

# **Behaviour, Sanctions & Rewards Policy**

## **Senior School**



**Should be read in conjunction with Internal, Fixed Term & Permanent Exclusions Policy and Policy on the Use of Physical Restraint**

<b>UPDATED BY</b>	<b>DATE OF ISSUE</b>	<b>NEXT REVIEW DATE</b>
Senior Deputy Head, Pastoral	November 2024	July 2025

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 co-curricular programme and to open our pupils' minds to a myriad of possibilities. Our co-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 wilfully.

The school has established five key values, 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.

### **SHHS School Values:**

The school has high expectations of how pupils behave towards other members of the community and towards themselves. These expectations are summarised in our five school values:

**Aspiration**  
**Creativity**  
**Kindness**  
**Courage**  
**Commitment**

There are relatively few specific school rules because most of what is expected of pupils is encompassed within these values. Some specific rules are listed in the pupils' homework diary and are designed to make the school run smoothly and safely. This includes not bringing to school or on school trips any of the 'banned items' listed in the pupil diary. (See Appendix A) We also ask that girls are punctual, wear correct uniform, and have with them the correct PE kit and equipment for lessons. Students 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.

The member of staff with overall responsibility for behaviour in the Senior School is the Senior Deputy Head, Pastoral. In the Junior School and EYFS it is the Assistant Head, Pastoral.

### **Behaviour in lessons:**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. Positive learning behaviours are encapsulated into the following three principles:

- Be Punctual – arriving on time for lessons, submitting work by the deadline, responding to teacher instructions or communications (including emails) without delay
- Be Prepared – having the required equipment and materials, having completed the work needed ahead of the lesson, having visited the loo or re-filled a water bottle between lessons
- Be Present – fully engaging with the lesson aims and activities, respecting the engagement of others through listening both to the teacher and to peers' contributions, starting tasks promptly when asked, only using iPads according to instructions from the teacher

In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour receive praise and recognition. This may be in passing, such as a 'well done' comment from the teacher in the moment, or it may be in a more formal way, using ePraise, reports to parents, comments at parents' evenings or referral to the Head for Head's Congratulations.

Adverse behaviour will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

### **Behaviour around the building:**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors. We have relatively few specific rules about how pupils conduct themselves around the building as we believe that the school's values and the overriding expectation of respect should lead pupils to make good choices about their behaviour. However, there are a few specifics we ask pupils to adhere to:

- We walk on the left on staircases
- We are silent as we approach and upon entering the assembly hall

- We hold doors for each other
- We only eat food in the atrium core of the building – never in classrooms
- We put all litter in the appropriate bins and we pick up others' litter if they have forgotten
- We keep an eye out for people whose mobility is less easy than our own, making space, allowing others to go through doorways first, etc.
- We respect and adhere to the 'silent' signs that indicate that a public exam is taking place nearby
- We follow the instructions of staff in the canteen, only entering when given permission to do so and not pushing past others to get there first
- We show respect for all staff in the community, including those we may not know or who may not be teachers

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change. (Full details can be found in the Uniform Policy).

#### **Behaviour outside the school and online:**

Pupils who breach the school's Behaviour Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another member of the school community, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

#### **Behaviour in producing assessed work (eg. tests, exams, homework, essays, project work, etc)**

Assessment is an essential aspect of good teaching. Effective assessment can, and should, take many forms, including targeted questioning in lessons, written feedback on homework, self-evaluation as part of revision, peer assessment in class, low-stakes assessments and topic or end-of-year tests. Students at South Hampstead should expect a good balance of both formative and summative assessment.

The purpose of assessment is:

- to deepen pupils' understanding of their learning
- to assist pupils in building strategies to develop and extend their knowledge, understanding and skills
- to allow students, parents and teachers to gauge progress and standard of achievement
- to inform the planning of subsequent lessons and activities

All of these aims are undermined if a pupil does not submit work that is their own.

Cheating in tests and exams will not be tolerated as it undermines the purpose of the assessment, is not fair and is strictly prohibited in public examinations. Sanctions will be applied according to the seriousness of the infringement. At its most extreme, pupils caught cheating in public examinations risk having their entire set of examinations cancelled. In school assessments, a range of sanctions will be used in order to send a proportionately firm message to the pupil so that the behaviour is not repeated.

The use of online tools, including generative artificial intelligence, presents opportunities for pupils to submit work that is not their own. Like other forms of cheating, this undermines the aims of submitting work for assessment. Except in cases where the teacher has specifically set a task to do so, pupils found to be submitting work generated by AI or otherwise plagiarised, will receive a proportionate sanction. In the most serious case of the misuse of AI in an externally assessed NEA, the pupil risks having their work disqualified and being barred from taking further qualifications. (Further details can be found in the SHHS 'AI in NEA Policy'.)

#### **Positive reinforcement and rewards:**

South Hampstead High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The school uses a range of rewards and positive reinforcement strategies including:

- Verbal praise
- Written comment on work/in book/in planner
- Praise noted on epraise, so as to be visible to tutors and Heads of Year
- Certificates
- Post-cards home
- Mention in Assemblies
- Head of Year commendation
- Departmental awards
- Colours (for co-curricular commitment)
- Head's Congratulations
- Formal prizes

By these means the school seeks to reinforce the intrinsic motivation of pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to aspirational levels of achievement. Rewards for the good behaviour, attitude, effort or achievement are given in line with the five school values.

## Examples of exemplifying the school values:

### Aspiration:

- Exceptional progress in an academic subject or a co-curricular pursuit, someone who demonstrates a 'growth mindset'
- Exceptional scholarly initiative: researching something of interest, impressive wider reading, success in a national academic competition, running an academic co-curricular club very well, attending numerous external lectures or courses
- Other examples of a mindset committed to continuous improvement and/or an impressively rigorous and scholarly approach.

### Creativity:

- Outstanding achievement in one of the creative or performing arts or in any subject where the emphasis in the task or finished product is innovative thinking. This could be an unusual line of argument which you feel is especially well delivered. It could be a brilliantly designed science experiment or piece of code, or project work.
- Outstanding student initiative – an example of a student having a unique idea and working to follow it through

### Kindness:

- Outstanding support for their peers or staff members
- An exceptional willingness to help a team and/or the wider community
- A person who consistently time lights up a room through their cheerful, positive, friendly spirit

### Courage:

- Someone who stands up for what is right in a particularly mature and impressive way
- Someone who delivers a particularly bold performance, or takes a risk by putting their hand up even if they are unsure, or someone you know was terrified but manages to get through it capably
- Someone who does something you know they significantly do not want to do.

### Commitment:

- Zero lates for registration (a report is generated for this each term)
- Someone whose effort in class and for homework has consistently gone 'above and beyond'
- Someone who impresses you over a sustained period of time for their sheer reliability.

The decision about what level of Merit should be given will sit with the teacher observing the behaviour. School values can be praised through any level of award, as outlined below.

(Attendance at *Mehr Licht* activities will be rewarded through the Colours system.)

Whilst achievement is very much praised and rewarded, we are careful not to have a system of that leads to pupils only being motivated by extrinsic rewards and becoming unhelpfully competitive with each other. South Hampstead aims not only to reward outcomes but to enthusiastically reward

processes, attitudes and behaviours which match the school's values (aspiration, creativity, kindness, courage, commitment) and many of the rewards and praise are focused around these values.

### **House Points:**

At South Hampstead, we also use the system of rewards to support a vibrant and energised House system, whereby pupils accrue house points for various endeavours around school. House points are not given for low-level praise or rewards, but they are given for Departmental Awards, HoY Commendations, Head's Congratulations and Colours – these are logged electronically via SIMS

### **Teacher Merits (no House points)**

These should be used frequently to reward demonstration of behaviours or attitudes that exemplify the school's values. The activating event is noted on ePraise so that tutors and Heads of Year can recognise the pupil through discussion and form-level activities. Departments should follow the school-wide procedure that 3 Merits is a Departmental Award. Staff are expected to add a brief comment along with this reward on SIMS to allow for form tutors to give specific praise and recognise the specific achievement. Using positive recognition provides an opportunity for all staff to reinforce and communicate the school values. Merits can be given by any member of staff (teaching and support staff) encouraging respect and positive interactions not just in the classroom, but in all areas of the school.

### **Departmental Awards (3 House points)**

These are 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 when measured against oneself
- a determined effort or resilience

### **Head of Year Commendations (3 House points)**

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.

### **Colours (3 House points)**

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 Mehr Licht 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 in order for the Deputy Head, Co-curricular to check them in advance. Students in receipt of Colours receive a certificate in the end of term assembly.

### **Head's Congratulations (5 House points)**

This is 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:

- outstanding demonstration of one or more of the school's 5 values: Aspiration, Creativity, Kindness, Courage and Commitment.
- 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

### **Discipline and sanctions:**

At South Hampstead, pupils are expected to conduct themselves according to the school values, the school rules and the high standards we have of appropriate behaviour and respect, fostering a positive and inclusive ethos at our school. Pupils who do not adhere to these expectations will receive a conduct mark. Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Telling off and correction
- Detention
- Ban from certain spaces if misused
- Being placed on report with targets for behaviour improvement
- Behavioural contract / Home-school agreement
- Internal suspension
- In line with the GDST Exclusions Policy, fixed-term or permanent exclusion



\*Detentions may be given on the same day and during the school day or they may be outside of normal school hours. When they occur outside normal school hours, notice will be given to parents in advance of the detention. There is a weekly Head of Year detention for a variety of infringements including an accumulation of conduct marks or repeated late arrival to school. Details of the thresholds for conduct marks and punctuality can be found in the appendix to this policy.

This list is not intended to be exhaustive but serves as illustration of the range of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded in the Serious Sanctions Log.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of Year, SENCO, DSL etc.
- Pastoral support

The school has a zero-tolerance approach to child-on-child abuse or any type of discrimination, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures and the Anti-Bullying Policy.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate. Any sanctions will be decided upon taking into account the context for the individual pupil concerned, particularly with respect to any Special Educational Needs (eg. mental health considerations or 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. The primary aim of the process is always that the pupil should learn from their mistake.

Corporal punishment is against the law and must never be used or threatened, 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 Senior Deputy Head, Pastoral before going ahead with the sanction.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

**Malicious allegations against staff:**

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff

**Conduct and attendance marks and the responsibilities of Teachers and form tutors:**

It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that poor conduct and/or attendance will always be addressed. 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. The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. Teachers, however, are they not 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. In exceptional circumstances, restraint of a pupil may be necessary. This would not be as a sanction, but to deal with the situation in which the pupil's behaviour is causing serious challenges, either to the pupil's own safety or that of others. Full details of circumstances in which this may be used and guidance on how it is used can be found in the Physical Restraint Policy.

Staff should not expect that by recording the incident on ePraise, the tutor is responsible for disciplining the student. Pastoral staff will respond appropriately. Form tutors monitor conduct marks for patterns. For example, if a student has received an entry for 'Missing Homework' in more than one subject in the same week, the tutor will have a conversation with their tutee to see what is happening that week as to why they might be less organised. Like with the Merits, staff will add a comment before tagging the category to allow for form tutors to raise specific instances.

Conduct marks are tracked via ePraise by the Pastoral team who work with Heads of Department if necessary. Conduct marks are logged under two categories - general and academic.

General conduct

- Chewing gum
- Standing on a table

- Eating in a classroom
- Incorrect uniform
- Make up/nails
- Rudeness to staff or students
- Other – this tag allows staff members to add any other incident they deem as disorderly

#### Academic conduct

- Inappropriate Chromebook use
- Late homework
- Talking during a lesson
- Missing book/equipment
- Incorrect/missing PE kit
- Late to lesson
- Other

Appendix C details the flow chart for conduct marks

#### **Screening, searching and confiscation:**

The DfE guidance Searching, Screening and Confiscation (September 2022) states:

- School staff can search a pupil's possessions for any item if the pupil agrees
- The Headmistress and staff authorised by her have a statutory power to search pupils' possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item or one banned by the school

There would be few occasions when it was justifiable to search a pupil's person; one such reason would be if it was thought that the pupil was carrying a weapon and there was serious risk of harm to others or themselves. In such a case, the Headmistress and staff authorised by her have a statutory power to search the pupil. DfE guidance, listed above, must always be consulted and advice followed, prior to and whilst doing so.

What constitutes 'reasonable grounds' must be decided in each particular case. For example, it might be they have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that a pupil is concealing something

Prohibited and banned items are:

- Knives or weapons (prohibited by law)
- Alcohol (prohibited)
- Illegal drugs (prohibited)
- Stolen items (prohibited)
- Tobacco, cigarettes, cigarette papers (prohibited) and vaping equipment (prohibited)
- Fire-lighting equipment (eg. lighters, matches) (banned)
- Fireworks (prohibited)
- Pornographic images (prohibited)
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
  - Commit an offence (prohibited)

- Cause personal injury to themselves or another (prohibited)
- Damage property of any person (prohibited)

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited [or banned] item will be recorded on CPOMS and parents will be informed. As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

Whilst discipline and correcting behaviour is the responsibility of all teachers, the pastoral team (Tutors and Heads of Year) have a particular role to play in monitoring the behaviour of individuals and cohorts, responding to issues arising and ensuring that learning is at the forefront of any response to inappropriate behaviour. This monitoring happens in the context of other monitoring, for example attendance and academic achievement, in order to ensure that measures put in place to support individuals are tailored to the needs of the individual pupil, based on their wholistic presentation.

### **Pupils with SEND and additional needs**

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

In line with the Equality Act, 2010, the school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

### **Partnership with Parents:**

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report

- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

**Sources of guidance for this document:**

- DfE Behaviour and Discipline in Schools: Advice for Headteachers & school staff, 2022
- Searching, screening and confiscation: advice for schools, 2022
- DfE Working together to improve school attendance, August 2024

# Appendices

## Appendix A:

### Banned Items List:

In addition to not bringing valuables onto the school site, pupils should not bring anything into school that would be considered dangerous or destructive. For the avoidance of doubt, the following items must not be brought into school or on a school-based activity, even if tucked away in a bag or locker.

- Recreational drugs (including those available on prescription, but not prescribed and those which have another purpose but are being used for recreational purposes – eg. Nitrous oxide canisters)
- Cigarettes, tobacco or vaping paraphernalia
- Alcohol
- Weapons of any description (if a pupil wishes to bring an ornamental weapon into school for any reason, they must first seek permission from a member of staff and a risk assessment must be done)
- Sharp items such as knives (including pocket knives), box cutters or razor blades (except those prescribed for use in school sanctioned activities, such as compasses)
- Fire creating objects (eg. lighters, matches)
- Electrical equipment (eg. fairy lights, hair straighteners)
- Glass containers
- Chewing gum

## Appendix B:

The DfE guidance Searching, Screening and Confiscation (September 2022) states:

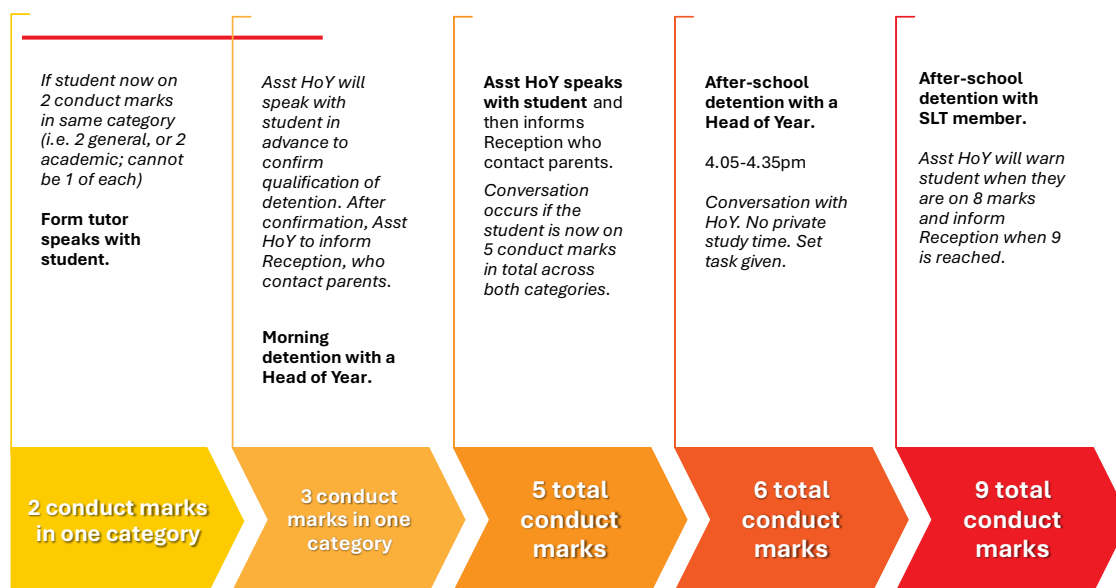
- School staff can search a pupil's possessions for any item if the pupil agrees
  - The Headmistress and staff authorised by her have a statutory power to search pupils' possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item.
  - There would be few occasions when it was justifiable to search a pupil's person; one such reason would be if it was thought that the pupil was carrying a weapon and there was serious risk of harm to others or themselves. In such a case, the Headmistress and staff authorised by her have a statutory power to search the pupil (must be a female member of staff.) DfE guidance, listed above, must always be consulted and advice followed, prior to and whilst doing so.
- a. What constitutes 'reasonable grounds' must be decided in each particular case. For example, it might be they have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that a pupil is concealing something
  - b. Banned items are listed above

## Appendix C – conduct marks thresholds

3 conduct marks within a half-term will accrue a Head of Year morning detention and 3 further conduct marks will accrue an after-school detention with the HoY.

The firm aim of the school is to help pupils to modify their behaviour so that these sanctions are not necessary in the future. Failure to adhere to these expectations will result in the following sanctions:

### Conduct marks flow chart (incidences reset every half-term)



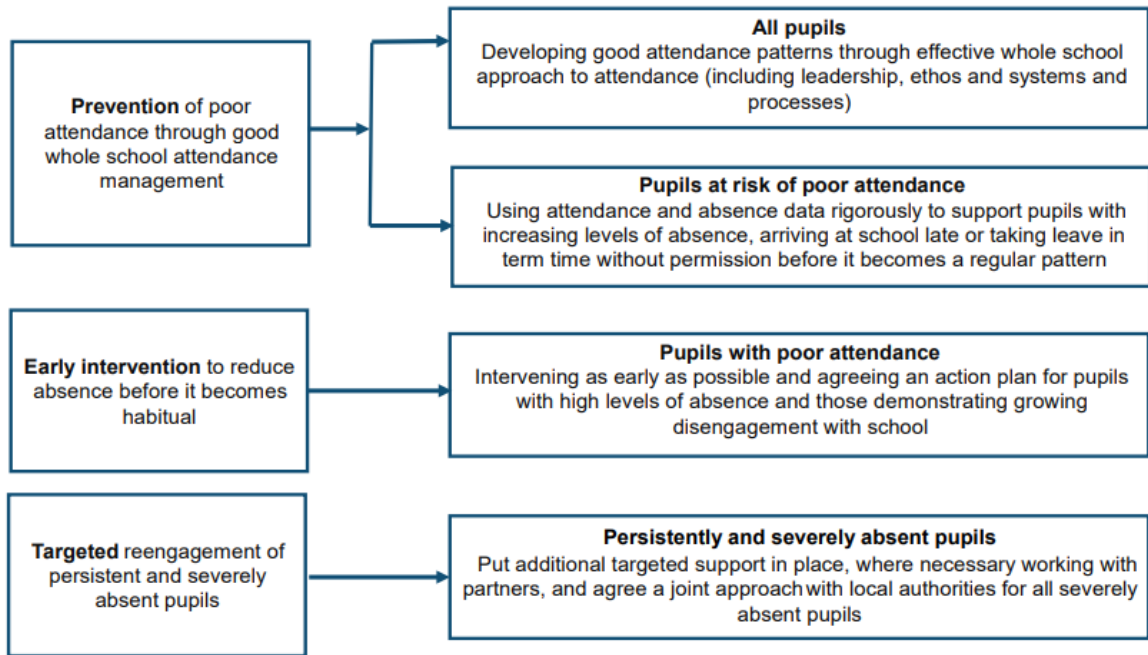
## Appendix D – attendance marks threshold

Attendance in school is important to a young persons achievement, wellbeing and wider development. South Hampstead makes patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible

In line with KCSIE, 2024, South Hampstead and the local authorities will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children’s social care assessment.

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect.

## Effective school attendance improvement and management



Source: Working together to improve school attendance, DfE, August 2024

## Attendance

