

# Behaviour Policy

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**This Policy is available to current and prospective parents on the school website or as a paper copy on request.**

## **1. Introduction**

- 1.1. Effective education can only take place in a setting where pupils attend school regularly, are motivated to learn and behave well. The school plays a critical role in this process through its curriculum, pastoral and behaviour policies, which have a significant impact on the learning and personal development of all pupils. We believe in equal opportunities for all. The emphasis is upon the promotion of good behaviour, showing respect and consideration for others in all aspects of school life and the development of shared routines in teaching and learning. Positive feedback and regular use of the rewards system is a key element here. We are part of a wider community, and we should all remember to behave with courtesy to members of the public when we are travelling to and from school.
- 1.2. Structures are in place for the school community to be rigorous, reflective and constructive if standards of behaviour should fall short and all staff should confront inappropriate behaviour, whenever and wherever it appears. In many cases, knowledge of the individual pupil, and the various circumstances surrounding an incident mean that professional judgement is better than a strictly formulaic approach. Nevertheless, it is an expectation among the pupils and parents that staff are consistent in their approach to the rules. The high standards of behaviour that exist within the school are as a result of teachers handling the individuals in their care sensitively and fairly, and collectively seeking solutions by adopting common strategies.
- 1.3. This policy applies to the behaviour of pupils when they are: at school, taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform; or are in any way identifiable as a pupil at the school.
- 1.4. The policy may also apply to pupil's behaviour at other times if it affects the welfare of a member or members of the school community or brings the school into disrepute (single or repeated episodes).

## **2. Creating a constructive learning environment**

- 2.1. Aspects of positive learning behaviour encouraged at all times include:
  - Attentiveness and intellectual curiosity.
  - Good organisation.
  - Effective communication.
  - Respectful behaviour towards staff and pupils.
  - Seeking help when necessary.
  - Appropriate interruption.
  - Working efficiently in a group.
  - Consideration for others' physical space.
  - Respect for property.
- 2.2. School Council devised a statement about our core values which is: Respectful; Courageous; Remarkable. This message is visible around school and is used as a positive reminder about our values as a community.
- 2.3. See Appendix 1 of this policy for guidelines as to good practice for teaching staff.

### **3. Emotional and behavioural development**

- 3.1. We take a positive approach to pupils' emotional and behavioural development. A pupil with well-developed emotional behaviour:
- Has empathy.
  - Is socially aware.
  - Is happy.
  - Is confident.
  - Is emotionally stable and shows good self-control.
- 3.2. We recognise that some pupils will go through periods in school when they will need particular support or encouragement; the majority of these difficulties will be short lived and will respond to normal in-house procedures. Some pupils may also need specialist support to help deal with emotional and/or relationship difficulties and/or dissatisfaction which may lead to disruptive behaviour. When disruptive behaviour occurs, appropriate sanctions are used alongside support from form tutors. Heads of Year and Heads of Section may also be involved and contact with parents may be necessary.
- 3.3. At points of transition, for example into Y7 and from one section of the school to another, the pastoral teams work hard to ensure that there is continuity of support for individuals and that pupils can settle quickly into new form groups. The Guidance for Behaviour is reviewed with pupils by form tutors at the start of the year and at other times where appropriate. The Guidance is also printed in the pupils' diaries and/or placed on the pupil intranet.

### **4. Celebrating Achievement (Rewards)**

- 4.1. All pupils will receive appropriate commendation and rewards for achieving against their own personal targets in learning and behaviour.
- 4.2. Good work and behaviour in classrooms and around the school will be rewarded with praise (verbal and written) and encouragement.
- 4.3. Exceptional work will receive public recognition through the 'Commended Work' system, and the presentation of awards.
- 4.4. The Commended Contribution to School Life is an award for outstanding individual achievement or leadership outside of the academic sphere.
- 4.5. The Reward Report aims to reward girls who are notably respectful, courageous or remarkable (either in small but significant ways or in striking examples).
- 4.6. The Head of Section award for the Lower and Middle School is used to reward effort, perseverance, contributions to the school community and pleasing personal progress in different areas of school life.
- 4.7. See Appendix 2 to this policy for a more detailed explanation of the rewards system.

### **5. Rules, Sanctions and Monitoring of Pupils**

- 5.1. School rules are kept to a minimum and vary according to whether the pupil is in the Lower School, Middle School or Sixth Form. The School rules are set out in section 10 of this Policy.
- 5.2. There are a range of sanctions for breach of the rules, from a notification of Conduct Concern to suspension, depending on the severity of the offence. For specific infringements of the rules, specific sanctions usually apply (see section 10 below). Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances.
- 5.3. The emphasis is upon close monitoring of individual pupils so that, as far as possible, offences are not repeated and there should be no need to apply more serious sanctions. If necessary, a pupil will be assigned a teacher mentor with whom they will meet on a regular basis to discuss their progress.
- 5.4. Corporal punishment is prohibited for all pupils as specified under Section 131 of the Schools Standards and Framework Act 1998. While it is never acceptable to use force as a punishment, members of staff may use reasonable force to prevent a pupil from: committing a criminal offence; injuring themselves or others; damaging property; or acting in a way that is counter to maintain good order and discipline at the School (see the School's Use of Force Policy for further guidance as to when the use of force is likely to be appropriate).
- 5.5. See Appendix 3 to this policy for a more detailed explanation of sanctions.

## **6. Liaison with parents**

- 6.1. The School aims to work closely with parents in managing pupil's behaviour. Parents will almost always be contacted where a pattern begins to emerge or in the case of more serious offences. (See Appendix 3 to this policy.) Parents are notified via the Parent Portal when their child receives: a Commended Contribution to School Life; Commended Work; a Head of Section Award; a notification of Conduct Concern or an after school detention.

## **7. Child Protection**

- 7.1. The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and therefore whether a multi-agency is appropriate. In either instance, the procedures set out in the School's Safeguarding (Child Protection) Policy should be followed.

## **8. Equality**

- 8.1. The School believes in equal opportunities for all (see the School's Equal Opportunities Policy). The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability.

## **9. Bullying and Harassment**

- 9.1. All members of the community are of equal worth and have rights and responsibilities towards each other. Bullying is unacceptable and will be dealt with promptly. (See the School's Anti-Bullying Policy and E-Safety Policy.)

9.2. Racial, homophobic, transphobic or sexual harassment will not be tolerated.

## 10. School Rules

10.1. This section sets out the School Rules and the sanctions that may be applied in each case. (See also the Guidance for Behaviour, which is printed in the pupils' diaries and/or placed on the pupil intranet with variations appropriate to the Lower School, Middle School and Sixth Form).

10.2. **Serious Issues:** The following are serious issues that are likely to result in immediate suspension and consideration under the School's Expulsion, Removal and Review Policy. Persistent attitudes or behaviour which are inconsistent with the School's ethos may also result in consideration under the Expulsion, Removal and Review Policy as well as any conduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

### 10.2.1. *Smoking*

The school is a non-smoking site. Smoking, which includes the use of electronic cigarettes, in and around school is strictly forbidden. Any pupil found smoking in or around school will be suspended. If a pupil in school uniform is seen smoking on their journey to or from school, they will face an immediate fixed term suspension. Serious or persistent breach may result in expulsion.

We would advise pupils in the Sixth Form that they should not smoke at all, but we recognise that it is legal for them to do so and, therefore, we ask that Sixth Form pupils do not smoke in the streets around the school, around the entrance to Hammersmith Broadway or on this side of King Street. We ask them to remember that younger pupils will often see them as role models and they should avoid smoking in the presence of younger pupils.

### 10.2.2. *Alcohol*

Pupils must not bring alcohol to school, or drink alcohol in school or on their journeys to and from school. If it is suspected that a pupil in school is under the influence of alcohol, their parents will be called immediately, and they will be collected from school. If investigations show that a pupil has brought alcohol on the premises or breached this rule in any way, they are likely to be suspended. Serious or persistent breach may result in expulsion.

### 10.2.3. *Drugs*

Any pupil who is in possession of drugs on school premises, or on the way to or from school, is likely to be suspended or expelled. The same applies to pupils found to be under the influence of drugs during the school day or on school visits.

### 10.2.4. *Bullying*

Bullying or devaluing behaviour of any kind is completely unacceptable, and severe or persistent bullying is likely to result in suspension or expulsion. The same is true of cyber-bullying. The school takes its duty of care to pupils and staff extremely seriously and will take robust action where bullying or cyber-bullying is found to have taken place. Please see the School's Anti-Bullying Policy and E-Safety Policy.

### 10.2.5. *Theft*

Any pupil who has stolen money or belongings is likely to be suspended. Serious or persistent theft may result in expulsion.

10.2.6. **Malicious Allegations against staff or other pupils**

Any pupil who is found to have made a malicious allegation against a member of staff or another pupil is likely to be suspended or expelled.

10.2.7. **Other examples** of serious misconduct include: blackmail, physical violence, intimidation and racism; misconduct of a sexual nature; supply or possession of pornography; possession or use of unauthorised firearms or other weapons; and vandalism or computer hacking.

10.3. **Other Rules:** This section sets out additional School rules and the likely sanctions that will be applied. In all cases, a discourteous response and a failure to take responsibility for actions that are found to be in breach of the rules will result in further sanctions being applied:

10.3.1. **Uniform for Years 7 - 11**

All pupils from Year 7 to the first term of year 11 inclusive are expected to wear the correct uniform in school, and during journeys to and from school. The uniform rules are set out in pupils' diaries. If pupils break the uniform rules then they will be expected to remedy the situation at the earliest opportunity. Should a pupil arrive in school in inappropriate dress, and not have access to the right clothes or shoes to change into, then they should be sent to a Head of Section, or a Senior Teacher, who will contact their parents and arrange for them to go home to get changed.

Tatty uniform can become a problem with pupils towards the end of the Middle School but it may be a sign of more serious issues. Frayed, ripped or stained uniform should be tackled sensitively and with the help of the Head of Section who will contact the parents.

If pupils in Year 11 are unable to maintain an acceptable standard of uniform in the Autumn Term, they will be required to continue to wear uniform for a defined period of time in the Spring Term. This period of time will be determined by the Head of Middle School in consultation with the Senior Deputy Head (Pastoral).

10.3.2. **Footwear**

All pupils are expected to wear robust black, grey or brown school shoes. Trainers, backless shoes, cloth ballet pumps or boots are not acceptable.

In some cases a pupil may have a note from home, or a note from their GP giving reasons why an exception should be made. Where a medical reason is given, the pupil should be sent to the School Nurse. The School Nurse will assess the issue and contact the parents with any concerns. The pupil will be expected to revert to wearing appropriate school shoes at the earliest opportunity.

10.3.3. **Clothing**

Pupils must wear a school shirt and have their school jumper available to wear if cold. Pupils may wear a white vest or T shirt underneath their shirt, but this should not be visible. Coloured T shirts, alternative sweatshirts and scarves should not be worn inside school.

10.3.4. **Hair**

Pupils may dye their hair, but the colours they choose must have a natural effect. Two tone hair colour is not permitted. Pupils who arrive in school with unnatural hair colourings will be asked to re-colour their hair to comply with this rule. Pupils may not wear coloured hair extensions. Hairstyles should be appropriate for school. In extreme cases, parents will be contacted and pupils may be sent home.

#### 10.3.5. **Jewellery**

In a busy timetable, involving rapid changes from academic to practical work, and quick changes for P.E., pupils are strongly discouraged from bringing any valuables into school.

Only small sleeper earrings or plain studs – one in each ear, watches and discreet pendants are permitted. Other items are not permitted, including charity bracelets and other wrist wear.

Visible body or facial piercings are not allowed. A pupil wearing an inappropriate piercing will be asked to remove it.

Rings, bracelets, or other pieces of jewellery apart from those listed above should not be worn in school. Where these are seen, the following action should be taken:

- Remind the pupil of the rules and ask them to remove the jewellery; and
- Complete a notification of Conduct Concern, and explain why to the pupil.

Where this is a repeat offence, or where the pupil's response has fallen short of your expectations then further sanctions apply:

- Confiscation until the end of that half term. All valuables should be taken to the Head of Section, or handed in to the school office where the item will be kept safely in an envelope with the pupil's name and date of release on it.
- A further notification of Conduct Concern.

#### 10.3.6. **Make-up**

Pupils below the Sixth Form should not wear make-up to school. Pupils should not wear nail varnish – nail polish remover will be supplied if a pupil wears nail varnish to school.

#### 10.3.7. **Sixth Form Dress Code**

There is no uniform in the Sixth Form; pupils are asked to dress appropriately for the working day in a mixed community. There are also some formal occasions such as the School Birthday, prospective Parents' Evenings and the Governors' lunch when smart dress will be essential. We expect pupils to make sensible decisions about what they wear but it is made very clear before they enter the Sixth Form that the following are unacceptable:

- bare midriffs, very low cut tops or short skirts without thick tights or leggings.
- exposed underwear.
- any visible piercing apart from earrings and discreet nose studs.
- hair dyed in unnatural colours e.g. pink, green etc.

Tutors discuss the issue of dress with their forms on the first day in the Sixth Form, and later when necessary and as fashions change.

#### 10.3.8. **Punctuality**

Pupils are expected to be in their form rooms by 8.30 am each day for morning registration. If a pupil arrives after 8.35am they should enter via Reception and thumb in. Arriving more than 30 minutes after 8.35am without good reason is counted as unauthorised absence. Lateness on three or more occasions in a half term will be dealt

with as appropriate to the section. Usually, this will result in late report, i.e. reporting to the form tutor at school before registration; if the situation does not improve, the pupil will then have to report to the Head of Year.

Parents will be contacted if lateness persists beyond this. Detentions may be used. In the case of the Sixth Form certain privileges may be removed.

10.3.9. ***Being off the premises without permission***

This is likely to result in detention, and on subsequent occasions, in suspension.

If pupils need to go out of school they must have a letter from home requesting permission, a permanent pass or be sent home by the School Nurse, Head of Section, Senior Deputy Head (Pastoral) or Head Mistress. In an emergency, temporary passes may be issued by the Senior Deputy Head (Pastoral).

When pupils leave school they must thumb out at Reception and thumb in on their return. Sixth Form pupils are allowed to leave school after 12.10pm and must thumb out at Reception.

10.3.10. ***Food and drink***

For hygiene and safety reasons, food and drink should not be carried around the school. This especially applies to hot food and drink.

Pupils purchasing school lunches (90% of pupils) should eat their meals in the school dining room. Only those bringing in packed lunches may eat in classrooms. This privilege is conditional on them clearing everything away once finished. At break time, tuck may be bought from the dining hall. Food bought in wrappers may be taken away to classrooms, but all other snacks (baguettes, garlic bread, cakes) should be eaten in the dining hall. Cakes brought in for birthdays should be taken to the dining hall and enjoyed there.

The Sixth Form may eat food they have brought into school in the Sixth Form Common Room but must not take lunch from the dining room other than baguettes or fruit.

No food should be eaten in any other areas of the school.

Normal sanctions apply such as: reprimand, notification of Conduct Concern, clearing up, lunch time detention.

10.3.11. ***General behaviour***

Pupils are expected to behave courteously and considerately towards others at all times. When moving around the school, they should keep to the left, especially on staircases, and hold open doors for others.

Whether in the corridors, or in the lunch queue, pushing and shoving is not acceptable. Running around busy corridors or on staircases is dangerous and should be stopped. If moving around the school during lesson time, pupils should make sure they don't disturb classes. Any litter should be picked up and put in bins. For reasons of safety and security, bags should not be left in school corridors. There are bag racks in which bags can be left, or they can be locked in lockers. Bags left in inappropriate places at lunch time are likely to be confiscated by the Senior Deputy Head (Pastoral) or a Senior Teacher.



In classrooms at break or lunch time, pupils must respect their environment and not climb on desks, chairs, lockers or windowsills. In particular the teachers' desk is off-limits along with any technical equipment in the room used for delivering lessons.

Chewing gum is not allowed in school. Both the fabric of the school and the clothing of individuals are frequently damaged by chewing gum.

Pupils will be asked to take responsibility for any damage caused. This may include cleaning up the room, or paying for repairs. Depending on the nature of the problem, tutors may take further action in the form of lunch time detentions or restricting access to the classroom in break / lunch times.

#### 10.3.12. **Mobile Phones**

Pupils aged 11-16 are not allowed to use their phones at all during the school day (between 8.25am and 4.00pm or 3.05pm on Fridays) except with permission and under supervision. If phones are used without permission this will be considered misuse and the phone will be confiscated and a notification of Conduct Concern issued.

Sixth Form pupils are allowed to use their phones during the school day in the designated areas for Sixth Form (Common Room, Work Room, Sixth Form areas). If using their phones in the school library, for research or for the purpose of listening to music whilst working, then they must do so in a considerate way so that no one can be disturbed from their work.

Where phones are misused by Sixth-Formers during the school day, those phones will be confiscated by a member of staff and handed in to the School Office. Misuse of a mobile phone by a Sixth-Former that would cause a member of staff to confiscate the phone could include the following:

- Sounds or vibrations from a phone receiving a call, message or alarm which disturb a lesson, assembly, meeting, library session or extra-curricular activity.
- Answering a mobile phone or texting or posting to a social networking site during a lesson, meeting or an extra-curricular activity.
- Music from a phone being listened to either with or without headphones in such a way that others are disturbed.
- Photos or films of other pupils or staff being taken without permission.
- Phones being used to bully or tease others during the day.
- Accessing websites, games or participating in online activities during lessons or at any time within the school day.

The Head of Section or Head of Year will meet with the pupil at the end of the day or earlier to discuss the incident and the inappropriate use of the phone. The sanction for misuse of mobile telephones will be determined by the Head of Section or Head of Year and will depend on the circumstance and attitude of the pupil involved. A responsible and courteous attitude will be rewarded by the phone being returned at the end of the day.

In every case where misuse of a mobile phone has taken place the Head of Section or Head of Year will issue a letter to the parents of the pupil involved, in the form of a notification of Conduct Concern. Any repeat incident will involve the application of more serious sanctions including the possibility of more extensive confiscations and detentions. Parents may be asked to attend meetings with their child and senior staff to discuss repeated breaches of the rules regarding the misuse of mobile phones.

The School will take very seriously breaches of the rules concerning mobile phone use, especially in cases of cyberbullying or any activity that uses technology in order to humiliate or erode the dignity of other pupils or staff. For further details, see the school's Anti-Bullying Policy and E-Safety Policy.

Staff are legally entitled to confiscate phones containing offending content. Staff can confiscate a mobile phone as a disciplinary penalty, and have a legal defence in respect of this in the Education and Inspections Act 2006 (s 94). The Education Act 2011 gives schools the power to search electronic devices and to delete data where appropriate, or to hand phones or data to the police. Procedures in relation to searching and confiscation must be reasonable and in line with the School's policy on the searching and confiscation of banned items.

#### 10.3.13. ***iPods, personal games***

Pupils are strongly discouraged from bringing these valuable items into school. The practice of wearing iPods on school journeys involves risk to pupils' personal safety. iPods or personal games should not be seen in school hours.

Where these are seen in school between 8.30am and 4.00pm, they should be confiscated for the rest of the day, as for mobile phones above.

#### 10.3.14. ***Homework***

All pupils are expected to organise their time effectively so that they are able to meet their homework commitments. If they are unable to meet a homework deadline, they should speak to the subject teacher in advance and arrange an alternative deadline. Where pupils fail to hand work in on time, the reasons should be considered, and action taken as appropriate.

This may involve:

- Speaking to the pupil, assessing the reasons behind the delay and arranging a new deadline at the earliest opportunity.
- A referral to the Form Tutor, especially if the excuse is flimsy or if it is a repeat offence.
- Recommendations for arrangements to work in the library at lunchtimes or until 5.30pm where the problem appears to be caused by inadequate working conditions at home.
- Lunch time detention to make up the work.

Where a subject teacher finds a pupil is repeatedly missing deadlines, they should speak to the Form Tutor. On the second occasion a warning letter is sent home. On the third offence in that subject, the pupil should be placed in a Friday detention.

#### 10.3.15. ***Being prepared for lessons***

Pupils are expected to organise themselves so that they have the right books and equipment to participate fully in class. Failure to prepare for the day ahead means that lessons are disrupted, and peers are affected if they have to share books or equipment. Where this is a repeated pattern it becomes detrimental to the pupil's ability to reach their full potential. The subject teacher should consider the following action:

- Speaking to the pupil to find out reasons behind their disorganisation, and to identify any support needed.
- Issuing a notification of Conduct Concern via iSAMS where the problem is repeated and reasons are flimsy.

- Discussion with the Form Tutor about any support needed.
- Lunchtime detention, where it is felt this is a disciplinary issue.
- Sessions with the Individual Learning Coordinator.

## **11. Record Keeping**

- 11.1. Commendations, notifications of Conduct Concern, lunch time and Friday Detentions are all stored in the pupil's Reward and Conduct, and discipline records on iSAMS. Extended discussion with the pupil and any discussion with their parents are summarised on a Communications Record which is kept in the pupil's personal file. Instances of bullying are recorded in the school bullying file by the Senior Deputy Head (Pastoral). Instances of serious misconduct are recorded in a file kept by the Senior Deputy Head (Pastoral).

## **Appendix 1 of Behaviour Policy: Creating a constructive and purposeful learning environment and establishing shared routines for teaching and learning.**

### **Guidelines for good practice for teaching staff**

#### **DO**

- Have prompt and structured starts and finishes for lessons.
- Take a register and log patterns of lateness or other causes of low level disruptions.
- Have work well prepared, including differentiated and varied activities for different abilities and learning styles.
- Make sure the room is laid out the way you want it to be and that equipment and materials being supplied by you for lesson activities are ready for use.
- Establish and insist on routines for:
  - Entering the classroom;
  - Calling the register;
  - Getting books / equipment out;
  - Putting bags away;
  - Seating arrangements;
  - Explaining the tasks ahead;
  - Giving out work / books;
  - Setting out work;
  - Listening to the teacher;
  - Questions and answers;
  - Co-operative / group work;
  - Stopping work;
  - Summarising the session;
  - Giving out homework;
  - Leaving the classroom (permission slip);
  - Clearing up;
  - Packing up and leaving the classroom.
- Know and use pupil names.
- Treat pupils as responsible and valued human beings.
- Establish positive norms of behaviour – ‘This is how we behave here’.
- Concentrate on the work in hand.
- Praise and encourage those who are working well.
- Minimise inappropriate behaviour.
- Use eye contact or a hand gesture to express disapproval.
- Have a quiet word with the pupil that the behaviour is inappropriate and should stop
- Try to maintain a good level of humour: learning is fun!
- Describe the effects of the behaviour, not the behaviour itself (‘When you call out, it disturbs the others.’ etc).
- If major problems occur, send for help as soon as possible.
- Ask for a pupil to be withdrawn.
- Allow time for a pupil to unwind before they are asked to make amends.
- Follow up any inappropriate behaviour with the pupil on their own.
- Make sure that the iPads are on desks with lids closed when not in use.

#### **DON'T**

- Start the lesson until all the pupils are ready.
- Talk above background noise.

- Shout.
- Make sarcastic or hurtful comments about pupils.
- Set targets for a pupil's behaviour or discuss missed deadlines in detail in front of other pupils.
- Allow pupils to sit where they want unless it is part of a teaching strategy.
- Allow pupils to look at their iPads whilst waiting for the lesson to start, unless you have set them a specific activity to complete on the iPad.
- They should be flexible and ready to work in any group / format you set.
- Leave the class unless in an emergency.
- Just throw a pupil out.

## **Appendix 2 of Behaviour Policy: Rewards**

### **1. Introduction**

- 1.1. Our rewards system enables teachers and support staff to recognise the good efforts, behaviour and achievements of pupils both informally and formally, as appropriate. In encouraging good citizenship and positive contributions towards the life of the school we seek to develop our pupils' sense of responsibility, self-motivation and self-esteem.
- 1.2. Rewards include:
  - Verbal praise from the teacher.
  - Comment on work or in Pupil Diary.
  - Commended Work sent to the Head Mistress – to celebrate academic excellence.
  - Commended Contributions to School Life – to celebrate good citizenship, kindness to others and contributions to the school community.
  - Reward Reports – for pupils who display 'respectful, courageous or remarkable' behaviour.
  - Heads of Section Awards for Lower School and Middle School.
  - Prizes, trophies, colours.
  - Whole school presentations. Public recognition, including displays of work.
  - Press involvement.
  - Recognition of talents through team membership, productions, concerts etc.
  - Being given positions of responsibility within the form e.g. School Council Representative.

### **2. Commended Work**

- 2.1. When a pupil produces a piece of very high quality work or a sustained number of very good pieces (perhaps exercises) over a period of time, subject staff should show the work to their Head of Department. This is for departmental standardisation purposes. Once approved, the teacher should write COMMENDED in addition to their specific comments at the end of the piece or pieces, and the work should be signed by both teacher and Head of Department.
- 2.2. This system allows for departmental consistency in the awarding of Commended Work.
- 2.3. Staff should award Commended Work through iSAMS. Instructions for this are to be found in the Staff Area of the network, as follows:  
Staff Drive – Staff Resources – ICT Documents – iSAMS Staff Training.
- 2.4. The Head Mistress sees pupils with Commended Work and congratulates them on their achievement. The Head Mistress issues an individual certificate of achievement to the pupil. The achievement is recorded in the next school report by the Form Tutor (who will have been notified via iSAMS).

### **3. Commended Contribution to School Life**

- 3.1. This is an individual award recognising exceptional achievement or contribution in areas of school life outside the academic sphere. The award may be given as a result of a one-off event or sustained commitment and excellence in contributing to the life of the school community. Most specifically, the award is designed to mark the significant, positive impact a pupil has had either in leading others or in giving their time / energy / talents to helping others or improving matters for other people.

3.2. Examples where the Commendation could be awarded include:

- **Extra-curricular activities:** consistent punctuality and helpfulness in the organisation of activities; motivating/encouraging others; being considerate and helpful to staff; showing organisation or leadership.
- **Citizenship:** helpfulness; consideration; positive leading by example.
- **Leadership:** carrying out a school office or extra-curricular responsibility with exceptional care, commitment and skill (e.g. School Council, Team Captain, School Ambassador, etc.).
- **Care of others:** demonstration of exceptional support of others in need or showing considerable sensitivity and care in a difficult situation.

3.3. Teachers nominate pupils for Commended Contributions to School Life through iSAMS. Instructions for this are to be found in the Staff Area of the network, as follows:  
Staff Drive – Staff Resources – ICT Documents – iSAMS Staff Training.

3.4. The Senior Deputy Head (Pastoral) meets each pupil to discuss this recognition of their efforts. This will be during Form Time every Tuesday. The Senior Deputy Head (Pastoral) issues an individual certificate of achievement to the pupil.

#### 4. Reward Reports

4.1. At Godolphin and Latymer, we are very proud of our vibrant, warm and welcoming community. We have worked with School Council to devise a list of three core behaviours which we seek to promote in our daily interactions with each other. These behaviours involve being: **Respectful; Courageous; Remarkable.**

4.2. We give Reward Reports to girls who display these behaviours in a notable way, typically in lessons, registration or form times. These reports are issue via iSAMS and a notification email sent home to parents, to the Head of Section and the Senior Deputy Head (Pastoral). Accumulation of several of these awards may lead to the Head of Section issuing a Head of Section Award.

4.3. Examples of behaviour which might merit these rewards include, but are not limited to:

- **Respectful:** Exceptional politeness to a member of staff or student; impressive punctuality; an act of kindness to a member of staff or student; impressive listening skills.
- **Courageous:** Speaking up for a friend who is in need of help; trying something which takes them out of their comfort zone; impressive perseverance in the face of challenge.
- **Remarkable:** impressive dedication and commitment to a task in either an academic or pastoral context; superb use of initiative; a compassionate and empathetic approach to managing relationships with others.

4.4. Reward Reports are awarded to girls who display these behaviours in small but significant ways as well as for very striking examples of them. They are a part of our emphasis on modelling excellent behaviour and instilling values in our students which will serve them well for life.

## **5. Heads of Section Awards: Lower and Middle School**

5.1. These awards are available to be issued by the Heads of Lower and Middle School, entirely at their discretion, whose judgement is based on their unique overview of the pupils in their section. Examples may include:

- Significant improvement in work or attitude.
- Significant achievement over a number of subject areas, e.g. in end of year or practice examinations.

## **6. Colours**

6.1. There are situations where Colours are a more appropriate award for pupils for their contribution to school life in a particular area.

6.2. Colours may be awarded by the Director of Music, and the Heads of Drama, PE and Debating, for a pupil's sustained excellent contribution over a period of time within these particular fields. Colours are likely to be awarded less widely than a Commended Contribution to School Life, which may be more appropriate for a one-off achievement, or for sustained commitment which is to be rewarded, but is not of the standard of colours. Colours are divided by section (Lower School, Middle School and Sixth Form), and can only be awarded once during a pupil's time in the section. Colours will be awarded in assembly at the end of an academic year, or at the end of a sporting season. To understand the differences between Colours and a Commended Contribution to School Life, the following illustration is offered:

- The star sportswoman who plays in all first teams and is the leading goal scorer may receive colours.
- The squad player who has loyally given of their time over a sustained period, or who has made a significant, one-off achievement, may receive a Commended Contribution to School Life.

However, individual departments would be free to devise their own guidance.



## **Appendix 3 of Behaviour Policy: Sanctions and Monitoring**

### **1. Conduct Concern**

- 1.1. A notification of Conduct Concern is issued by a member of staff when a parent and the pastoral team need to be informed about an incident at school.
- 1.2. **The notification of Conduct Concern should not replace directly communicating with the pupil and challenging them if their behaviour is not satisfactory.** Notifications of Conduct Concern are issued through iSAMS. The Form Tutor will challenge the pupil about their behaviour, keeping the Head of Year informed of any patterns. Where notifications of Conduct Concern build up, the Form Tutor should discuss the range of concerns raised with the pupil and decide whether the problems merit further intervention.

### **2. Lunchtime detentions – Daily in B2 from 1.30pm – 2.05pm.**

- 2.1. In addition to the notification of Conduct Concern, the subject teacher, Form Tutor, or teacher on duty may feel that applying a more immediate sanction is appropriate. The lunchtime detention provides a half-way house before a full detention. It should take place on the day following the incident or as soon as possible after that. The only activities which take precedence over a lunchtime detention are timetabled speech and drama lessons or lessons arranged with a peripatetic music teacher.
- 2.2. Lunchtime detentions are to be arranged through the iSAMS Detention module. Instructions for staff for this are to be found in the Staff Area of the network, as follows: Staff Drive – Staff Resources – ICT Documents – iSAMS Staff Training.

### **3. Friday Detentions - Room 5 from 3.15-4.15pm**

- 3.1. This sanction may be used for one-off and more serious incidents where behaviour has fallen short of expectations, or where there has been a repeated pattern of low level problems. The teacher should enter the pupil into detention 2 days before the detention to give ample time for acknowledgement. Detentions are entered via iSAMS. A letter is sent from the school office to parents. Pupils are expected to attend even if they have other commitments. The teacher on detention duty is then informed and ready to supervise the pupil.

### **4. Saturday Detentions**

- 4.1. These are extremely rare. Three or more detentions in any one term may result in a three hour Saturday detention arranged through discussion with the Head of Section and Senior Deputy Head (Pastoral).

### **5. Where detentions are repeated**

- 5.1. The pupil may be put on behaviour, effort or organisation report for a week thereafter. Should the report prove unsatisfactory, a supplementary interview with the Head of Section or a formal interview with the Senior Deputy Head (Pastoral) or Head Mistress may be appropriate.

## **6. Behaviour Report & ‘Traffic Light’ system (Lower and Middle School only)**

- 6.1. For serious, persistent difficulties with learning behaviours or low level disruptiveness, a pupil may be put on Behaviour Report by the Head of Section, in discussion with the Form Tutor and the parents. The pupil will then take responsibility for carrying their report card to every lesson and registration. At the end of each lesson, they will ask the supervising teacher to sign off and assess their behaviour in class. The parents and Form Tutor are able to track progress on a lesson by lesson basis at the beginning and end of the day.
- 6.2. The Behaviour Report has 4 stages. Parents are contacted at the end of each stage.
  - **1 - Green Report** – if the pupil is diligent in having their report card filled in and shows sufficient progress in the first week, then no further action is taken.
  - **2 - Yellow Report** – where a pupil has failed the first week of monitoring. This now means they must present their report card to a Head of Year at a pre-registration meeting at 8.20am.
  - **3 - Red Report** – if progress is deemed unsatisfactory, then a serious review of attitude and behaviour will take place. This will involve the Head of Year and or Form Tutor meeting with the parents and the pupil.
  - **4** - The final stage of the behaviour report cycle. This will involve the Head of Section and/or the Senior Deputy Head (Pastoral). It may be the prelude to a probationary monitoring cycle where the pupil’s future at the school is reviewed with the parents at a set date.

## **7. Serious incidents and emergencies:**

- 7.1. If assistance is being sought e.g. to remove a pupil from a room, then another pupil can be sent to fetch a Senior Teacher or Head of Department, or an adjacent colleague can be sought to assist supervision whilst a senior teacher is contacted.
- 7.2. A notification of Conduct Concern must be completed after the immediate situation has been dealt with.

## **8. Mentoring**

- 8.1. Organisational or behavioural patterns may point to the need for greater individual attention in order to focus on the reasons why a pupil is unable to meet expectations. There may be family or emotional issues which affect a pupil’s ability to fulfil their potential. Mentoring can be used to help with a variety of reasons including unhappiness, problems settling in, or friendship problems.
- 8.2. Where this is the case, mentoring may be suggested and discussed with the pupil and their parents (if appropriate). A mentor is arranged through discussion and negotiation. This mentor may be a member of staff with whom the pupil feels they have a good rapport. Generally it is considered helpful if the mentor is not teaching the pupil and is therefore separate from being involved directly with disciplinary issues. Being a mentor involves acting as a ‘critical friend’ who is prepared to listen and question /discuss issues in an objective way. It is a supportive process that can apply to staff as well as pupils.

## **9. Summary - Team-work among staff**

- 9.1. **Contact:**

- **Form Tutor** – as the first point of call when raising, or repeating, concerns about a pupil.
- **Head of Year** – for persistent problems or developmental concerns. Usually this approach will be made by the Form Tutor in response to a subject teacher’s concerns.
- **Head of Department** – for advice where a pupil is not making sufficient academic progress in your subject.
- **Head of Section** – for serious concerns. Usually, this approach will be made by the Head of Year following discussion with form staff.
- **Senior Deputy Head (Pastoral)** – for extremely serious concerns. Usually, this approach will be made by the Head of Section. Where the issue involves academic concerns, the Deputy Head (Academic) will also be involved.