from specific classes or activities.

The Headmistress has a responsibility to inform the governing body of all exclusions.

Appeal Procedure

Every parent, pupil or guardian has the right to appeal against the School's decision to permanently exclude a girl. An independent panel of governors will be available to form a Discipline Committee, and may, if a parent or guardian wishes to appeal against the School's decision(s), hear the appeal, review evidence and question or challenge the decision.

Taking Account of Individual Pupil Needs

The School will take account of SEN, disability and the circumstances of other vulnerable pupils. The factors below will be considered in order to take account of individual pupils' needs and circumstances when applying consequences and rewards, regarding, in particular protected characteristics, and SEN, disability and the circumstances of other vulnerable pupils.

Note on use of reasonable force

In line with the guidance *Use of Reasonable Force July 2013*, the School is clear that force is never used as a punishment, which is always unlawful.

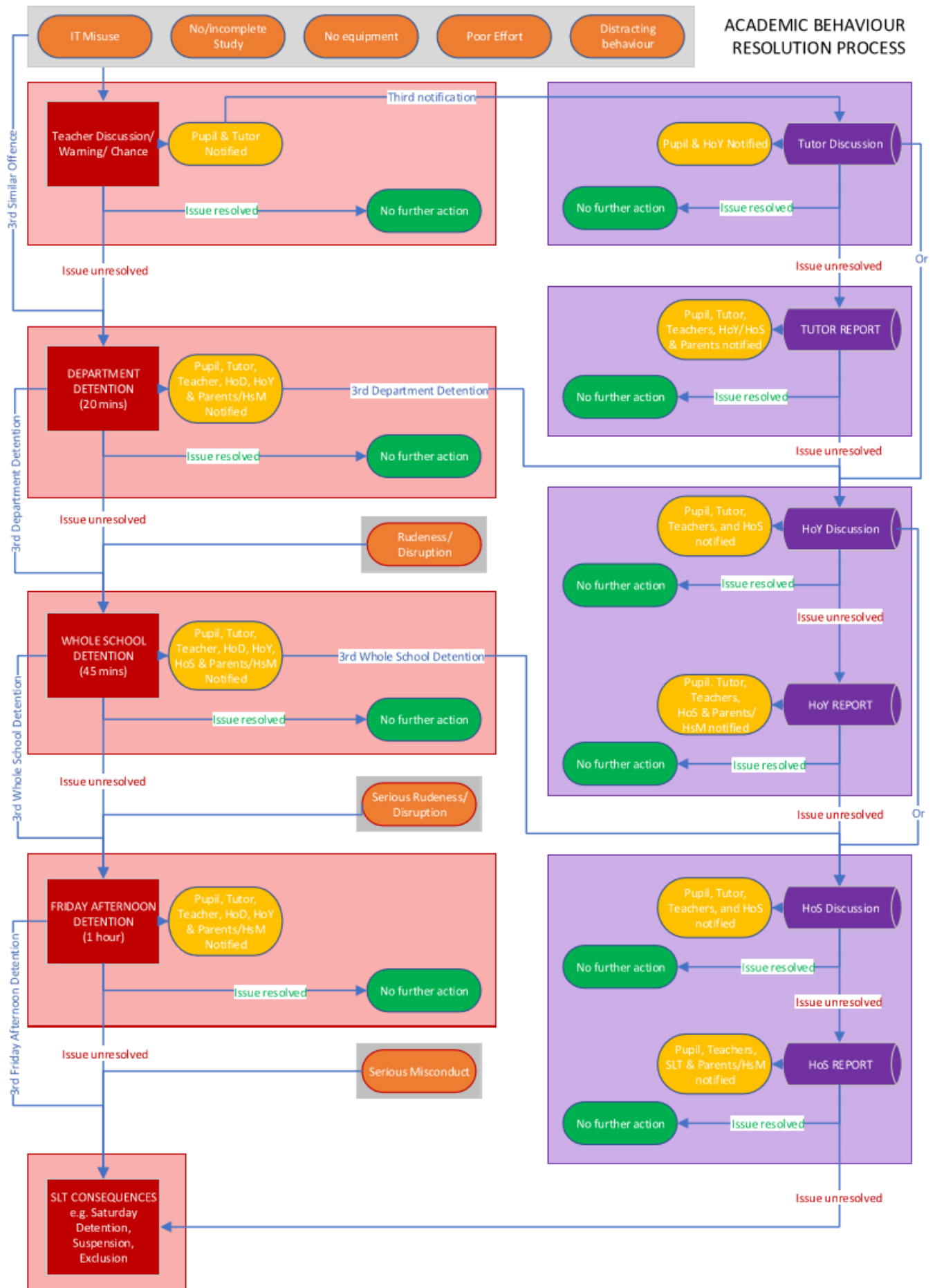
Reasonable force may be used, at a member of staff's professional judgement when there is serious need to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. A log of any such use of Reasonable Force is kept by the Headmistress.

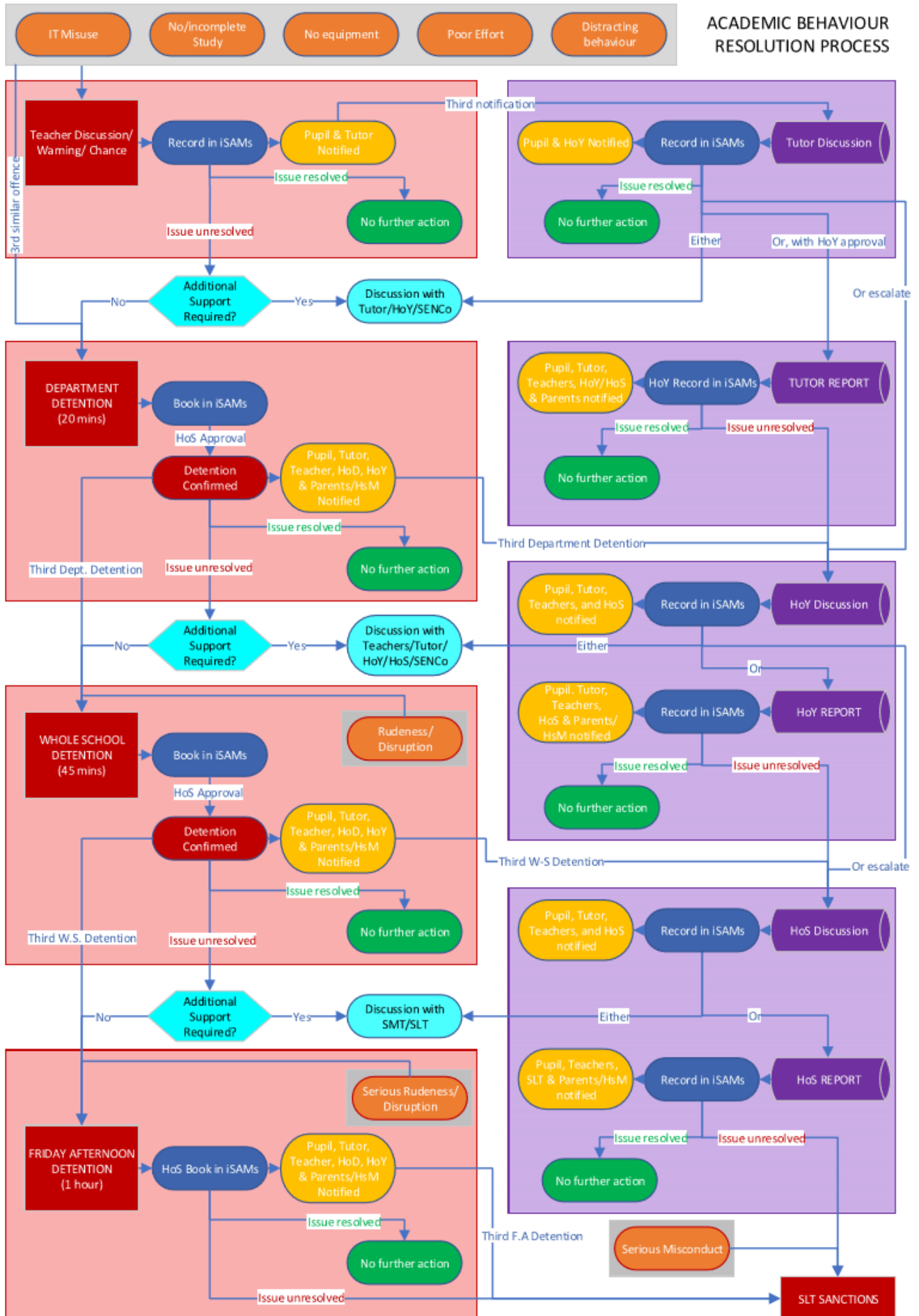
Related Policies:

- Mental Health and Wellbeing Policy;
- Anti-Bullying Policy;
- AUP;
- Code of Conduct for Pupils;
- Online Safety Policy;
- Policy for Pupils with Particular Needs;
- Equal Opportunities for Pupils.

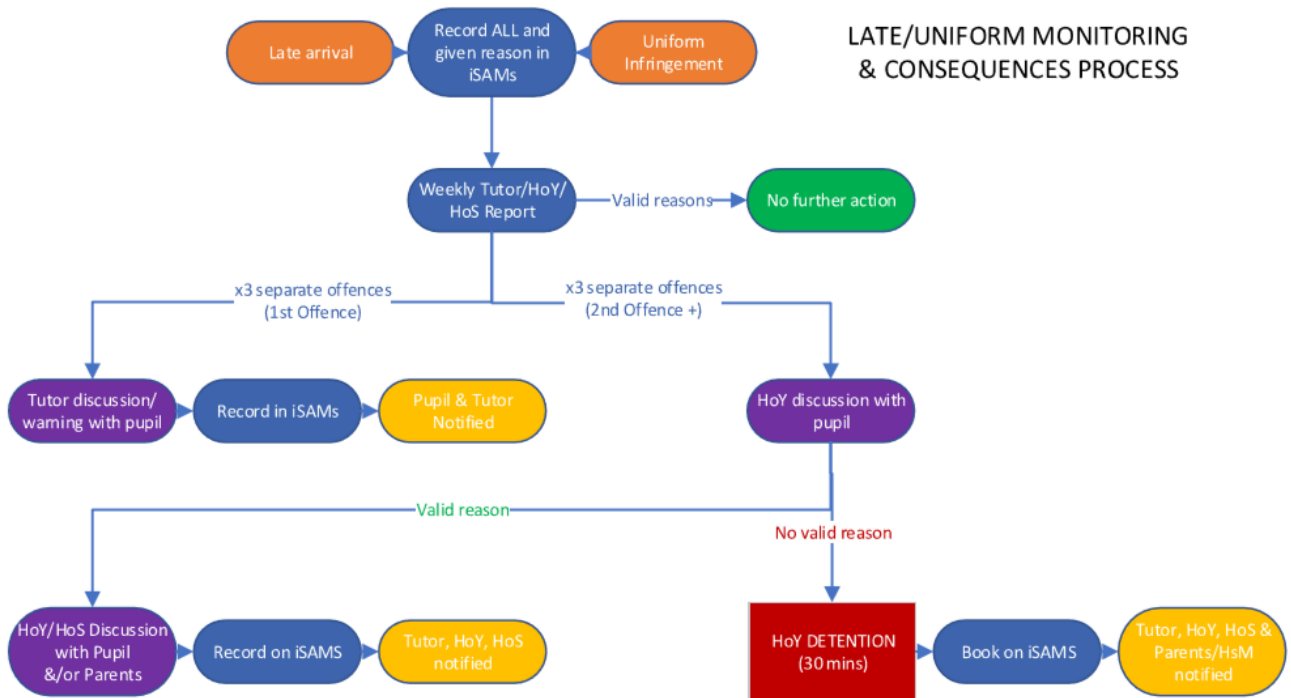
ANNEX A – Behaviour Consequences Flow Charts

Academic - Simple version





Lates and Uniform



Boarding Consequences

