



South Hampstead

*High School*

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GDST

# Behaviour Policy

**UPDATED BY**

Ms Zoë Brass (Deputy Head, Pastoral)

**LAST REVIEWED**

July 2019

**NEXT REVIEW DATE**

July 2020

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, Sanctions and Rewards 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 of 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 Acceptable

Use Agreement. 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.

## SANCTIONS

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. (Details about the procedures surrounding exclusions can be found in the Internal, Fixed Period and Permanent Exclusion policy.)

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.

## 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 SHHS policy on the use of physical restraint.

### Rewards

All teachers at South Hampstead have a responsibility to encourage students to adopt the highest standards of behaviour and moral principles, and to embrace the ethos of the School. Positive relationships, courtesy and a secure learning environment all play a significant part in the development of intellectually curious students.

The overarching principle of our rewards system centres on how rewards (and sanctions) can, and should, be used to positively reinforce appropriate student attitudes and behaviours, and to discourage inappropriate attitudes and behaviours. Effective implementation of the rewards system helps to celebrate the individual talents of our students, and recognise their achievements in an explicit way.

### Aims of rewards:

- to celebrate pupils successes at every opportunity whether academic or extra-curricular
- to give parents and teachers a sense of shared values
- to foster positive environments, which help to support high quality teaching and learning
- to promote responsible student behaviour
- to support the House system and a spirit of healthy competition

## HEAD'S CONGRATULATIONS AWARD (LEVEL 3)

This can be given for exceptional performance in any area: academic, pastoral or extra-curricular. A teacher wishing to award a Head's Congratulations should notify the Head's PA via email, and the individual students will be invited to meet the Head, receive the award and talk about their success.

Head's Congratulations will be recorded on SIMS by the Head's PA, and the relevant House will receive 5 House points.

Potential reasons for the award of a Head's Congratulations include, but are not limited to:

- a one-off piece of work that is superb, brilliant or impressive

- achieving 100% in a significant assessment, or top marks beyond which is unusual for that task/group
- a term's work that has been consistently above and beyond
- a one-off co-curricular achievement in sport, music or drama
- 100% attendance at an extra-curricular activity over the course of a term

## DEPARTMENTAL AWARDS (LEVEL 2)

These can be given by departments to individual students in order to recognise specific subject excellence, interest or passion. Departments can take their own approach in how to communicate the award (for example, some departments send postcards home) and subject specific criteria may be used to decide how these awards are allocated.

Heads of Department oversee rewarding students with Departmental Awards, and ensure that they are recorded on SIMS. If a student receives a Departmental Award, their House receives 3 House points.

Potential reasons for the award of a Departmental Award include, but are not limited to:

- consistently high achievement
- independent academic endeavour
- exceptional progress
- a determined effort or resilience

## HEAD OF YEAR COMMENDATIONS (LEVEL 2)

These can be given by any student's Head of Year in order to reward activity or behaviour that reflects the pastoral values of the school. Form tutors can nominate students for the award of a Head of Year commendation, and should look to award these on a regular basis.

Heads of Year send postcards home to signify the award of a HoY Commendation, and this is also recorded on SIMS, with 3 House points awarded to the relevant House.

Potential reasons for the award of a Head of Year Commendation include, but are not limited to:

- consistent or improved engagement in school community
- acts of kindness, consideration and helpfulness

## COLOURS (LEVEL 2)

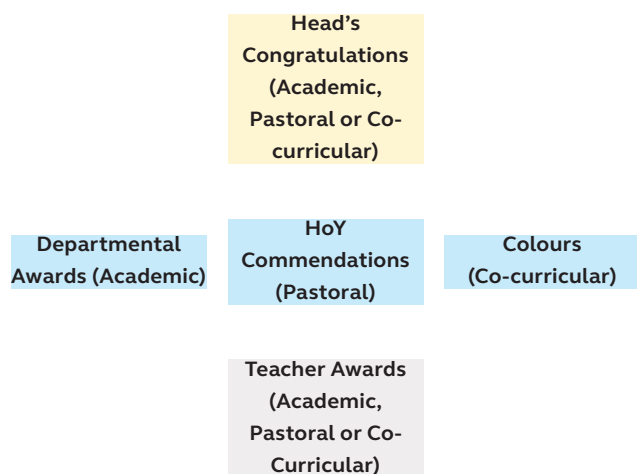
These are awarded at the end of each term for long-term commitment, consistent excellence or outstanding qualities in Sport, Music and Drama. Colours may also be awarded for other co-curricular clubs and societies if students have met the relevant criteria.

The awarding of Colours is decided by the relevant Head of Department, in collaboration with their departmental colleagues. Heads of Department submit termly entries into a shared Excel spreadsheet (set up by the Reprographics department), in order for the Head to check them in advance. Students in receipt of Colours receive a certificate in the end of term assembly.

### TEACHERS AWARDS (LEVEL 1)

These should be used frequently to reward high levels of achievement and effort, and positive actions in day-to-day school life. Departments or individual teachers have the freedom to choose how they want to give these awards and what they are called. Teachers should always be looking for opportunities to praise students for upholding the values we espouse as a school and for their achievements along the way. To avoid extra administration requirements on teachers, there is no need to record these in SIMS.

### REWARD STRUCTURES



### SOURCE OF GUIDANCE FOR THIS DOCUMENT

Behaviour and Discipline in Schools, 2016