Sydenham & Dulwich Girls

GDST
GIRLS' DAY SCHOOL TRUST

Discipline and Behaviour for Learning Policy
Whole School: Senior School and Junior School - EYFS, KS1 and KS2

Statement of behaviour principles

At Sydenham & Dulwich Girls we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

Introduction

Sydenham & Dulwich Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, promoting positive learning behaviour and good order and implicitly promoting attendance. When behaviour is managed successfully, a school is a safe and supportive learning environment and young people want to attend, learn and thrive. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. The wellbeing of pupils remains at the forefront of decision making and policy implementation in school and this is integral to our behaviour management systems.

Policy Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

Roles and Responsibilities

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is:

Senior School:

Elyse Waites, Deputy Head Pastoral

Head of Lower School

Head of Upper School

Head of 6th form

Junior School:

Gillian Panton, Head

Zoe Laker, Deputy Head Pastoral

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances / needs of the pupil
- Work in partnership with parents and guardians

Pastoral Support Framework

Through the pastoral and guidance systems the school has staff (tutors, Heads of Year and Heads of Section) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Through resources such as The Wellbeing Hub, we are able to support pupils to self-regulate and take ownership of their behaviour as well as to encourage pupils to access resources that will help them to understand what has led them to a particular situation.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

Pupils with SEN 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.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

Expectations

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

For Senior School pupils, these principles are consistent with the Sydenham & Dulwich Girls Code of Conduct which states:

- *In lessons you must remember that the teacher has the right and responsibility to be able to teach effectively. All members of the class have the right to learn.*
- *Use your words carefully: be positive and try not to upset anyone when you speak.*
- *Think about what you say and make sure the volume is appropriate, wherever you are, whether in the classroom, corridor, lunch queue or dining hall. Remember that noise tends to be contagious: when one or two speak too loudly then everyone else has to shout to be heard and the sound environment becomes unpleasant.*
- *A general rule: treat other people the way you would like to be treated by them.*
- *Respect the property of others and especially parts of the school building which need special care and a thoughtful approach - toilets, doors etc.*

- *When you leave a room, make sure that it is left how you would like to find it: pick up any litter and put it into a bin, straighten your desk, if necessary and tuck your chair in.*
- *Consider others at all times and give them space at doorways and in corridors. Let someone else go first, wherever possible. Leave yourself plenty of time when moving around the school. (Go slowly, calmly and try to be aware of your bag!)*
- *Act appropriately to those younger or older than yourself and be as helpful as you can to visitors and anyone new to the school.*

In the classroom:

- *Make sure you have completed any homework for the lesson and bring all the correct equipment.*
- *Only basic equipment needed for the lesson should be on the desk. Bags should be unpacked quickly and put under the desk.*
- *In a lesson it is important that only one person speaks at a time. Avoid saying anything when the teacher, or anyone else, is speaking to the whole class.*
- *When everyone is working, know when to speak and try to keep the volume low. There will be times when it is appropriate to speak to others in the group. However, there will be times when silent working is required.*
- *Only move from your seat when it is appropriate.*
- *Try to listen carefully and follow instructions quickly. If you are puzzled by anything that you are asked to do, find an appropriate time to ask for an explanation.*
- *In the lesson, work as quickly and effectively as you can, to the best of your ability.*
- *Ask for help, if you need it. The teacher can only teach you effectively if they know when you don't understand.*
- *Don't do or say anything that hurts or upsets anyone else. Treat others as you would like to be treated by them.*
- *Avoid arriving late for the lesson. If you do arrive late to a lesson, knock before entering and make sure that you explain the reason to the teacher, as soon as it is appropriate.*

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

For Junior School pupils this aligns with the Golden Rules; a system that is followed by all

pupils from Reception to Year 6

- We respect each other
- We are gentle
- We are kind and helpful
- We listen to others
- We work hard and work together
- We look after property
- We are honest

Giraffe Girl Guide - Culture curriculum

The Junior School actively promotes and encourages good behaviour by promoting a collective, respectful whole school community ethos, which is referred to as the 'Sydenham Spirit'- our Culture Curriculum. By following the rules above, pupils will be displaying the Sydenham Spirit. Our Golden Rules and the Sydenham Spirit are supported by our Flourish and Fly Junior school ethos.. We want every pupil to have the chance to flourish during their time with us and to fly; reaching their full potential.

These reflect and build on the GDST values; we are fearless, we are a family of schools, we always put girls first and we are forward-thinking.

Behaviour in lessons

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying 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 cooperation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for 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.

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.

Behaviour outside the school and online

Pupils who breach the school's Discipline and Behaviour for Learning 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 person, 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.

Positive reinforcement and rewards

Junior School

We praise and reward pupil for following the Golden Rules in class in a variety of ways:

- Teachers congratulate pupil verbally
- Use of house points across all classes from Y1 - Y6
- Each specialist teacher to use house points for each class from Y1 - Y6
- House points awarded for all aspects of the Sydenham Spirit: good behaviour, kindness, respect, working hard etc
- Notes can be sent home informing parents of any particular success at the end of each week or on a particularly good day
- A record of house points scored can be displayed in the Junior Hall each week to celebrate pupil successes

Commendations

Pupils can be sent to Head of Junior School at the discretion of the teachers to share stand out achievement or exemplification of the Sydenham Spirit.
The Head of Junior School awards a Headteacher's award badge for outstanding achievement and/or attainment and wherever possible, arranges a time in advance for any pupil receiving the award to visit the Head of Junior School to celebrate the achievement and look at their work together. This is celebrated during whole school assemblies throughout the academic year. Head of Junior School assemblies often include celebrations of golden moments that have happened that week. Merit certificates are awarded by teachers to pupils who have followed the golden rules, demonstrated the Sydenham spirit whether this be for the efforts academically or for demonstrating particular kindness or consideration of others.

Golden Time

At the end of each week in Junior School, Golden Time is given as an opportunity for class 'family time' and celebrating the week, reinforcing the Golden Rules and reflecting on the Sydenham Spirit in behaviour and actions that week.

Senior School

Sydenham & Dulwich Girls 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 behaviour are central to the promotion of good behaviour and good order.

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

- Praise
- Written comment on work/in book/in planner
- House points
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Celebration Assemblies and Prize Givings

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement. In addition to this, members of staff will personally recognise and reward the display of our core values by sending home postcards with personalised notes of recognition.

House points

Every pupil in both Junior and Senior School belongs to one of four houses:

Shirreff, Stanley, Gurney or Grey.

Junior school

All House Points earned are counted towards the weekly and end of term House Shield competition and the annual House Cup.
Pupils can also earn points for their House on Sports Day for which the House Sports Shield is awarded and for termly Inter House events such as cross-country and Hockey.
House Point totals are declared in assembly and a running total is shown on the House board in the Junior School Hall. The shield is awarded to the winning house and collected by the Year 6 House Captains.

Senior School

House points can be awarded to students in all year groups displaying the following values:

- Respect – fair play; knowing your own limits; and taking care of your health and our environment
- Excellence – giving the best of yourself – in the classroom, on the sports field of play or in life; taking part to the best of your ability and progressing according to your own goals
- Friendship – understanding each other despite any differences
- Determination – the drive and motivation to overcome both physical, mental, academic, social barriers in order to achieve your goals

- Courage – having the self-belief and confidence to overcome adversity and face difficulty
- Equality – showing respect and humility towards all those around you regardless of background, ability or difference.
- Inspiration – to be motivated by the achievements and actions of others and to be a positive example to others

Each reward point will be recorded as a House Point and these will be added to the total score which is monitored by the Head of Houses

The Head's Commendation is the highest single reward that can be issued and comes with 10 House Points.

House points are recorded directly onto SIMS. Heads of Section receive regular reports on how many house points students in their section have received so that certificates can be awarded when they reach certain benchmarks.

Disciplinary sanctions

The school employs a number of sanctions to underpin the school rules, and to ensure a safe and positive learning environment. Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly with respect to any specific learning difficulties they may experience. Staff consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and whether any multi-agency assessment would be appropriate. In considering whether a sanction is appropriate, regard is had to any disability or SEN of the pupil. In relation to disabilities, staff are aware of their duty to make reasonable adjustments and to act in accordance with the Equalities Act 2010.
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. There should not be any unacceptable, or excessive punishments.

EYFS and KS1
Usually, for young pupils, behaviour issues can be improved through discussions and through Circle Time sessions. Wherever possible, at every stage pupils will be supported and given opportunities and encouragement to improve their behaviour through a system of support, encouragement and praise for positive behaviour. Visual charts in class encourage pupils to aim for high standards of behaviour. Records are kept of all disciplinary sanctions given to pupils and shared with parents.

Stage 1. Conversation & Apology
Initially, the member of staff supervising will talk with the pupil to be clear that their behaviour has not met expectations. The pupil will be encouraged to consider for herself why that might be and what a more appropriate action would have been.

For minor misdemeanours e.g. not listening, making inappropriate comments to another pupil, some of the following procedures may apply:
• Verbal communication e.g. 'How do you think your actions made another pupil feel?', 'Which Golden Rule do you think you may have broken?', 'How does that make you feel and how might it make the other pupil feel?'
• Reminders of appropriate behaviour choices e.g. 'Please remember to …'

• Separate pupils
• Request that the pupil apologises/writes an apology letter or draws a picture
• Discuss issues through Circle Time sessions in class

Where behaviour has negatively affected another pupil, the pupil concerned will usually be encouraged to apologise and to think of a way to rectify the situation e.g. where a pupil has used unkind words or behaviour towards another pupil in the playground or classroom, they should apologise. If this has happened on more than one occasion, the pupil might be asked to write an apology letter or to offer to involve the other pupil in their game.

Stage 2- Time Out and Teacher to Inform Parent/Carer
Where a pupil has repeatedly not adhered to our Golden Rules, they may be asked to have a 'Time Out' in order to think about their behaviour and where appropriate, to calm down. A 'Time Out' session should never last longer than 10 minutes and should be in accordance with the age of the pupil (usually 2-5 minutes) and the severity of the behaviour issue.

The class teacher should always be informed of any behavioural issues and should offer support to the pupil to help with their behaviour choices.

The teacher may contact the pupil's parent/s or carer to discuss their behaviour and to discuss expectations and how to support the pupil going forwards in making appropriate behaviour choices..

Stage 3- Junior Leadership Team (JLT) Year Lead to Speak with Pupil Concerned and to Inform Parents
In the rare case that this process is ineffective and misbehaviour continues, the JLT Lead for that Year may be informed and they or the class teacher may contact the pupil's parents to discuss the behaviour concern/s. This might also be as a result of a particularly serious behaviour matter such as where a pupil has deliberately hurt another pupil or has behaved in a way towards another pupil (or a member of staff) deemed to be wholly unacceptable. It may result in the pupil losing part of or all of their playtime and to write an apology letter to the affected pupil. This may happen on more than one occasion however where the pupil is still not adhering to the Golden Rules, the situation may be moved to Stage 4. Support from the School Counsellor may also be sought.

Stage 4- Deputy Head of Junior School to Speak with the Pupil and to Inform Parents
Very serious misconduct will be managed by the Deputy Head of Junior School. Initially, the Deputy Head of Junior School will speak with the pupil about their behaviour and will stress that this behaviour is not acceptable. The pupil may be asked to spend time with the Deputy Head of Junior discussing and thinking about their behaviour. They may miss a playtime or a lunch break.

Stage 5- Head of Junior School to Speak with the Pupil and Parents
In this very rare situation, extremely serious misconduct will be managed by the Head of Junior School. It may result in temporary suspension or permanent expulsion and the procedures for dealing with such incidents are explained in the Exclusions Policy.

KS2 (Years 3-6)
Wherever possible, at every stage pupils will be supported and given opportunities and encouragement to improve their behaviour through a system of support, encouragement and praise for positive behaviour. Usually, behaviour issues can be improved through discussions and through Circle Time sessions. Records are kept of all disciplinary sanctions given to pupils

and shared with parents. From Year 5, in line with Senior school, behaviour points are introduced.

Stage 1. Verbal Warning & Apology

Initially, the member of staff supervising will talk with the pupil to be clear that their behaviour has not met expectations. The pupil will be encouraged to consider for herself why that might be and what a more appropriate action would have been.

For minor misdemeanours e.g. not listening, making inappropriate comments to another pupil, some of the following procedures may apply:

- Verbal communication e.g. 'How do you think your actions made another pupil feel?' and 'On reflection, how did your actions make you feel?'
- Reminders of appropriate behaviour choices e.g. 'Please remember to …'
- Separate pupils
- Request that the pupil apologises/writes an apology letter
- Discuss issues through PSHE sessions in class

Where behaviour has negatively affected another pupil, the pupil concerned will usually be encouraged to apologise and to think of a way to rectify the situation e.g. where a pupil has used unkind words or behaviour towards another pupil in the playground or classroom, they should apologise. If this has happened on more than one occasion, the pupil might be asked to write an apology letter or to offer to involve the other pupil in their game.

Stage 2- Teacher to Inform Parent/Carer and Missing a Playtime

Where a pupil has repeatedly not adhered to our Golden Rules, they may be asked to miss a playtime in order to think about their behaviour and where appropriate, to calm down.

The class teacher should always be informed of any behavioural issues and should offer support to the pupil to help with their behaviour choices.

When a playtime is missed, the teacher will contact the pupil's parent/s or carer to discuss their behaviour and to discuss expectations and how to support the pupil going forwards in making appropriate behaviour choices.

Stage 3- Junior Leadership Team (JLT) Year Lead to Speak with Pupil Concerned and to Inform Parents

Where misbehaviour continues, and it is considered that a pattern of behaviour may be developing (for example, 3 or more play times missed for similar reasons) the JLT Lead for that Year may be informed and may contact the pupil's parents to discuss the behaviour concern/s. This might be where a pupil has deliberately hurt another pupil. An appropriate sanction may be discussed with the pupil's parent/s.

It may result in the pupil receiving a lunchtime detention and writing an apology letter to the affected pupil. Should this happen on three occasions, and/or where this is also ineffective and the pupil is still not adhering to the Golden Rules, the situation may be moved to Stage 4. Support from the school counsellor may be sought.

Equally, where a pupil deliberately hurts another pupil, stages 1 and 2 are still appropriate however stage 3 may also be appropriate at the same time in accordance with the severity of the situation.

Stage 4- Deputy Head of Junior School to Speak with the Pupil and to Inform Parent/s
Very serious misconduct will be managed by the Deputy Head of Junior School and may result in an after school detention. Initially, the Deputy Head of Junior School will speak with the pupil about their behaviour and will stress that this behaviour is not acceptable. Support from the school counsellor may be sought. If deemed appropriate, an individual pupil report may be created to support an overview of pupil's behaviour choices across the school day. This may be by lesson or by morning/afternoon session or by day depending on the decisions of the supporting pastoral team with the Deputy Head.

Stage 5- Head of Junior School to Speak with the Pupil and their Parent/s
In this very rare situation, extremely serious misconduct will be managed by the Head of Junior School and may result in temporary suspension or permanent expulsion. The procedures for dealing with such incidents are explained in the Exclusions Policy.

Records of sanctions should be logged on the Behaviour Sanctions Log when an incident reaches STAGE 3 (JLT Lead Teacher for that Year informed).

Individual pupil behaviour logs may be required for some pupils who experience ongoing behaviour issues however this will be agreed with a member of JLT on a case by case basis.

In cases where behaviour is particularly violent, threatening or abusive, the case will be escalated to a member of SLT and / or the Head. In extreme and rare cases, suspension and exclusion may be applied in line with our Whole School Exclusions Policy.

Senior School

The range of sanctions will include:

- Verbal telling off and correction
- Lunchtime detention
- After school detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as an illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded and logged by the Deputy Head Pastoral.

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 (see below)

The school has a zero-tolerance approach to child-on-child abuse, 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.

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 recognizes 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.

All sanctions are recorded as either Academic or Pastoral Behaviour Points. An accumulation of behaviour points correspond to different levels of sanction and support.

Pastoral Behaviour Points are issued for:

- Uniform infringements
- Poor behaviour in lessons such as not listening to instructions, talking over the teacher, distracting other pupils
- Poor behaviour around the school
- Bullying
- Damage to property
- Being found in possession of a mobile phone not in a Yondr pouch

Academic behaviour points are issued for:

- Incorrect or no equipment for lessons
- Missing homework
- Inadequate classwork or homework
- Incorrect or inappropriate use of digital devices

Pastoral sanctions	
Number of behaviour points	
1-3	Once 3 points are accrued in a half term, a

	warning letter is sent to parents
4	Head of Year detention Thursday 4-5pm
7	2nd Head of Year detention
10 (3 additional behaviour points in the same **term**)	SLT detention. Friday 4-5.30pm
13 (3 additional behaviour points in the same **term**)	A second SLT detention. Friday 4-5.30pm. In addition to this, parents and pupil will be required to meet with the Head and/or Deputy Head pastoral to discuss the pattern of behaviour.
16 (3 additional behaviour points in the same **term**)	As this would be 3 SLT detentions in one term, it is likely that the pupil will be sanctioned with a **fixed term exclusion**.

SLT detentions remain on a pupil's record for that academic year. If a pupil continues to accrue SLT detentions after a period of exclusion, their place at the school may be brought into question.

Academic sanctions	
1 missing / late homework in a term	Verbal warning to student. New deadline set.
2 missing or late homeworks in a term	Final warning, email home
3 missing or late homework in a term	Department detention, parents informed
4 missing or late homeworks in a term	Academic referral to School detention, Thursday 4-5pm
6 missing or late homeworks in a term	Academic referral to SLT detention

Heads of Year and Heads of Lower and Upper school, have oversight via SIMS records and CPOMS of all academic sanctions given and will coordinate support strategies for those students who accrue Academic Referrals in more than one subject.

Physical Intervention - Including EYFS

Where physical intervention is essential and unavoidable (for example, to avert immediate danger of personal injury); the procedure for recording any such occasions is on the Physical Intervention Register Log. Parents must be informed on the same day or as soon as is practicably possible of any incidents that may take place

Supporting pupils after a disciplinary sanction

In the majority of cases, following a disciplinary sanction, a pupil is able to modify their behaviour and move forward in a positive way. However, we understand that some pupils may need additional support, perhaps due to SEN, SEMH or other additional needs.

All sanctions are logged and this enables patterns of behaviour to be identified and addressed.
Team around the Child (TAC) meetings may be arranged by the Deputy Head Pastoral of the Junior and / or Senior school in order to address concerns including:

- Repeated breaches of behaviour policy and / or code of conduct
- Pre-emptive discussions around behaviour
- Transition between key stages or schools
- Home life
- Updates and progress reports

If necessary, multi agency referrals will be made to support the child and their family.

Punctuality
Students are required to be punctual. Registration is at 8.30am and any arrival to registration after this time is considered to be late. Students are expected to be punctual to all lessons as detailed in their timetables and school day.

In the Senior school lateness to either registration and/or lessons will result in a late point being issued to the student. Subsequent sanctions are issued in the same way as above.

Please Note: Behaviour, Homework and Lateness are sanctioned separately.

Behaviour consequences from year 5 upwards

Sanction	Examples of misdemeanour
Formal contact with parents via letter/email or telephone call	After receiving up to 3 behaviour points – for example: Repeated missed/late homework Poor behaviour in the classroom or around the school Uniform infringements Frequently late to lessons Being found in possession of a phone not in a Yondr pouch
School Detention - parents informed by letter	After receiving 4 behaviour points Being sent out of a lesson for disruptive behaviour Repeated misdemeanours including: Persistent/continuous late arrivals Late homework – failing to attend Department Work support sessions 3 homeworks not completed in one term (report to Form Tutor) Rudeness or swearing in earshot of a member of staff. Being found in possession of a phone not in a Yondr pouch.
SLT detention	7 behaviour points accrued in a half term A further 3 behaviour points accrued after the first SLT detention Any unacceptable behaviour sanctioned by Head of Department/Head of Year/Deputy Head/Head

	Being found in possession of a phone not in a Yondr pouch more than twice in a term.
On report or progress record - parents informed by Head of Year	Used by Head of Year to monitor/improve on behaviour Support student's organisation of work Monitor attention in lessons Target specific areas of concern
Formal Contact with parents by Head of Year	All of the above when appropriate Inappropriate language Bullying Breaches of On-Line Policy Occasions of bringing the school into disrepute
Fixed Term Exclusion - parents contacted by Deputy Head/Head	Possession of alcohol, cigarettes, smoking or other prohibited substances. Serious misconduct e.g. graffiti, violence, theft, racial abuse, malicious communication, bullying, serious or repeated breach of On-Line policy Rudeness to a member of staff Bringing the school into disrepute Malicious allegation against a member of staff 16 behaviour points accrued in one term
Permanent Exclusion - parents contacted by Head	Drugs brought into school by students whether for own use or for supply. Repeated breach of school code of conduct. Repeated/serious breach of On-Line Policy Bringing the school into disrepute Malicious allegation against a member of staff

Homework in the Senior School

Homework is used to consolidate learning and as such completion of the tasks set is taken very seriously. Support is given to students in order to meet deadlines and attain high standards of work. When homework is not submitted, teachers will request the work on the following day. Parents will be informed by email.

	1st Non-submission of Homework	2nd Non-submission of Homework	3rd Non-submission of Homework
Support offered, action taken and by Whom	Teacher will request submission of homework the following day. . The teacher will also email parents to inform them of the missed homework and the issue of a homework point	Failure to submit homework the following day, will result in a formal letter to parents from the Head of Department. A missed homework point will be issued.	Failure to submit homework on a 3rd occasion will result in an after school detention. Parents will be informed by letter from the Head of Department.

Detentions

The school will inform parents of detentions through letter, telephone calls, email or other means as appropriate. Lunchtime detentions may be imposed on the same day. At least 24 hours notice will be given for the imposition of an after school detention outside of normal school hours. All members of staff, including support staff, can impose detentions.

Removal from the classroom

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be supervised by the Head of Year or a member of the pastoral team or SLT. They will be allowed to complete classwork and will be kept out of the classroom until it is deemed appropriate for them to return. If they do not display behaviour appropriate to return to the classroom, parents or guardians will be contacted and the pupil may be sent home or kept under supervision until the end of the school day.

Corporal punishment

Corporal punishment is against the law and is never used or threatened. No form of corporal punishment is ever acceptable. The use of corporal punishment or the threat of corporal punishment is forbidden.

The use of reasonable force

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.

Screening, searching and confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorised by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:

• to commit an offence, or

• to cause personal injury to, or damage to property of; any person (including the pupil).

- an article specified in regulations:

  • tobacco and cigarette papers;

  • fireworks; and

  • pornographic images.

In addition to the prohibited items above, items banned by the school are:

- Drug paraphernalia such as cannabis grinders, vapes or e-cigarettes
- volatile substances which can be inhaled for psychoactive effects such as NOS canisters
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

Malicious accusations against school 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.

Staff support and development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head Pastoral and other pastoral staff,

regular pastoral meetings and periodic staff training

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.

Related policies

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy
- Anti Bullying Policy
- GDST Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs and Alcohol Policy
- Whole School Attendance Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Keeping Children Safe in Education (September 2025)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, Evaluation and Review

The Deputy Head Pastoral will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Head.