

# Behaviour, Sanctions & Rewards Policy

## Senior School



**Should be read in conjunction with the Online Safety Policy,  
Pupils' Acceptable Use Agreement, Internal, Fixed Term &  
Permanent Exclusions Policy and Restrictive Interventions  
Policy**

| UPDATED BY                   | DATE OF ISSUE | NEXT REVIEW DATE |
|------------------------------|---------------|------------------|
| Senior Deputy Head, Pastoral | August 2026   | July 2027        |

## **Aims, Ethos, Values & Expectations**

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 an 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 list below.) 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 links between behaviour and safeguarding provide another important imperative for having systems to monitor and report on behaviour at all levels. Ensuring that children are not coming to harm from intentional maltreatment of their peers is a safeguarding matter. Children's behaviour can also be an indicator of safeguarding concerns that aren't immediately obvious. This can include issues arising outside of school, those linked to mental health and those linked to difficulties in relationships (not necessarily bullying) with peers, whether they be inside or outside the school community.

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 Deputy 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' and the SHHS 'AI Guidance Document' for pupils.)

### **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 behaviours exemplifying the school values can be found in Appendix 2)

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. (Commitment at *Mehr Licht* activities can also 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 given for a wide range of positive contributions and behaviours, some of which are outlined below. House point accolades are celebrated at the end of year term in the whole-school assembly.

#### **Teacher Merits (1 House point)**

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.

#### **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
- a one-off piece of work that is superb, brilliant or impressive
- a term's work that has been consistently above and beyond
- an exceptional initiative taken by a pupil of their own accord
- a one-off co-curricular achievement in sport, music or drama

### **Discipline, Sanctions & Behaviour Support Plans**

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, in order that they notice and can correct the undesirable behaviour. 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 an individualised plan 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.

### **Equality and SEND**

The School believes in equal opportunities for all. 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, making reasonable adjustments as appropriate. 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 values. The primary aim of the process is always that the pupil should learn from their mistake.

All bullying is unacceptable but any bullying or harassment on the basis of protected characteristics (eg. sexist, racist, homophobic) will be taken particularly seriously.

### **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

### **Responsibilities of Teachers and Working with Parents**

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. All 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 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 Restrictive Interventions. 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 Restrictive Interventions Policy (below in Appendix).

Staff should not expect that by recording the incident on ePraise, the tutor is responsible for disciplining the student; the staff member should still pull the pupil up on their poor conduct, explaining why it's not acceptable and letting them know they will receive a conduct mark. Pastoral staff will respond appropriately. Form tutors and Assistant Heads of Year 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 form tutor will have a conversation with their tutee to see what is happening that week as to why they might be less organised. Teachers will add a comment before tagging the category to allow for form tutors to raise specific instances with the student. Conduct marks are tracked via ePraise by the Pastoral team who work with Heads of Department if necessary. Conduct marks are logged under five categories; respect, uniform, organisation, arrival/departure from school, and other. Examples of behaviour misconduct can be found in Appendix 1.

### **The use of reasonable force**

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.

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have the 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 when other de-escalation measures have failed. (Please see Restrictive Interventions policy, attached below as an appendix.)

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

Any member of staff may search a pupil for any item if the pupil agrees. The pupil may be asked to turn out her pockets, bag or locker and if she refuses, disciplinary action may be taken in accordance with this policy.

The Head, and staff authorised by the Head, may search a pupil or a pupil's possessions without her consent, where they have reasonable grounds for suspecting that a pupil has any of the prohibited or banned items listed below. The School uses targeted or random searches to reinforce adherence to the rules around banned and prohibited items.

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.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs– (including those available on prescription, but not prescribed to that pupil and those which have another purpose but are being used for recreational purposes – eg. nitrous oxide canisters)
- Stolen items
- Tobacco, cigarettes, cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
  - Commit an offence
  - Cause personal injury to themselves or another
  - Damage property of any person

Banned items are:

- Fire-lighting equipment (eg. lighters, matches)
- Vaping devices & paraphernalia
- Nicotine pouches
- Other sharp items such as knives (including box cutters or razor blades), except those prescribed for use in school sanctioned activities, such as compasses
- Glass containers (banned)
- Electrical equipment (eg. Fairy lights, hair dryer)
- Chewing gum
- Un-pouched phone (Y7-11)
- Smartphone (Y7)

There would be few occasions when it was justifiable to search a pupil's person or to use reasonable force to conduct a search; 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 staff to suspect that a pupil is concealing something.

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.

### **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
- DfE Restrictive interventions including use of reasonable force in schools, April 2026

## Appendix 1: Sanctions and Monitoring

### 1. Lateness to school or lessons

If a pupil is late for morning registration or the Period 7 lesson, this will count as a 'late mark'.

|         |                                                                                                                                                                                                                                                                                                                   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 lates | <b>Morning detention</b><br>Late 3 times. Students must attend a Wednesday morning detention 8-8.25am with a member of the pastoral team. Being late to the morning detention, or failure to attend will mean the pupil is automatically placed in the morning detention the following week.                      |
| 6 lates | <b>After-school detention</b><br>Late 6 times. Pupils must attend a Wednesday after-school detention 4.05-4.30pm with a member of the pastoral team. Being late to the after-school detention, or failure to attend will mean the pupil is automatically placed in the after-school detention the following week. |

Lates are reset every half-term but any lates recorded during the last week of that half-term will be carried over. Number of lates will be recorded in student reports.

### 2. Conduct marks

We use conduct marks as early reminders to help pupils at South Hampstead make positive choices and correct their behaviour before concerns grow. It is important for pupils and parents to know that receiving one conduct mark is not a serious sanction, but more of a helpful nudge to reset.

There are six categories that can be issued for a conduct mark.

| <u>Category</u> | <u>Examples of a conduct mark</u>                                                                                                                                                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Respect      | <ul style="list-style-type: none"><li>• Rudeness</li><li>• Arriving late to a lesson</li><li>• Eating in a classroom</li><li>• Inappropriate Chromebook use</li><li>• Talking at an inappropriate time</li><li>• Attending incorrect lunch slot</li><li>• Other</li></ul> |
| 2. Uniform      | <ul style="list-style-type: none"><li>• Incorrect / missing PE kit</li><li>• Chewing gum</li><li>• Jewellery</li><li>• Makeup</li><li>• Nail polish</li><li>• Non-school hoodie</li><li>• Other</li></ul>                                                                 |
| 3. Organisation | <ul style="list-style-type: none"><li>• Missing equipment</li><li>• Late homework</li><li>• Missing homework</li></ul>                                                                                                                                                    |

|                                 |                                                                                                                                                                                                                                                          |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Uncharged Chromebook</li> <li>• Other</li> </ul>                                                                                                                                                                |
| 4. Arriving at / leaving school | <ul style="list-style-type: none"> <li>• Repeated forgetting of Yondr pouch</li> <li>• Phone found in school not in Yondr pouch</li> <li>• Smartphone found (Y7 only)</li> <li>• Did not tap into school</li> <li>• Did not tap out of school</li> </ul> |
| 5. Other                        | <ul style="list-style-type: none"> <li>• Other inappropriate behaviour</li> <li>• Use of AI in schoolwork</li> </ul>                                                                                                                                     |

Conduct marks are uploaded to ePraise. Pupils have live access and can view their merits and conduct marks. If a pupil receives three or more conduct marks from the same category, this will lead to a sanction.

|                 |                                                                                                                                                                                                                                                                                                                                                 |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 conduct marks | <b>Morning detention</b><br>3 conduct marks from the same category will result in a morning detention, 8-8.25am on Wednesdays.                                                                                                                                                                                                                  |
| 6 conduct marks | <b>After-school detention</b><br>6 conduct marks from the same category (excluding Organisation) will result in an after-school detention with a member of the pastoral team, Wednesday 4.05-4.30pm.<br><br>6 conduct marks from the Organisation category will result in an individualised support plan created by the Head of Year and pupil. |
| 9 conduct marks | <b>Case-by-case basis sanction</b><br>9 or more conduct marks from the same category may result in an individualised support plan or an SLT detention depending on the nature of the conduct.                                                                                                                                                   |

Conduct marks are reset every half-term but any conduct marks issued in the last week of the half-term will be carried over.

## Appendix 2: Rewards

Our rewards system celebrates pupil effort, engagement, positive behaviour and achievements, both big and small. Pupils are awarded Merits through ePraise and one Merit equates to one House Point.

There are five merit categories that correspond to our five school values.

| Category   | Examples of merits from ePraise                                                                                                                                                                                                                                                       |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aspiration | <ul style="list-style-type: none"> <li>• Attend a lecture outside of school</li> <li>• Remarkable achievement</li> <li>• Further reading/research outside of the classroom</li> <li>• Getting help from a sixth former</li> <li>• Showing significant improvement in class</li> </ul> |

|            |                                                                                                                                                                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>• Other</li> </ul>                                                                                                                                                                                                                 |
| Commitment | <ul style="list-style-type: none"> <li>• Sharing knowledge outside of the curriculum</li> <li>• Regular attendance at a club</li> <li>• Effort above expectations</li> <li>• Going above and beyond for a club</li> <li>• Other</li> </ul>                                |
| Courage    | <ul style="list-style-type: none"> <li>• Trying something new in a lesson</li> <li>• Taking risks</li> <li>• Putting hand up even if unsure</li> <li>• Delivering a talk in an assembly</li> <li>• Trying new methods of learning</li> <li>• Other</li> </ul>             |
| Creativity | <ul style="list-style-type: none"> <li>• Outside of the box thinking</li> <li>• Going above and beyond for a project</li> <li>• Starting a new club</li> <li>• Contributing to a House creative piece</li> <li>• Entrepreneurial undertakings</li> <li>• Other</li> </ul> |
| Kindness   | <ul style="list-style-type: none"> <li>• Supporting a peer</li> <li>• Offering to help staff</li> <li>• Supporting the wider community</li> <li>• Tidying the classroom</li> <li>• Picking up rubbish</li> <li>• Always pleasant and polite</li> <li>• Other</li> </ul>   |

## Appendix 3: Copy of Restrictive Interventions Policy

### Introduction

The school is committed to ensuring the safety and well-being of all staff and pupils. A Behaviour Policy, allied with an Anti-Bullying Policy, is in place and the guidelines that follow are written to support staff in ensuring that pupils who exhibit challenging behaviour are presented with opportunities to behave appropriately through:

- Positive behaviour management
  - Conflict resolution strategies
  - Calming strategies
  - Anger management solutions

It is essential that all staff regard reasonable force or restrictive interventions as a last resort to support pupils in times of crisis.

***“Corporal punishment is prohibited for all pupils in Independent Schools”*** – School Standards and Framework Act 1998

South Hampstead High School seeks to implement this policy through adherence to the DfE Guidance for Schools on Restrictive Interventions in Schools. The school is committed to ensuring that the application of this policy is non-discriminatory, in accordance with the UK Equality Act (2010). The policy applies to all members of our school community, including those in our EYFS setting.

### Intervention Situations

Restrictive interventions may be considered as an appropriate response in the following situations:

- Where there is risk of a criminal offence taking place
- Where there is risk of injury to self and/or to others
- Where there is a risk of significant damage to property
- Where a pupil is behaving in a way that is significantly compromising good order and discipline and other de-escalation measures have failed

Staff should only use restrictive interventions in such circumstances when:

- Taking no action is likely to result in more dangerous consequences than intervening
- Further significant damage may result
- Alternative calming and defusing strategies have failed to de-escalate the situation and it is not reasonably practical to attempt further strategies
- This response is in the paramount interest of the pupil or other pupils

### Authorised Staff

The 2006 Education and Inspections Act allows all teachers to use reasonable force to control or restrain pupils.

## **Responsibilities of Teachers**

Teachers are expected to show the same standard of care as that of a careful parent. Teachers, however, are not expected to behave in the same way in a classroom as they would do as parents at home. 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.

## **Definitions**

- **Restrictive intervention** is a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. The DfE guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Injury** means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to themselves or others, by wilful or reckless behaviour and self poisoning"

## **Types of restrictive interventions**

The following would be considered acceptable forms of restrictive interventions:

- Blocking a pupil's path
- Being physically between two pupils
- The use of physical barriers (e.g. staff's own body, furniture) to restrict movement
- Holding a pupil (with due care paid to health and safety – see below) to restrain them from harming themselves or others
- Using force to remove a dangerous implement from a pupil if they appear intent on harming themselves or others with it
- Physically moving a pupil with reasonable force (eg pulling, leading by the arm or hand, guiding with a hand in the centre of the back)
- Secluding a pupil in a confined space (not the same as asking a child to have a time-out or a temporary removal from a classroom)

Staff must never use physical restraint in a manner that would cause physical harm to the pupil e.g. by obstructing airways, or breaking bones or causing head injury. Physical restraint should not be used where there are known medical conditions that could be exacerbated or triggered by its use e.g. heart or lung conditions, epilepsy, susceptibility to panic attacks, serious skin conditions, injured limbs (e.g. broken leg). This is not an exhaustive list.

## **False Imprisonment**

Pupils should **not** be restrained by locking them in a room, or by preventing them from leaving a room or area by physical means without just cause as outlined above (in the case of action against the school, it would be a defence to such an action if it were possible to show that the action was a reasonable response and had been taken in order to, for example, prevent a crime or to ensure the safety of the individuals involved).

## **Guidelines for Use of Physical Restraint**

Physical restraint must only involve the minimum force necessary to maintain good order and safety. It should only be applied until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible (for example, talking calmly and explaining what is happening, why, and when it will end).

Physical restraint should be used as a last resort, to de-escalate potentially dangerous situations. It is a positive strategy to regain control of a pupil who has temporarily lost control of themselves.

Do:

- Warn the pupil that physical force will be necessary if they don't comply with verbal instructions
- Summon for help immediately
- Offer verbal reassurance throughout – talk through everything that is happening and why
- Use the minimum level of restriction (proportionate to the harm the restriction is seeking to prevent)
- Stay aware of any signs of physical harm and stop immediately if any signs of difficulty breathing, vomiting, poor circulation or loss of consciousness
- Be aware of any accessories that may cause injury to either the pupil or the staff members
- Provide a soft surface if possible
- Release the hold / force as soon as it is safe to do so
- Bear in mind any SEN or disability of the pupil and adjust accordingly

Don't:

- Stop talking, even if the pupil does
- Try to manage on your own
- Straddle the pupil
- Push the pupil's arms up their back
- Apply pressure to torso, chest, neck, or abdomen
- Touch any sensitive areas (eg. genitals, head, throat)
- Use face-down holds
- Use ground restraints

Physical restraint should not be used where there are known medical concerns.

When using physical restraint, care must be taken not to cause pain. The following guidelines should be followed:

- Avoid pressure on joints
- Ensure a free passage of air through airways
- Avoid pressure on the chest area
- Keep the body in good alignment
- Avoid pressure on arterial pressure points (inside of upper arm, groin, neck)

After restraint, an independent member of staff should verbally check with the pupil to ensure there has not been an injury. The Head must be immediately advised of any use of physical restraint or restrictive interventions.

**Corporal Punishment** is **not** used under any circumstances at South Hampstead High School. This prohibition applies to **all members of staff and volunteers**.

### **Positive Behaviour Management**

Where individual pupils have exhibited challenging behaviour, it will be expected that they will have a positive behaviour management programme in place. The programme will identify:

- The nature of the challenging behaviour.
- The triggers leading to / causing the challenging behaviour and any early warning signs
- Teaching targets for more effective behaviours.
- Instructions on how to adapt the environment to optimise the probability of acceptable behaviour.
- A programme of positive reinforcement and appropriate sanctions.
- Defusing and calming strategies to employ when the early warning signs are exhibited.

Pupils requiring such a programme should be listed on the Special Educational Needs register and the parents should be involved in establishing the most effective plan for supporting that pupil.

### **Reporting and Recording**

In all incidents where restrictive intervention has been used the following action must occur:

- The Head must be informed immediately
- The Head or nominated staff member must inform parents/carers on the same day
- Staff involved must complete a full written record as soon as possible and log this on CPOMS

The written report must cover, as a minimum, the following:

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The name(s) of any other staff or pupils who witnessed the incident
- The reason physical restraint was necessary
- How the incident began and progressed
- The pupil's(s') response and the outcome of the incident
- Details of any injury suffered by the pupil/another pupil/member of staff
- Details of any damage to property

The Head will monitor instances of restrictive interventions, and their frequency, and review policy and practice if necessary.

### **Complaints**

If parents wish to make a complaint about restrictive interventions, they should address the Head.

Allegations about the appropriate or excessive use of force will be dealt with according to the Camden Child Protection Procedures, the SHHS Complaints Policy and with reference to the GDST Legal Department.

## **Appendix 4: Copy of GDST Acceptable Use Agreement (governing pupils' online activity)**

### **Key Stage 3-5: Acceptable Use Agreement**

This agreement sets out how I will use digital technology responsibly, safely and respectfully, both in, and outside school. I understand that the school's systems, Wi-Fi and devices are **filtered and monitored** to help keep everyone safe. I also understand that misuse of technology, whether using school systems or personal devices, may lead to sanctions.

#### **Responsible use of technology**

- I will use the internet, digital tools and devices to support my learning and appropriate school activities.
- I understand that my online behaviour, both in and out of school, reflects on me and the school and must not cause harm, distress or bring the school into disrepute.

#### **Accounts, security and systems**

- I will keep my logins, passwords and account details secure and never share them with others.
- I will not try to access, change or delete anyone else's files or accounts.
- I will not use VPNs, mobile data (hotspots), proxy sites or any other tools to get around the school's internet filters, monitoring or security controls.
- I will be careful when opening links or attachments and will report anything suspicious.

#### **Mobile phones and personal devices**

- I understand my school is a mobile phone and smartwatch free environment
- I will not use personal devices (including mobile data) to avoid school filtering, monitoring or safeguards.
- I will not take photos, videos or audio recordings of others, or share them, without permission.
- I understand that misuse of mobile devices will be treated in the same way as misuse of school technology.

#### **Artificial Intelligence (AI)**

- Where permitted, I may use school provided AI tools to support and enhance my learning, with guidance from my teachers.
- I understand that AI content can be inaccurate, biased or misleading and I will check outputs carefully.
- I will ensure that all work I submit is my own and reflects my effort, and I will follow school rules on acknowledging AI use.
- I will not upload personal, confidential or school information into AI tools.

- I will not misuse AI, including creating deepfakes, impersonation, or inappropriate or harmful content.
- I will not use AI agents or automated tools to control my devices, complete tasks or produce work on my behalf, except where explicitly directed by a teacher.

### **Respectful and safe behaviour online**

- I will not use technology to bully, harass, threaten, impersonate or upset others.
- I will not create, share or engage with content that is offensive, harmful, discriminatory, extremist, illegal or sexual.
- I understand that messages, posts, screenshots and recordings can be shared beyond their original audience and I will act responsibly.
- I will not share screenshots, recordings or private messages from others without consent.

### **Personal safety and wellbeing**

- I will not share personal information about myself or others unless a trusted adult has approved it.
- I will only use apps, games, websites and AI/chatbots that meet age requirements and are permitted by the school.
- I will manage my screen use responsibly and recognise when apps or platforms are designed to keep my attention.
- I understand that people online may not be who they claim to be and I will never arrange to meet someone I have only met online without a trusted adult.

### **Getting help**

- If I see or receive anything online that makes me feel worried, unsafe or uncomfortable, I will not respond and will talk to a trusted adult.
- I know who my trusted adults are at school and at home.
- If I cannot speak to them, I know I can contact Childline (0800 1111) or report concerns via CEOP.

The trusted adults I can talk to if I have concerns about e-safety are:

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*I have read and understand these rules and agree to them.*

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_