

## Behaviour Policy

### Policy to promote good behaviour and to set out the sanctions for misbehaviour

This policy has been written with regard to Part G (Promoting Positive Behaviour and Relationships) of the National Minimum Standards (NMS) for Boarding Schools (September 2022) and to Paragraph 9 Part 3 of the Education (Independent School Standards) Regulations 2022.

This policy covers:

- 4.1 Introduction
- 4.2 Code of Conduct
- 4.3 Rewards
- 4.4 Sanctions
- 4.5 Mobile Phones and Electronic Devices
- 4.6 Counter-Bullying & Cyber-Bullying
- 4.7 Substance Abuse
- 4.8 Searching
- 4.9 Physical Intervention
- 4.10 Records of Behaviour
- 4.11 Behaviour that is attributable to a disability

Appendix A: A guide to reasonable sanctions and who can impose them

Appendix B: Mobile Phone and Electronic Devices Policy

Appendix C: Drugs and Drug Testing

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection
- Online Safety
- IT Acceptable Use
- Anti-Bullying

### NMS Part G: Promoting Positive Behaviour and Relationships

Part G: Aim - Boarders behave well and develop healthy and respectful relationships with fellow students and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

### Standard 15 - Promoting Positive Behaviour

The school has and consistently implements a written policy to promote good behaviour amongst students, including boarders. The school's approach to behaviour is easily apparent to anyone joining

or visiting the school, and is evident in the actions and messages from all staff and students, including boarders. The school Behaviour Policy includes details on:

- the underlying objective to create a safe environment in which all students, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school
- the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees
- the behaviour expected of students (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems
- how the needs of all students, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong
- school systems and social norms, including rules, routines and consequences systems for students, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online
- student (including boarder) support, including the roles and responsibilities of designated staff and the support provided to students with additional needs where those needs might affect behaviour
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action
- when restraint, including reasonable force, is to be used and other physical contact and how this will be managed
- arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

**15.2** The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, students, parents and carers

## 4.1 Introduction

At Queen Margaret's we encourage girls to adopt the highest standards of behaviour and to respect the ethos, aims and values of the school. We aim to develop mutual trust, honesty and common courtesy. We believe that strong relationships, good manners and a secure learning environment play a crucial part in the development of free-thinking girls, who aspire to be leaders in every walk of life. We develop qualities of teamwork and leadership through our extensive programme of enrichment.

We expect girls to treat staff and each other with consideration and politeness, and to respond positively to the opportunities, demands and challenges of school life. We deliberately do not have a long list of rules but do talk openly and consistently about our values: commitment and excellence, honesty and openness, bravery and resilience, kindness, respect and tolerance, friendship, fairness and fun.

Everyone has a right to feel secure and to be treated with respect, regardless of their characteristics and mindful of their potentially increased vulnerabilities. Harassment and bullying will not be tolerated. Queen Margaret's is strongly committed to promoting equal opportunity for all, regardless of age, race, religion, gender, sexual orientation, physical disability or learning difficulty.

We expect all girls to be ready to learn and to participate fully in the school curriculum and activities. They should arrive punctually, follow instructions and behave with courtesy at all times. They should care for buildings, equipment, furniture and the environment. We expect all girls to behave at all times in a manner that reflects the best interests of the whole community, whether they are inside or outside school.

## 4.2 Code of Conduct

Our Code of Conduct is displayed widely across the school, including in boarding houses and in the student planner. It asks that all members of the school should consider how they behave, how they appear and how they work:

- show respect, care and consideration to others regardless of difference
- never cause unnecessary hurt or unhappiness to anyone else
- be polite and helpful to others at all times
- show consideration and tolerance for the views and beliefs of others
- work to the best of their ability at all times
- demonstrate high standards of appearance and behaviour
- keep the school environment clean, tidy and free of litter
- show respect for the property of others
- show respect for school property
- observe the school's guidelines with regard to keeping themselves safe online
- take responsibility for their own actions and lead by example

- take responsibility for looking after their own physical and mental health (this includes co-operating with the school's approach to legal and illegal highs, smoking and alcohol, as set out below).

We expect all girls to follow the Code of Conduct; it forms the basis for all interactions within the school. Conduct outside school and conduct online, may reflect on the whole school community and will be dealt with in the same way as conduct inside the school as regards rewards and sanctions.

Code of Conduct, such behaviour will be recognised as set out below. On the other hand any infringement of the Code is likely to be regarded as a disciplinary matter and may lead to a sanction as outlined in the table below.

#### HOW WE BEHAVE

We are courteous, thoughtful, and compassionate. We are accepting of all individuals regardless of differences and we entirely reject any form of prejudice and discrimination. Racism, sexism and homophobia have no place at Queen Margaret's. We are understanding and supportive of the needs of all members of our community. We respect our own and others' property. We treat the school site with respect, taking particular care neither to drop litter nor to damage the grounds.

#### HOW WE APPEAR

Our appearance should convey pride in ourselves and in our school. While the Dress Code allows for some individuality, our appearance should always reflect a sense of modesty, dignity, professionalism, and due consideration for others, taking care not to offend staff or other students. There has been a slight amendment to this policy which allows the wearing of a blazer for Chapel, assembly and other formal occasions only.

#### HOW WE WORK

We respect the right of others to learn and teachers to teach. We try our best academically. We respect deadlines and accept responsibility for our own organisation and timekeeping. Our use of technology is responsible, respectful and in line with school policies.

### 4.3 Rewards

We believe that positive reinforcement of our values and the Code of Conduct is a more positive and effective way of promoting good behaviour in school. The reward for good behaviour is largely in the quality of life and relationships we build within the QM Family. QM takes pride in celebrating the success of its students and communicating this success to them and to their parents. There are a number of procedures in place to reward achievement, effort and behaviour. All rewards are openly and fairly given in line with our staff behaviour policy and in addition to the list below staff may have minor rewards systems they use in their classrooms or houses which positively rewards individual effort. Girls at QM are given opportunities to succeed and their success should be celebrated. Verbal praise and the display or publication of good work via notice boards and/or the weekly newsletter

are ways of noting achievements of all kinds and increasing girls' self-esteem. A simple thank you for good behaviour is always valued and encouraged and positively models the expectations we have of each other. The school rewards system is used throughout the school day, including in the boarding houses.

- Verbal encouragement and appreciation of a girl's positive contribution to a lesson or to the wider life of the school. This includes the celebration of girls' achievements in assemblies
- When a girl upholds the School's values in a more 'everyday' nature or contributes positively to the school community, one or two Good Will points may be recorded in iSAMS. Tutors oversee the tally of School points and Bronze, Silver and Gold Awards are given for the accumulation of points (10, 20 and 30 respectively). Each term the girl in each year group with the most points receives a prize at Mark Reading
- Each week the Head and/or Head Girl may mention an individual or group who have demonstrated commitment to the school values through the acquisition of house points or through nomination by staff or other students. Those mentions are recorded on the school system and parents can see this information on the portal
- A House Commendation which is equivalent to 5 house points may be awarded by any member of staff for significant service to the school community for example being a tour guide, or for an excellent piece of work
- A Head's Commendation is equivalent to 10 house points in value, may be awarded by any member of staff for exceptional work in their subject area, or for excellence in demonstrating the values of the school. Such commendations are usually presented by the Head in assembly
- Throughout the course of the year house staff and teachers will take the opportunity to celebrate positive contributions to school life made by girls in a wide range of ways. An example would be a 'treat' because they have won 'Dazzling Dorms' or the 'Beautiful Cottages' award. In the classroom teachers may use "reward jars" or similar approaches to encourage positive behaviour and contributions in lessons
- Individual achievements are celebrated at Mark Reading at the end of each term and finally at Speech Day.

#### 4.4 Sanctions

High standards of behaviour are expected of QM girls and generally they meet that expectation. We know that young people can be forgetful, disorganised or impulsive at times. Such instances should not be ignored but in responding to them we believe it is important to express disapproval of the behaviour not of the individual. Pastoral guidance will be provided to girls throughout the entire disciplinary process.

Sanctions will be applied fairly and proportionately, following investigation. Sanctions may undergo reasonable change from time to time but will never include any form of humiliation or sarcasm.

QM prohibits the use of corporal punishment.

### Minor Sanctions

The underlying ideology is to guide girls in a supportive and encouraging environment, recognising that girls will make mistakes and providing them with the opportunity and support to learn from those mistakes. Where students for example occasional lateness to class or a late piece of work a simple conversation with the student and an apology will usually suffice. A member of staff may make note of these conversations in order to detect patterns and then work with the student to improve punctuality or organisation. Staff may use a clear and fairly applied “strike” system in order to encourage good behaviour and study habits where an accumulation of “strikes” will result in the awarding of an Order Mark. More serious infringements can receive a double order mark. Order Marks are recorded centrally on iSAMS and students and parents are notified when they are recorded.

Uniform marks can also be awarded for an infringement of the Uniform Policy. These are separate to Order Marks and can be awarded after verbal guidance, to any student not following the rules. Five Uniform marks will lead to a Uniform report card. If a student continues by not following the uniform rules despite having been on a report card then they will be issued with a House detention. These Uniform marks will be reset each term. This is also the case for Lateness whereby a lateness mark can be given for an instance of lateness, following a conversation with the girl. Five Lateness marks will lead to a Punctuality report (monitored by the Senior Tutor). If a girl continues by being persistently late despite being on report then they will be issued with a detention. These Lateness marks will be reset each term.

Appendix A Part 1 to this policy sets out the range of sanctions that can be imposed for inappropriate behaviour and who can impose them. Appendix A Part 2 sets out guidance to assist those authorised to impose such sanctions in determining the level of sanction to be imposed. It should be noted that the guidance in Part 2 of Appendix A is not intended to be prescriptive or exhaustive but indicative of an appropriate level of response, thus enabling a reflective response to the behaviour in the context in which it occurred.

Girls who display persistent inappropriate behaviour may move through the levels in the Guide. It is possible therefore that a girl may reach the highest level of sanction by continually committing minor misdemeanours; demonstrating that she is not learning from and adjusting her behaviour. Equally, a girl may find herself being dealt with at the highest level on the Guide immediately by being involved in a very serious incident.

### Detention

All detentions are recorded centrally and students and parents are notified when they are awarded.

**School Detentions, which are for academic infringements, are scheduled on Saturday**

**Mornings at 08:00-08:45 and are supervised by a Head of Department.**

**Pastoral Detentions are scheduled in Wenlock Library on Friday from 19:00-20:00 supervised by the Deputy Head Pastoral**

**Senior Deputy Head Detentions will be scheduled on Friday from 19:00-21:00 supervised by the Senior Deputy Head**

Where appropriate girls will be given personalised guidance to avoid a repeat of the behaviour which led to the sanction. This could take the form of medical advice, e-safety advice, or any other guidance which is considered appropriate.

Depending on the context of the detention, a report card may be issued to monitor behaviour, academic progress, uniform or lateness and praise examples of improved behaviour as evidenced in the report card.

### **Temporary or permanent exclusion (Including internal suspension)**

All parents, girls and staff should be aware of the more serious sanctions, including temporary or permanent exclusion from the school, which the Head may impose for serious breaches of the Code of Conduct, including any criminal behaviour.

Temporary, permanent or internal exclusions or suspensions will be applied at the Head's discretion, in consultation with House staff and the Senior Deputy Head after a thorough and fair investigation of the circumstances and events.

## **4.5 Mobile Phones and Electronic Devices**

We are mindful that we are preparing young people for a technologically advanced adulthood and that it is our responsibility to give students an education which does not vilify technology but does enable them to make good decisions about its use in the context of safeguarding their own health and welfare and that of others. Appendix B to this Policy sets out the School's basic expectations in respect of the use of mobile phones and electronic devices and sets out guideline times when girls can normally expect to be allowed to use mobile phones and other electronic devices outside of the supervision of the classroom. All students must agree to and follow the IT Acceptable Use and E-Safety Policies.

## **4.6 Counter-Bullying and Cyber-Bullying**

The School maintains a policy to counter bullying which is to be read with and sits alongside this policy. The policy also outlines the School's approach to on-line safety and Cyber- Bullying.

## 4.7 Prohibited Items and Substance Abuse

For the avoidance of doubt, the following are prohibited for all students including when they are in the care of the School outside of the school grounds:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and e-cigarettes (vapes)
- Other electronic/vaping devices
- Any substances intended to resemble drugs, legal drugs, performance enhancing drugs, anabolic steroids, glue or any other substance held for purposes of misuse.
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to, the property of, any person (including the student).

### Legal Highs

Legal highs are substances used like illegal drugs but which are not covered by current misuse of drugs laws. This means that in society at large they are legal to possess or use. This does not mean that they are safe or in any way approved. Such drugs can also be referred to as club drugs or new psychoactive substances (NPS). They can carry serious health risks. The possession or supply of such drugs will result in a major sanction.

The Governors and Head intend Queen Margaret's to be and remain an environment free from illegal drugs and the 'culture' of drugs. Any breach of this policy is treated as a very serious breach of school discipline. Further details of the School's approach in this area is set out in Appendix C.

## 4.8 Searching

Searching can play a critical role in ensuring a safe environment for students, staff and visitors. DfE guidance '[Searching, Screening and Confiscation, Advice for Schools, July 2022](#)' explains the powers schools have in relation to searching, screening and confiscation. Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed above in paragraph 4.7. The search will be conducted by a senior member of staff with another member of staff as a witness. At least one member of staff will be female. Whenever possible, the girl in question will be informed that the search is about to take place and be asked to be present. There may be occasions where drug testing may be applicable as set out in Appendix C.



## 4.9 Physical Intervention

The School prohibits the use of corporal punishment. It is very rare that physical intervention will need to be used at QM but there may be circumstances when it may be necessary to use some form of physical restraint or other physical intervention so advice on how it may be safely applied is given to staff. Staff members will keep to the School's policy relating to physical intervention, will always seek to defuse situations and will avoid physical intervention whenever possible.

Where physical intervention is necessary staff will only use the minimum force necessary and for the shortest time. Girls should, however be aware that staff members lawfully can, and will, if necessary, intervene to prevent a student from:

- Committing a criminal offence
- Injuring herself or others
- Causing damage to property
- Engaging in behaviour prejudicial to good order and to maintain discipline

All members of staff, provided they have been authorised by the Head to have control or charge of girls, may intervene in this way.

Examples of the first three categories are:

- a girl attacks another girl or a member of staff
- a girl steps onto a busy road, putting herself in danger
- a girl is engaged in or is on the verge of committing deliberate damage or vandalism to property
- a girl is causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- a girl is running in a corridor or on a stairway in a way in which she might have or cause an accident likely to injure herself or others

Examples of situations which fall into the fourth category are:

- a girl is persistent in refusing to obey an order to leave a classroom
- a girl is behaving in a way which is seriously disrupting a lesson or School event

Physical intervention can take several forms. It might involve members of staff:

- physically interposing between girls
- blocking a girl's path
- holding
- pushing
- pulling

- leading a girl by the hand or arm
- shepherding a girl away by placing a hand in the centre of her back or (in extreme circumstances) using more restrictive holds.

#### **4.10 Reporting Incidents**

A detailed written report of any occasion when physical intervention is used will be made as soon as possible after the incident. This report will include:

- the name of the girl involved and where the incident took place
- the names of any other members of staff or girls who witnessed the incident
- the reason force was necessary
- how the incident began and progressed, including details of the girl's behaviour; what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- the girl's response and the outcome of the incident
- details of any injury suffered by anyone involved and any damage to property

The report will be submitted to the Head and Senior Deputy Head. When a student has been restrained by a member of staff the Head or Senior Deputy Head will contact the parents and give them a report of the incident and an opportunity for discussion.

#### **4.11 Records of Behaviour**

The school's databases (iSAMS & CPOMS) are used to record all positive and negative behaviours. A termly review of major sanctions is undertaken by the Senior Deputy Head and the Deputy Head Pastoral in order to identify trends and ensure that sanctions are being applied fairly and even-handedly. A report regarding serious sanctions as well as statistical overview of all sanctions is made to the Governors' Pastoral Committee. Tutors are encouraged to scrutinise their tutees' behaviour records regularly to ensure that good behaviour is being rewarded and that students are supported to address bad behaviour.

#### **4.12 Behaviour that is attributable to a disability**

The school will make reasonable adjustments for managing behaviour that is attributable in whole or in part to a girl's disability or neurodiversity. Where sanctions are being considered the school will ensure that such issues are reflected upon and the girl is given appropriate support and guidance.

**Claire Rhodes**

**Senior Deputy Head**

Policy last amended: February 2024

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## Appendix A: Part I Guidance for all staff

### Part I Summary of sanctions and who may administer them

<b>Minor</b> May be issued by all staff	Verbal Guidance Order Marks Uniform Mark Lateness Mark Gating - various forms	Recorded on iSAMS
<b>Medium</b> May be Issued by Head of Department, Senior Tutors, Deputy Head Pastoral and Senior Deputy Head	School Detention with Head of Department on a Saturday morning  House detention at the discretion and timing of the House staff  Detention with Deputy Head Pastoral on a Friday evening 7-8pm  Senior Deputy Head Detention on a Friday evening 7-9pm	Recorded on iSAMS  5 order marks = School Detention. Order marks are reset each term. Only one Saturday detention. For repeat offenders this increases to the Deputy Head detention with a further 5 order marks  5 Uniform and/or Lateness marks = Uniform/Lateness report card. Repeat Uniform/Lateness mark following report card = Detention. Uniform/Lateness marks are reset each term  <b>The following are additional discretionary sanctions</b> Report Card Community Service Gating - various forms Contact with parent/guardian

<b>Major</b> Issued by Senior Deputy Head/Head	Temporary and permanent exclusion (Including Internal suspension)	Investigation carried out to ensure a fair and thorough understanding of the circumstances
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## Appendix A: Part 2 Guidance

This guidance and list of examples of misbehaviours is not intended to be exhaustive, but rather indicative  
**A re-occurrence of minor or medium incidents will lead to an escalation through the policy, i.e. a verbal guidance and a repeat of the same offence will lead to an order mark**

<b>Breaking the school code of conduct</b> <b>Examples of minor and medium misbehaviours and the sanctions to be applied, and examples of major misbehaviour.</b>			
	Minor	Medium	Major
<b>Lateness at registration</b>	Verbal Guidance/ Lateness mark	Early registration	<ul style="list-style-type: none"> <li>• possession or abuse of drugs, tobacco, alcohol or legal highs.</li> <li>• theft, including damage to property</li> <li>• sexual harassment or misconduct</li> <li>• making malicious accusations against any member of the school community</li> <li>• misuse of digital technology or information</li> <li>• persistent disruptive behaviour</li> <li>• putting anyone's safety at risk, including physical assault, threatening behaviour or fighting</li> </ul>
<b>Late to a lesson</b>	Where appropriate, keep behind the same number of minutes - at break time. Repeated lateness = 5 Lateness marks is a Punctuality report	Punctuality report. Parents are informed and monitored.	
<b>Failure to hand in phone on time</b>	24hr loss of phone	48hr loss of phone, up to two weeks loss of phone.	
<b>Multiple phones</b>	24hr loss of both phones and confiscation of 2nd phone until next holiday when it should be given to parent	48hr loss of phone, up to two weeks loss of phone	
<b>Use of phone at inappropriate time including dining hall</b>	24hr loss of phone	48hr loss of phone or longer term loss of phone.	
<b>Failure to sign in and out correctly to go off-site</b>	Gated - Unable to go off site for 48 hours or equivalent time when boarding.	Gated - Unable to go off site 1- 2 weeks or equivalent time when boarding.	
<b>Failure to sign in and out correctly in</b>	Signing in and out at house study at breaks and	Signing in at House Study at regular intervals for	

house	lunches for 1 day	between 1 and 2 weeks.	<ul style="list-style-type: none"><li>● discrimination with respect to age, race, religion, gender, sexual orientation, physical disability or learning difficulty</li><li>● malicious, threatening, abusive or derogatory language used against or about another member of the school community</li><li>● threatening behaviour</li><li>● bringing the school into disrepute</li></ul>
Not ready and settled in bed at correct time	Early registration in the house study, in full school uniform between 07:00 - 07:30 depending on circumstances.		
Noisy/disruptive after lights out	Early registration in the house study, in full school uniform between 07:00 - 07:30 depending on circumstances.		
Late for prep/ missing prep time/ disruptive in prep	Verbal guidance/order mark <b>AND</b> add time onto the end of prep.	House Detention	
Unacceptable behaviour to the school community.	Verbal guidance/ order mark and discussion about future consequences. In house duties – laundry, Le Café or Hogwarts for 1 night	In house duties – laundry, Le Café or Hogwarts 2 nights Signing in at House Study at regular intervals for 1 or 2 evenings.	
Rudeness to staff	Verbal guidance/order mark	order marks/detention/ report card	
Failure to turn up for evening duties	Verbal guidance/order mark	Do duty alone for 2 nights - 2 weeks.	
Untidiness	Report back at nearest break time to tidy area until staff are satisfied	Tidy own areas, Hogwarts and Prep rooms 1 night. On duty for one-two weeks.	
Disruption to lessons/ lack of focus/ distracting others	Verbal guidance/order mark	School Detention Report Card	
Damaging property	Verbal guidance/order mark <b>and</b> seek to mend broken item	Pay for repair. School or Senior Deputy Detention depending on the nature of the damage.	
Stealing other girl's belongings where no malicious intent is evident	Verbal guidance/order mark <b>and</b> discussion around appropriate way to borrow property.	Informing parents, boarding report, Senior Deputy Detention. Police involvement.	

<b>Eating in lessons/ chewing gum in school</b>	Verbal guidance/order mark	School Detention	
<b>Prep not completed</b>	Verbal guidance/order mark	School detention to do work. Planner checked daily by tutor/house staff for prep completion and signed by staff/parent	
<b>Non-adherence to dress code (jewellery/ hair not tied up/ blazer not worn/ sports kit to PE lessons)</b>	Uniform Mark	Pastoral Deputy Detention Uniform Report Card	
<b>Being prepared for a lesson - equipment, calculator, pencil case, books and planner</b>	Verbal guidance/order mark	School Detention Report card	
<b>Adhering to the House Curfew</b>	Verbal guidance/order mark	House Detention Gating	

## **Appendix B: Mobile Phone and Electronic Devices**

### **1.1 Rationale**

This policy aims to provide clarity and guidance over the school's expectations with regard to mobile devices. This covers mobile phones, tablets and laptops. It is acknowledged that such devices are a key feature of the modern world and provide significant support to the girls' educational journey and enable them to maintain close contact with family and friends outside School. It is also noted however that there is increasing evidence that the use of mobile devices late in the evening and excessive use generally can be harmful to sleeping patterns and can have detrimental effects on relationship building, mental health and educational achievement.

With that in mind Queen Margaret's is committed to supporting the NHS guidelines on not using 'screens' 60 minutes prior to going to bed and to the concept that girls should not have electronic devices with them in their rooms overnight.

### **1.2 Expectations**

It is expected that girls will use any mobile device in a manner which is respectful to themselves and their peers. Girls should at all times be thoughtful when making video calls and taking photos, having regard to others around them and the activities being undertaken. They should not take photos or videos of others without their permission.

Girls should always ask for permission to photograph another and ask for their permission to post the image anywhere. Girls should be mature when handling images and not share an image which would be perceived as being embarrassing or disrespectful to the person in the image. Girls may have their phone or device confiscated by a member of staff if misuse is suspected or if she does not comply with the access guidelines set out below.

### **1.3 Access to mobile devices**

Girls in different year groups have access to mobile devices to account for age and maturity. Whilst the guidelines are given as a guideline, it is possible that a Housemistress will deviate from these guidelines for individual circumstances or to manage individual situations for example time differences, family circumstances such as an imminent posting for military families or bereavement.

There is flexibility across all of the houses for girls to have their devices at different times at weekends, depending upon their activities.

### **Years I and II**

No devices other than laptops allowed during the school day. Laptops allowed for educational



purposes as and when required.

16:50 - 18:30 - mobile phone access. There is some flexibility for girls who have been involved with clubs at school, day girls needing to arrange pick ups, international girls and exceptional family circumstances.

### **Year III**

No devices other than laptops allowed during the school day.

17:30 - 20:00 Monday - Friday mobile phone access. There is some flexibility for girls who have been involved with clubs at school, day girls needing to arrange pick ups, international girls and exceptional family circumstances

These arrangements can become increasingly flexible throughout the year in preparation for transition to the next year group.

### **Year IV**

No devices other than laptops allowed during the school day. Laptops allowed for educational purposes. There is some flexibility for girls who have been involved with clubs at school, day girls needing to arrange pick ups, international girls and exceptional family circumstances

17:30 - 21:00 Monday-Friday mobile phone access.

### **Year V**

Girls are allowed to have mobile phones and devices within the school day, provided they are using them in a mature and responsible manner as outlined in this document.

Mobile Devices and laptops to be locked in the girl's study room at 21:00.

### **LVI and UVI**

Girls are allowed to have mobile phones and devices within the school day, provided they are using them in a mature and responsible manner as outlined in this document.

Girls are encouraged by House Staff to not be on their screens 60 mins before bedtime. House Staff may intervene if they feel that a girl's use of her 'screen' is having a detrimental effect on her.

## Appendix C: Drugs and Drug Testing Definition

The definition of a drug used by the DfE in “Drugs guidance for Schools” is: “A substance people take to change the way they feel, think or behave”. This includes:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances, and legal and illegal highs
- All over-the-counter drugs and prescription drugs

### Drugs and Drug Testing Policy in action at QM

We are committed to promoting a healthy, safe environment at QM, in which good citizenship and respect for the Law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the integrity of our community, and gives all of our students the understanding and self-confidence to reject illegal drugs and substances.

### Education Programme

We have extensive health education components in our PSHE curriculum. This covers the potential short-term and long-term risks to health from drug and substance abuse. They also include an ethical dimension, designed to instil an understanding of the importance of complying with Criminal Law. Our programmes involve students of all ages and continue throughout their time at the school. Education on these issues extends across the curriculum, involving English, Science and Drama lessons. We also have Assemblies on the topics, and talks from persons and bodies from outside the school to cover the serious risks from abuse of illegal substances, alcohol and tobacco.

### Pastoral Support

Our Health and Wellbeing Centre also plays an active role in promoting greater awareness about the risks involved in the misuse of substances. Girls can discuss their individual worries about drugs or substances with their Tutor, Housemistress or any member of the Pastoral Team. They can also refer themselves to the Medical Staff and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We are very conscious of the importance of working together with parents and guardians in order to promote the well-being of the girls.

### External Support

If a girl comes forward and voluntarily identifies herself as a drug user and asks for help, or if her parents or friends ask for help on her behalf, we may, depending upon the circumstances and at the discretion of the Head, offer her the opportunity to reform her habit with the support of a drug testing programme and Counselling at the parents' expense.

## **Drug Testing**

Girls who are identified as a potential drug abuser will be required to undergo drug testing by a local registered clinic or hospital. Testing will be arranged by the Senior Deputy Head in conjunction with the School's Health and Wellbeing Centre. Full details of the arrangements will be sent to the parent or guardian. If a girl fails her first drug test (so confirming usage of a banned drug or substance), she will only be allowed to remain at the school on the condition that she submits to regular drug testing throughout her remaining time at school, and on the clear understanding that she will be permanently excluded immediately on failure of a subsequent drug test, or if there is evidence that a sample has been tampered with in any way.

## **Investigation**

We will always investigate rumours about involvements in illegal drugs and substances, including questioning a girl, searching her room and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.

## **Sanctions**

The normal sanction for possession or involvement with drugs is permanent exclusion; however, alternative sanctions, when there are mitigating circumstances (such as a girl being put under irrefutable pressure from someone else to take or store drugs) could involve suspension and a final warning. Following consultation between the Head and Chairman of Governors, any matter relating to drugs may be referred to the police.