



South Hampstead

*High School*

GDST

# Behaviour Policy

**UPDATED BY**

Ms Zoë Brass (Deputy Head, Pastoral)

**LAST REVIEWED**

November 2018

**NEXT REVIEW DATE**

June 2019

Our aims as a school: Opening doors, hearts and minds.

At South Hampstead we aim to create an aspirational culture for all. Our pupils are encouraged to aim high, and develop the confidence and tenacity to make their dreams a reality. We aim to foster intellectual spark, creativity and debate, and real joy in learning.

We aim to provide outstanding breadth of opportunity in our curricular and extra-curricular programme and to open our pupils' minds to a myriad of possibilities. Our extra-curricular activities are based on the principle of inclusive excellence: we believe that involvement in school life is a key factor in our pupils' happiness and the development of all-important 'soft skills'.

We aim to create a happy, tolerant and kind community where girls can be themselves. We want them all to play their part in the life of the school and in wider society. Our pupils should leave us as confident, adaptable, and pioneering young women ready to make their mark on the world and to lead happy and successful lives.

The Behaviour Policy supports and promotes these aims in many ways as we encourage the girls to be active and positive members of our school community. Academic standards and expectations of achievement in all areas of school life are high at South Hampstead. The pupils are highly motivated and are keen to work with their teachers to realise their full potential. Every pupil and each member of staff benefits from the respectful and open relationships that exist between all members of our community and we are committed to maintaining the high degree of co-operation and friendliness that this creates. This is part of what makes South Hampstead the school that it is. The girls are expected to mirror the aims of the school in their behaviour at all times, both when in school and when acting as ambassadors for the school. Thus, the expectation is that the pupils display respect, kindness and tolerance to all, as well as demonstrating and continually working hard to cultivate a spirit of service to the school and to the wider community. All members of the school community are asked to use language that is respectful and kind toward others and that does not perpetuate stereotypes or offend others. There is a Code of Conduct, which everyone is expected follow at all times, including when not on the premises of the school or under the lawful control or charge of a member of staff of the school. We work with our pupils and parents, and other bodies where appropriate, to ensure good behaviour on the way to and from school, on school visits and whenever pupils are representing the school.

## CODE OF CONDUCT

The school has high expectations of how pupils behave. These expectations are summarised in our Code of Conduct. The school symbol is a Torch and the principles of the Code of Conduct are embodied within the word to help you to remember the qualities you should demonstrate.

- T** Thoughtfulness
- O** Open-heartedness
- R** Respect
- C** Courage
- H** Honesty

There are relatively few school rules. These are all listed in the pupils' homework diary and are designed to make the school run smoothly, to create a pleasant, safe working environment for all staff and pupils and to teach pupils how to behave in a manner that exhibits respect, kindness and tolerance for all. Girls must behave in a way that is not dangerous to others or to themselves. We also ask that girls are punctual, wear correct uniform, and have with them the correct PE kit and equipment for lessons. Girls must also adhere to the Anti-Bullying Policy and to the ICT policy. In matters of discipline, teachers aim to educate pupils, discussing

with them the reasons why specific aspects of their behaviour may be inappropriate. Parents are contacted for their support where appropriate.

Minor misdemeanours may result in a reprimand by the subject teacher, form tutor, or Year Head. Girls may be asked to complete a community service task such as to help clear up in the dining room or the art room at lunch time. For more serious misdemeanours or repeated disrespect for our basic expectations, an SLT detention will be given. SLT detentions are arranged and supervised by the Deputy Head. Parents will always be notified in writing of SLT detentions. For repeated incidents of such misdemeanours following an SLT detention, it may be necessary to internally exclude a girl. This is rare and parents will be kept fully informed. Serious breaches of the school rules will result in a formal Disciplinary Meeting being held. The pupil, parents and senior staff will attend and details of the breach will be discussed. This may result in the imposition of a sanction, which could include a community service task, internal suspension, external suspension or, in very exceptional cases, permanent exclusion.

Corporal punishment must never be used, under any circumstances, to address a lapse in a pupil's behaviour. Other examples of unacceptable disciplinary sanctions would include any punishment intended to cause pain, anxiety or humiliation and the deprivation of or forced consumption of food or drink. In cases where a teacher is considering a more harsh sanction than a routine detention or a dull task (eg. sorting lost property, picking up litter), they are advised to seek support from their Head of Year or the Deputy Head, Pastoral before going ahead with the sanction.

Any sanctions will be decided upon taking into account the context for the individual pupil concerned, particularly with respect to any specific learning difficulties they may experience (in line with Schedule 10 of the 2010 UK Equality Act). The expectation and action taken for such pupils' behaviour will take into account their specific areas of disability or need. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond to breaches of the school rules or code of conduct.

Pupils who have made false allegations against staff will have appropriate sanctions applied. The seriousness of such allegations will be explained to the pupil and their pre-existing understanding of that seriousness assessed when deciding on the appropriate disciplinary response, which would range from a written letter of apology to the teacher to temporary or permanent exclusion.

At South Hampstead, we reward impressive behaviour, commitment or achievement in many ways during the school year. 'Colours' are one of the more important and public acknowledgements of a pupil's achievement in the senior school; any member of staff may nominate any pupil for 'Colours'. Colours indicate outstanding achievement but may also be given for

exceptional commitment to the life of the school and there are 'Spirit' prizes for those who manifest the spirit of service and community that we are engendering through the school's aims. Other ways of recognising exceptional contributions are the Head of Year and Head of Department awards and the Head's Commendation. There is a Prize-Giving Ceremony, which is an opportunity to celebrate girls' achievements and progress throughout the year. All staff use the internal praise monitoring system of 'merits' on SIMS to record positive achievements and effort throughout the year and house points can be given. More informally, there is an ethos of praise and encouragement which pervades all staff/pupil encounters. Further details of rewards and sanctions can be found in the Rewards and Sanctions document in the Staff Handbook.

South Hampstead is a through school where approximately 50% of pupils in Year 7 come from the SHHS Junior School. This provides an opportunity for comprehensive communication between the staff at both schools to ensure understanding of any behaviour issues that have been addressed at the junior level and consistency in strategies employed. Handover meetings between the Year 6 and Year 7 teams facilitate and smooth the transition for pupils moving into the Senior School.

## RESPONSIBILITIES OF TEACHERS

Teachers are expected to discharge their duties in a competent manner and to maintain control and discipline in the classroom and elsewhere. Teachers have a duty of care to exercise disciplinary control in order to maintain good order, and safeguard pupils' health and safety. A teacher may be deemed negligent if they endanger the physical and emotional well-being of a pupil by failing to maintain order. Teachers, however, cannot be expected to foresee every incident, nor are they duty bound to run the risk of personal injury, by intervening where it is not safe so to do. Teachers should familiarise themselves with the South Hampstead High School policy on the use of physical restraint.