Junior School (including the EYFS) Behaviour, Sanctions & Rewards Policy

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Head of Junior School	August 2026	August 2027

South Hampstead High School

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.
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> 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'.
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> We aim to create a happy, tolerant and kind community where pupils 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 pupils 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. Pupils 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 to 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 in Key Stage Two and are designed to make the school run smoothly and safely. We also ask that pupils are punctual and wear correct uniform. Pupils 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 Deputy Head Pastoral.

Ethos of the Junior School at SHHS
The promotion of kindness, respect and tolerance lies at the heart of our approach to behaviour management. We believe that a community functions best if there is mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish. We expect the pupils to abide by these principles, but, equally, encourage them to develop as independent thinkers and learners, making considered judgements about all aspects of life. We expect parents and teachers to work closely to ensure that pupils uphold these values, acting as positive role models to reinforce our expectations.

Aims
All members of our community will:

- Be understanding of the feelings and needs of others.
- Develop a responsible and independent attitude towards their role in and impact on the community.
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- Learn to have respect for others and to behave courteously towards all.
- Contribute to a safe environment.

EYFS
The Junior School behaviour policy applies to pupils in the EYFS. The named person responsible for behaviour in the Early Years Foundation Stage is the Deputy Head Pastoral, Laura Lougee, who works closely with the Early Years Foundation Stage Co-ordinator. An EYFS behaviour record is created every year and updated for each new Reception class.

General principles
We operate a positive whole school approach to behaviour management which has high and non-negotiable expectations of all within the school community. An atmosphere of mutual respect, praise and encouragement should permeate.

The Golden Rules form the basis of expectations for behaviour, though we go beyond these. The Golden Rules are displayed prominently throughout the school and are introduced to the pupils at the start of every academic year (see Appendix A).

Each class is also able to devise their own unique set of 'class rules' with input from pupils and teachers. Teachers will also display and discuss the acronym THINK (see Appendix B), to help promote kindness and consideration of others' feelings.

Strategies for Getting Attention
To avoid unnecessary use of raised voices, staff adopt agreed strategies to gain the pupils' attention. Staff ensure that all pupils have responded to the strategy appropriately before they continue to give instruction. Appropriate strategies for getting pupils' attention may vary according to key stage. It is the class teacher's responsibility to ensure any strategies unique to the class are shared with other teachers of their class, and teaching assistants, to promote consistency. Examples of strategies used are:

- Repeated phrases or ditty (S-T-O-P; 1, 2, 3…)
- Countdown to zero or 1
- Clapping a rhythm to be repeated

Behaviour around the school
We believe that the school should be a calm, safe place at all times and therefore pupils should:

- Move around the school quietly
- Show consideration for others, including holding doors open for each other and for adults
- Keep to the left on stairways
- Walk and not run when moving around the building
- Knock and ask for permission to enter another class or office
- Smile or greet people as they pass

Playground
Pupils should continue to follow the Golden Rules in the playground. All staff on duty are expected to promote a safe and happy environment. For example:

- Pupils should interact with kindness, respect and tolerance, and in accordance with the anti-bullying policy
- Pupils should use TAG (see Anti-Bullying Policy), trying initially to sort out their own disagreements before asking for an adult to intervene
- Pupils should listen to and follow instructions given by the staff on duty
- Pupils can help to keep everyone safe by letting staff know if a pupil hurts herself
- Pupils should always ask permission to leave the playground, e.g. to go to the toilet and collect a toilet pass from a teacher on duty
- Pupils should take a responsible approach to looking after their belongings, remembering to pick up their coats etc
- Pupils should help with the collection of lost property and are expected to dispose of rubbish appropriately
- Pupils should follow equipment rules to keep safe, e.g. KS2 pupils only allowed on the climbing frames and equipment in the No 5 playground

Lunch
- Pupils should queue quietly and sensibly in the servery area, saying please and thank you to the catering staff who serve lunch
- Pupils should follow instructions at all times in the dining room

- Pupils are expected to place their plates and cutlery on the trolleys at the end of their meal
- Pupils are expected to talk quietly with the pupils on their table

Uniform
We expect a high standard of uniform, including PE kit, and ask for parents' support in ensuring their daughter attends school correctly dressed. The correct school uniform is available on the website.

ICT
Pupils are expected to follow the ICT Acceptable Use Agreement at all times. This is introduced at the start of the new academic year and is shared with parents.

Rewards
Our reward system is based on our behavioural ethos and encourages the pupils to take responsibility for their actions and learning. Praise and recognition are given to pupils for effort, hard work and achievement, as well as to recognise learning skills and attributes. These achievements and efforts are regularly recognised through the following:

- Stickers awarded by Class Teachers, Subject Specialist Teachers and Teaching Assistants
- Certificates awarded in Celebration Assemblies
- House points
- Head Teacher awards
- In Reception, pupils are recognised for any aspect of school life that deserves praise and celebrate out of school 'Wow' moments.
- In addition to house points, class teachers can operate their own reward systems e.g. marbles in the jar, stickers. Teachers should discuss with Phase Leaders before introducing a new reward system.
- Recognition of achievements in extracurricular activities during whole school assemblies.
- Values certificates awarded to pupils demonstrating our school values.

Good behaviour is the expectation and, as such, is not rewarded per se. Praise and encouragement are the main strategies for behaviour management. All classrooms will have an atmosphere of positivity, where every pupil is respected, valued and recognised for her efforts and achievements.

Addressing sub-standard behaviour
Behaviour is generally very good and as such, warnings, consequences and sanctions should be used sparingly. Encouragement and praise, using examples of the desired behaviour demonstrated by other pupils, is to be the approach adopted across the school. Behaviour management should not disrupt the flow of lessons nor be overzealous.

In order to ensure that pupils understand the expectations and where the boundaries are, visual systems are set up in classrooms. These help to promote good behaviour and give reminders of the expectations on the rare occasion of sub-standard behaviour or low level disruption. These strategies vary according to age, with consistency within phases and in agreement with Phase Leaders. The aim is to ensure pupils understand the boundaries and are well prepared for the transition to senior school, with its own system of behaviour management.

There are age appropriate, visual systems for reinforcing behaviour expectations in each phase.

It is vital that class teachers spend time clearly explaining any behaviour systems to pupils so that they understand what is expected and what might be a consequence if they make a bad choice. Teachers will give opportunities for pupils to rectify their mistake and will quickly move on. In this school, there should be little need for intervention as standards of behaviour are generally very good. However, a consistent, gentle and clear approach is taken when behaviour needs to be addressed.

Patterns of behaviour issues will be recorded on behaviour logs.

Tiered Consequences
On rare occasions, a consequence beyond the classroom might be required, following discussion with the Senior Leadership Team. A tiered approach is taken:

1) The Phase Leader will chat to the pupil to reinforce expectations. Parents might be contacted, depending on circumstances.
2) The pupil might attend 'Reflection Room' with a member of SLT. During this brief session, pupils complete a reflection form. Parents would be contacted. The form finishes by asking pupils to share something positive they did that week, so as to end on a positive note. Details should be recorded on CPOMS.

Sanctions
Sanctions should be in line with this policy and consistent with the school-wide approach. We expect staff to ensure they have time to listen to pupils and value their contributions to all aspects of school life. 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 and should always be part of the consideration when deciding how best to respond. For example:

- The staff member will make it clear that the consequence is related to a specific behaviour and is not a criticism of the pupil as a person
- Specific comments will be addressed to those responsible (not to the whole group)
- Staff will attempt to ascertain the facts before taking further action

For minor misdemeanours some of the following procedures may apply rather than using any formal systems. The aim should be to avoid disrupting the flow of the lesson wherever possible. For example:

- Ask gently, e.g. "What *should* you be doing?" to encourage ownership of behaviour and a redirection to positive behaviour; link back to the golden rules, e.g. "At this school, we listen…"
- A reminder about the behaviour, focusing on what the pupil should be doing instead e.g., "At this school we are kind; was your behaviour kind?"
- Redirect or separate a pupil from object of distraction (be mindful of any learning needs relating to attention and focus; discuss with Learning Needs Coordinator)
- Bring up issues in Circle Time/PSHEE

Out of class incidents
The playtime and lunchtime supervisors will reinforce the expectations for kindness, respect and tolerance, dealing initially with the incident and talking to those involved. They will follow up the incident by passing on any necessary information to the class teacher, and SLT where relevant.

For serious misdemeanours
In very serious cases (e.g. bullying, deliberate acts of physical aggression), the Head of the Junior School, after discussion with the Headmistress of the whole school, might take further action, including internal suspension, a fixed term or permanent exclusion of the pupil from the school.

In the case of a fixed term exclusion, the parents will receive an explanation either in person or in writing (as well as any informal discussions) and will be advised as to what will occur if the behaviour is repeated.

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.

Use of force
Corporal punishment must not be used or threatened under any circumstances. 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.

All school staff members have a legal 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. The degree of force used should be the minimum needed to achieve the desired result. The named practitioner, the Head of the Junior School, will record any significant incident in which a member of staff uses force on a pupil, and will report any such incident to the pupil's parents as soon as practicable after the incident.

A record of EYFS Physical Intervention is kept every year.

Other policies that directly influence this policy include:
Teaching and Learning Policy, Anti-Bullying, Pupil Supervision Policy, Safeguarding, and Health and Safety Policy.

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Reviewed and amended: September 2023 by Junior School Head
Reviewed and amended: August 2024 by Junior School Head
Reviewed and amended: August 2025 by Junior School Head and Deputy Head Pastoral

Appendix A:

Golden Rules

1. Be kind and helpful
2. Be gentle
3. Listen
4. Work hard
5. Be honest
6. Look after our property and our environment

Appendix B:

THINK

