

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 and attendance 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 consistent use of the rewards and sanctions system is a key element here.
- 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, staff aim to be 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.

2. Scope

- 2.1. This policy and the School's Code of Conduct applies to the behaviour of all pupils, of any age, when they are:
 - at school;
 - taking part in any activity organised by the School or related to the School;
 - travelling to or from school;
 - wearing school uniform; or
 - in some other way identifiable as a pupil of the school.
- 2.2. This policy may also apply to a pupil's behaviour at other times, including online, where it affects the orderly running of the School, the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the pupil's behaviour. This includes behaviour that occurs on educational visits, when travelling to or from school, or where the pupil is otherwise identifiable as a pupil of the School.
- 2.3. This policy should be read alongside the School's Anti-Bullying Policy in particular.

3. Creating a constructive learning environment

- 3.1. 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
- 3.2. School Council devised a statement about the behaviours that embody our core values which is: Respectful; Courageous; Remarkable. This message is used as a positive reminder about our values as a community.
- 3.3. The School promotes positive behaviour through the Personal Development Curriculum, assemblies and PSHE, and encourages pupils to report concerns and to support one another as respectful members of the community.
- 4. Emotional and behavioural development**
- 4.1. 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
- 4.2. 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.
- 4.3. 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.
- 5. Code of Conduct**
- 5.1. The Code of Conduct sets out the School's expectations for pupil behaviour (see Appendix 1). These are kept to a minimum and the Code of Conduct is not intended to be comprehensive. Pupils are expected to behave courteously, considerately and with common sense at all times and particularly in their interactions with others, whether face to face or online. Everyone has a right to feel secure and to be treated with respect; harassment and bullying in any form will not be tolerated.
- 5.2. The School's expectations are further explained to pupils via the 'Guidance for Behaviour' or 'Routines and Expectations' documents, which reflect the Code of Conduct but vary slightly according to whether the pupil is in the Lower School, Middle School or

Sixth Form. The relevant document is reviewed with pupils by form tutors at the start of the year and at other times where appropriate.

- 5.3. The School's expectations for behaviour will apply regardless of whether a particular behaviour is legally permissible by virtue of a pupil's age (e.g. use of alcohol or cigarettes by those aged 18 or over).

6. Celebrating Achievement (Rewards)

- 6.1. Good work and behaviour in classrooms and around the school will be rewarded with praise (verbal and written) and encouragement.
- 6.2. The Reward Report aims to reward pupils who are notably respectful, courageous or remarkable in their behaviour or in their academic work (either in small but significant ways or in striking examples). Earning three Reward Reports in a half-term will result in a Reward Report Commendation.
- 6.3. The Commended Contribution to School Life is an award for outstanding individual achievement or leadership outside of the academic sphere.
- 6.4. 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.
- 6.5. See Appendix 2 to this policy for a more detailed explanation of the rewards system.

7. Sanctions and Monitoring of Pupils

- 7.1. 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. Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances. In all cases, a discourteous response, a failure to take responsibility for actions that are found to be in breach of the rules or persistent breaches may result in more serious sanctions being applied.
- 7.2. 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.
- 7.3. When applying sanctions, the School will take account of a pupil's age, individual circumstances, and any special educational needs, disability or mental health needs. Reasonable adjustments will be made where appropriate.
- 7.4. See Appendix 3 to this policy for a more detailed explanation of sanctions.

8. Liaison with parents

- 8.1. Parents are notified via the Parent Portal when their child receives: a Commended Contribution to School Life; a Head of Section Award; a Reward Report; a notification of Conduct Concern or an after school detention.
- 8.2. The School aims to work closely with parents in managing pupils' 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.)

9. Equality

- 9.1. The School believes in equal opportunities for all (see the School's Equal Opportunities Policy) and will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability including those that may be related to mental health difficulties.
- 9.2. All bullying is unacceptable but any bullying or harassment on the basis of protected characteristics (e.g. sexist, racist, homophobic or transphobic) will be taken particularly seriously (see also the Anti-Bullying Policy).

10. Safeguarding

- 10.1. The School will consider whether a pupil's behaviour gives cause to suspect that the pupil or another child is suffering, or is likely to suffer, significant harm and/or whether the behaviour amounts to child on child abuse. This may include bullying, harmful sexual behaviour, sexual harassment, or the sharing of indecent images. The School will not tolerate bullying or harassment in any form, including online, and will not dismiss harmful behaviour as "banter" or "horseplay". 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 approach is appropriate. In either instance, staff must follow the procedures set out in the School's Safeguarding (Child Protection) Policy.

11. Searching and Confiscation

- 11.1. Any member of staff may search a pupil for any item if the pupil agrees. The pupil may be asked to turn out her pockets, bag or locker and if she refuses, disciplinary action may be taken in accordance with this policy.
- 11.2. The Head, and staff authorised by the Head, may search a pupil or a pupil's possessions without their consent, where they have reasonable grounds for suspecting that a pupil has any of the following in their possession: knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic or offensive images; an item that has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil); or any item banned by the School Rules including electronic devices (see the Code of Conduct in Appendix 1), e-cigarettes, nicotine pouches and vaping kits.
- 11.3. A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. Confiscation of an item may take place following a lawful search, as set out above, or however the item is found, if the member of staff considers it harmful or detrimental to school discipline.
- 11.4. Staff are legally entitled to confiscate or examine phones or other electronic devices if they have good reason to suspect that the device may be used to cause harm or be detrimental to school discipline. The Education Act 2011 gives schools the power to search electronic devices and to delete data where appropriate, or to hand devices or data to the police.
- 11.5. 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.
- 11.6. Where a search or examination of an electronic device identifies a safeguarding concern, including harmful sexual behaviour or indecent images, the matter will be managed in

line with the School's Safeguarding (Child Protection) Policy and, where necessary, external agencies will be involved.

- 11.7. Where material identified on an electronic device may constitute evidence of an offence, the device will be passed to the police as soon as reasonably practicable, and content will not be deleted prior to doing so.

12. Use of Restrictive Interventions, including the Use of Reasonable Force

- 12.1. The use of corporal punishment is strictly prohibited as specified under Section 131 of the Schools Standards and Framework Act 1998.
- 12.2. 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 the maintenance of good order and discipline at the School. Any significant incident involving the use of reasonable force or another restrictive intervention will be recorded and managed in accordance with Appendix 5 of this policy.

13. Record Keeping

- 13.1. Commendations, notifications of Conduct Concerns, lunch time and Friday Detentions are all stored in the pupil's Reward and Conduct, and discipline records on iSAMS.
- 13.2. 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.
- 13.3. Instances of bullying are recorded in the school bullying file by the Deputy Head (Pastoral).
- 13.4. Instances of serious misconduct and the sanctions applied are recorded in a file kept by the Deputy Head (Pastoral).

Appendix 1: Code of Conduct

This Code of Conduct sets out the School's expectations for behaviour. These are kept to a minimum and are not intended to be comprehensive.

Scope

The Code of Conduct applies to the behaviour of all pupils, of any age, when they are: at school; taking part in any activity organised by the School or related to the School; travelling to or from school; wearing school uniform; or in some other way identifiable as a pupil of the school. It may also apply to a pupil's behaviour at other times if the behaviour affects the orderly running of the School or the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the pupil's behaviour.

Core Values

The School Council devised a statement of the behaviours that embody our core values which is:

Respectful; Courageous; Remarkable

School Expectations for Behaviour: Breach of the following is likely to result in a conduct concern or detention. Repeated incidents, or more serious breaches, may involve the application of more serious sanctions.

- **General:** All pupils are expected to be respectful and mindful of others and their environment within school at all times and to make the most of all the opportunities available to them. As part of a wider community, they should also behave with courtesy to members of the public particularly when travelling to or from, or otherwise representing, the School.
- **Attendance:** Pupils should be in school by 8.25am and in their form rooms by 8.30am. Persistent lateness will result in a 'late report' i.e. reporting to the form tutor or Head of Year before 8.20am. Pupils below the Sixth Form must not leave the premises without permission.
- **Respectful behaviour:** Friendships are encouraged, and pupils are expected to behave in a respectful and appropriate way to one another at all times. Public displays of intimacy are not acceptable.
- **Lessons and Homework:** All pupils must have the right books and equipment to participate fully in class and must hand work in on time. Persistent failure to be ready to learn in class or to meet homework deadlines, without an acceptable reason, may result in a sanction.
- **Mobile Phones and electronic devices:** All pupils must adhere to the School's 'Code of Conduct for Pupil's Use of ICT' (see Appendix 4) and the School's Mobile Phone and Personal Smart Devices Policy. The school operates a phone-free school day using Yondr pouches.
- **Uniform:** Pupils from year 7 to the first term of year 11 inclusive are expected to wear the correct uniform as set out in pupils' diaries and on the parent portal. Older pupils, and all pupils on non-uniform days, must dress appropriately for the working day in school.
- **School environment:** Pupils must respect their environment. Food and drink should be consumed only at appropriate times and in designated spaces. Chewing gum is not permitted anywhere in school.

- **Appearance** should be appropriate for school; pupils should not dye their hair so that it looks unnatural, nor wear coloured hair extensions. Pupils below the Sixth Form should not wear make-up or nail varnish in school. Given the busy nature of school life and health and safety requirements in P.E. and other practical subjects, jewellery should be discreet and may need to be removed to undertake certain activities safely during the school day.
- **Serious issues:** The following are examples of unacceptable behaviour that is likely to result in immediate suspension and consideration under the School's Expulsion, Removal and Review Policy.
- **General:** Any persistent attitudes or behaviour which are inconsistent with the School's ethos, 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 may result in suspension or expulsion.
- **Bullying:** Bullying or devaluing behaviour of any kind is completely unacceptable whether it takes place face to face, online or via the use of artificial intelligence. Severe or persistent bullying or cyber-bullying, or any sexist, racist, homophobic or transphobic bullying, is likely to result in suspension or expulsion.
- **Theft:** Any pupil who is found to have stolen money or belongings is likely to be suspended. Serious or persistent theft may result in expulsion. Failure by a pupil to either hand in to a member of staff, or return to the owner, items which they have found in school and which do not belong to them may also amount to theft.
- **Smoking:** The use, supply or possession of smoking materials or associated products (including tobacco, cigarette papers, e-cigarettes, vaping kits or nicotine pouches) is likely to result in an immediate fixed term suspension. Serious or persistent breach may result in expulsion. The School is an entirely non-smoking site and pupils are also expressly forbidden from smoking, vaping or using nicotine pouches in the surrounding area, including at transport hubs on their way to and from school.
- **Alcohol:** Other than in the limited circumstances set out in the School's Drugs, Alcohol and Tobacco Policy, the use, possession, or supply of alcohol, and/or being under the influence of alcohol is likely to result in an immediate fixed term suspension. Serious or persistent breach may result in expulsion.
- **Drugs:** The use or possession of drugs and solvents, or their paraphernalia or substances intended to resemble them, is forbidden and is likely to result in expulsion. The same applies to a pupil found to be supplying, or attempting to supply, drugs or who is found to be under the influence of drugs while at school or in the vicinity of the school. 'Drugs' in this context includes illegal or controlled drugs and other harmful or potentially harmful substances such as aerosols, solvents and psychoactive substances. It may also include prescription drugs and over the counter medicines if these are held or supplied for purposes of misuse.
- **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; malicious allegations against staff or pupils; serious breach of the Code of Conduct for Pupils' Use of ICT; and vandalism (including computer hacking). Pupils are expressly forbidden from engaging in sexual behaviours which may be harmful or abusive to others. This includes, but is not limited to, sexual relationships between younger and much older students, particularly where the older student is 18 or over (this may also constitute a criminal offence).

Appendix 2: 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
 - 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, as well as impressive standards of academic work
 - Heads of Section Awards for Lower School and Middle School
 - Prizes, trophies, colours
 - Whole school presentations. Public recognition, including displays of work
 - Recognition of talents through team membership, productions, concerts etc
 - Being given leadership roles within the form e.g. School Council Representative

2. Commended Contribution to School Life

- 2.1. 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.
- 2.2. 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 leadership role (formal or informal) with exceptional care, commitment and skill (e.g. School Council, Team Captain, Subject Ambassador, etc.).
 - **Care of others:** demonstration of exceptional support of others in need or showing considerable sensitivity and care in a difficult situation.

3. Reward Reports

- 3.1. 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.**
- 3.2. We give Reward Reports to pupils who display these behaviours in a notable way, typically in lessons, registration, form times or in the work they produce. These reports are issued via iSAMS and a notification email sent home to parents, to the Head of Section and the Deputy Head (Pastoral). Accumulation of several of these awards may lead to a Reward Report Commendation being issued. Students will need to earn at least three Reward Reports in a half-term to receive one.
- 3.3. 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.
- 3.4. Reward Reports are awarded to pupils 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.

4. Heads of Section Awards: Lower and Middle School

- 4.1. 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

5. Colours

- 5.1. There are situations where Colours are a more appropriate award for pupils for their contribution to school life in a particular area.
- 5.2. 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 athlete 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 are free to devise their own guidance.

Appendix 3: Sanctions and Monitoring

1. Lateness to School

- 1.1. Lateness to school falls under statutory attendance expectations. Lates to school will continue to follow the staged late report system outlined below, which are separate to Conduct Concerns.

Stage 1 3 lates	Lunchtime Detention Late 3 times. Students must arrive on time to every registration period for a week and sit a lunchtime detention.
Stage 2 6 lates	Late Detention (8.00-8.25am) Another 3 lates / failing to complete Stage 1. Students must report to the Head of Year Office at 8:20 every morning for a week and sit a late detention (before school). Failure to attend the Late Detention in the morning will result in an immediate escalation to stage 3.
Stage 3 9 lates	Friday After-School Detention Another 3 lates / failing to complete Stage 2. Students will sit a Friday after-school detention. Parents are asked to meet with the Head of Year and further sanctions may be applied. Sixth Form must also report to the Sixth Form Office at 2.00pm and lose privilege to leave early if they have no lessons in the afternoon.

- 1.2. Lates are reset each half term but any lates in the last week of the half term will be carried over. Late Reports being issued in the last week of the half term will also carry over to the week after half term break.

2. Conduct Concern

- 2.1. A Conduct Concern is the lowest level of sanction within our behaviour system. It is designed to act as an early intervention or a reminder and opportunity for students to correct their behaviour before it escalates. It is important that parents, pupils and staff understand that a Conduct Concern is not a severe punishment, nor does it indicate serious misconduct.
- 2.2. Two Conduct Concerns will result in a lunchtime detention. A third Conduct Concern will result in a Friday after-school detention. This stepped approach ensures that students are given clear opportunities to adjust their behaviour before more significant sanctions are applied. Conduct concerns reset at the end of each half term, ensuring that every student begins the new half term with a clean slate and a fresh opportunity to demonstrate positive habits.
- 2.3. There are six categories that can be issued for a Conduct Concern with further examples and guidance on each one below.
- Behaviour
 - Uniform
 - Mobile phones
 - Homework
 - Persistent lack of organisation
 - Persistent lateness to lessons (including form time and assemblies)

- 2.4. We would not normally expect Conduct Concerns to be challenged. They form part of our everyday behaviour systems and are used to support students in meeting expectations. Only in exceptional circumstances would a review be appropriate.
- 2.5. We have outlined some further guidance and examples for each of the six categories of a Conduct Concern below. Please note, this list of examples is not designed to be exhaustive; in reality, all behaviour will be judged case by case. It is important to note that staff retain professional judgement and a degree of flexibility and autonomy within their classrooms. Relationships matter, and discretion will always be used where appropriate.

Sanction	Examples of Conduct Concerns	Examples of behaviours that are more serious than a Conduct Concern
Behaviour	• Chewing gum • Ignoring signs or rules that are clearly stated in policy (e.g. using a visitor's toilet) • Talking during an assembly or the Library during quiet hours • Disrespectful behaviour towards staff or peers (depending on context, this may also result in more serious sanction) • Queue jumping when lining up for lunch • Inappropriate use of devices, for example, emailing during a lesson or not using the device for the task - looking at other websites. • Taking food and drinks into the Library (water bottles are permitted)	The level of rudeness to staff or unkindness to peers may result in a higher sanction than a Conduct Concern e.g. a lunchtime or after-school detention. More serious sanctions may also apply.
Uniform infringement	Please refer to our uniform list on the school portal for the correct uniform. Of particular note, are items that ensure health and safety: • Pupils should wear correct footwear - when wearing PE kit, pupils must wear appropriate trainers and not other types of shoes or boots. • Pupils should tie hair back for practicals and sports.	
Mobile phone use		Breach of the Mobile Phone and Personal Smart Devices policy will result in sanctions greater than a Conduct Concern. Use of devices that could be harmful or hurtful towards others will also result in

		sanctions greater than a Conduct Concern
Homework	Failing to hand in homework on time without a valid reason. Pupils should respectively inform the teacher if there is a valid reason, for example, returning home late from a fixture/school event when homework is due the next day. It will be up to the teacher's discretion whether this reason is valid.	Failing to hand in homework even after an extension has been granted OR persistently (three times) failing to hand in homework on time Cognitive outsourcing and/or misuse of AI or Plagiarism will result in a Friday after-school detention
Persistent lack of organisation	- Arriving at lessons without the correct books or equipment (first time warning, second time a Conduct Concern in a half term.) - Incorrect equipment for assessments (e.g. calculator, pencil, ruler, PE kit (mouthguard, shin pads, astros)	
Persistent lateness to lessons and form time/assembly	- Turning up late to a lesson persistently (three times in a half term) without a valid reason - Turning up very late to a lesson - Turning up late to assembly without a good reason - Prearranged lessons and meetings with other teachers (e.g. music lessons) will not count as late to a lesson/form time or assembly.	

2.6. An automatic notification of a Conduct Concern is sent via iSAMS and the parent portal. A notification of Conduct Concern does not replace the member of staff directly communicating with the pupil and challenging them if their behaviour is not satisfactory.

3. Lunchtime detentions

3.1. 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. Lunchtime detentions are arranged through the iSAMS Detention module.

3.2. In Years 7-11 a task will be set by the teacher issuing the lunchtime detention. In the Sixth Form, students may bring homework or revision to complete. This must be paper-based; the use of technology will not be permitted. Therefore, students need to make sure they arrive prepared and print out any materials that they might need in advance. We want this time to be calm, productive and focused. If a student attends without appropriate work, a bank of

structured tasks linked to the categories of Conduct Concerns will be available. (A reading book will not be accepted as a substitute.) In some cases, the Sixth Form team may determine that a specific task is more appropriate than independent homework or revision.

4. Friday detentions (from 3.15-4.15pm)

- 4.1. 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 two days before the detention to give ample time for acknowledgement. Detentions are entered via iSAMS, and a letter is sent from the School Office to parents. Pupils are expected to attend even if they have other commitments.
- 4.2. For all Friday after-school detentions, including Sixth Form, tasks will be set centrally by the Head of Year/Head of Section and the session will be supervised by a member of the Senior Leadership Team. Homework or revision will not be permitted during this detention.

5. Persistent concerns

- 5.1. The pupil may be put on behaviour, effort or organisation report for a period. Should the report prove unsatisfactory, a supplementary interview with the Head of Section or a formal interview with the Deputy Head (Pastoral) or Head, may be appropriate and a serious sanction considered.

6. Serious sanctions

- 6.1. Serious issues regarding behaviour (see the Code of Conduct) may result in an internal or external suspension and/or may be considered under the School's Expulsion, Removal and Review Policy.

7. Summary - teamwork among staff

7.1. 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 when 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.
- **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 Senior Deputy Head (Academic) will also be involved.

Appendix 4: Code of Conduct for the Use of ICT

1. Use of School ICT Facilities

- I will only use the School's ICT facilities, including the internet, email, digital video and mobile technologies, for School purposes and in accordance with School policies.
- I will not attempt to circumvent systems and programmes that the School has put into place for my protection, such as filtering of websites on the School network and restriction of app downloads.
- I will only log onto the School Network or other School systems or resources with my own username and password.
- I will not share my passwords with anyone else and I understand that the School will never send me an email requesting my password.
- I will not attempt to bypass the School's internet filtering system.

2. Use of Personally Owned Devices

- I will not use a personally owned device such as a phone, tablet or laptop in School without the express permission of a teacher (Sixth Form pupils have permission to use personal devices/phones in accordance with the restrictions set out by the School's Mobile Phone and Personal Smart Devices Policy).
- I will not connect a personally owned device to any of the School's projection facilities.
- If I am given permission to use a personally owned device, then that use is entirely at my own risk and it is up to me to ensure that the device is not damaged, lost or stolen.
- When in School or when completing school work at home I will only use a personally owned device in accordance with the rules set out in this agreement and the School's Behaviour and Anti-Bullying policies.
- I understand that I must not have any device capable of mobile communication in examinations as this will result in disqualification.
- I understand that any personally owned device I use in School during the school day must access the internet via the school wireless network and that 'hot-spotting' via a mobile phone is strictly prohibited.
- I understand that all other smart wearable devices such as watches and glasses are strictly prohibited from being brought into school.

3. Responsible Behaviour

- I will make sure that all electronic communications with pupils, teachers or others are responsible, sensible and appropriate.
- I understand that I should never say anything in writing, electronic or otherwise, that I would not be prepared to say to someone's face.
- I will ensure that my online activity, both in school and outside school, will not cause staff, pupils or others distress or bring the School into disrepute.
- If I participate in any video conferencing with other pupils or staff (e.g. via Google Meet or Teams) I will ensure that I am dressed appropriately and in a suitable location.
- I will not deliberately browse, download, upload or forward material that could be considered hurtful, offensive or illegal. If I accidentally come across any such material I will not share or print it and will instead report it immediately to a member of staff.
- I am aware that I must ask permission before I take images or recordings of other pupils or staff and I must never distribute these by email, text, on the internet or via any social networking site without the express permission of all individuals involved.
- I will not give out any of my personal information online (such as name, phone number or address) nor that of other people.
- I understand that I should not use my school email address to sign up for any website or internet services other than those specifically recommended by my teachers.
- I understand that any information or images online are permanently accessible and may be seen by a future university tutor or employer.

- I understand that I cannot be sure about the identity of a person I have only met online and I will not arrange to meet someone that I have only met online without a parent or guardian present.
- I will respect copyright and understand that submitting work that is not my own, (including work that has been generated using AI) without proper acknowledgment, may invalidate my marks or lead to me being disqualified from exams.
- I understand that misuse of AI, including generating harmful or abusive content, impersonating others, or creating or sharing images intended to humiliate or threaten, will be treated as a serious breach of this Code and may result in sanctions under the Behaviour Policy.
- If anything makes me uncomfortable or worried, I know that I can share this with a teacher or parent/guardian.
- If I receive an email that I can see is not intended for me, I will reply to the sender immediately to let them know and then delete the email. I will not share the contents of the email with any other pupil.

4. Use of School Devices

- School Devices are issued to each pupil by the Godolphin and Latymer School.
- I will use the school device for educational and personal organisational purposes only.
- I understand that the school device is provided for my own use and I must not lend my school device to anyone else or borrow anyone else's school device.
- I understand that I may use the school device during break times in order to complete academic work in the library, the computer rooms or my form room. I may not use it in the Dining Hall or the corridors.
- I understand that in order to maximise the functionality of my school device, Wi-Fi and Bluetooth must be switched on at all times.
- If I lose or damage my school device, charger or charging cable I will inform the ICT Office as soon as possible and also make sure that my parent/guardian reports this to the Finance Office within 7 working days.
- I understand that the school device must be kept in the case provided by the School at all times and that, outside of school, the school device should not be left unattended.
- I will not affix any stickers to the school device or the case, nor insert other items into the case.
- I will return the school device to the Godolphin and Latymer School whenever the School requests or when I leave the School.
- I will bring the school device to school each day fully charged and named clearly. I understand that labels attached to the school device are the property of the School and must not be removed.
- I will use the school device only for activities directly related to the lesson with the teacher's permission and follow their instructions as to when and how I can use my device.
- I will place the school device on the desk with the cover closed when not in use or when requested to stop using it by the teacher.
- I understand that taking or use of photos/video/recording on the school device is not allowed without the subject's personal permission as well as the teacher's permission.
- I will not record lessons on the school device without the teacher's permission.
- I understand that the school device management system may notify me from time to time asking me to perform certain functions such as software updates, and that I am responsible for completing these requests in a timely manner.
- I will not publish any material through any media outside of the school environment without the teacher's permission.
- I will avoid sending large quantities of data (for example images and videos) via email; I will instead use OneDrive to share content.
- Within lessons, I will not communicate electronically with other pupils without permission from the teacher.

- If a member of staff asks to see my school device's content or applications, I will show them immediately.

5. Monitoring and Sanctions

- I understand that my use of any of the School's ICT facilities, including the internet, email, digital video and mobile technologies, may be monitored and logged. The results may be made available to pastoral staff if my online activities give rise to any welfare concerns or if there is suspected misuse of the ICT facilities.
- I understand that my parent(s) and/or guardians will also have access to the School's filtering and monitoring system outside of school hours and will be able to add in additional filters and view a log of my device activity.
- I understand that these rules are designed to keep me safe and that any breach will be dealt with in accordance with the School's Behaviour Policy. Incidents involving breaches of this code of conduct will be judged on a case by case basis. Depending on the severity of the incident, sanctions could include: conduct concerns; lunch time detentions; Friday after school detentions. Very serious situations, such as cyber-bullying, could lead to suspension. Bullying of any kind is not tolerated at Godolphin and Latymer.

6. Replacement / Repair Costs

- Charges for the loss or damage of school-issued devices or accessories are set out in the School's Device - Damage & Loss Guidance, which is reviewed annually by the ICT Department.
- Parents will be contacted by the Finance Department regarding any applicable charges following assessment by ICT.

7. Use of Artificial Intelligence (AI)

- I understand that I must comply with age restrictions set by AI tools and open access large language models (LLMs).
- I understand the importance of using generative AI tools ethically, effectively and critically.
- I understand that ethical use of AI involves a recognition that I must not use generative AI tools to generate assignments and submit these as my own original work. This is a form of plagiarism with potentially serious consequences.
- I understand that submitting work that has been generated using AI without proper acknowledgment may invalidate my marks or lead to me being disqualified from exams.
- I understand that effective use of AI involves understanding that AI can be used to support learning or it can be detrimental to the learning process, often because its use can imply outsourcing the hard thinking. Use of AI may impact my: research skills; critical analysis; logical and informed judgments; development of sound arguments; and time management skills.
- I understand that overreliance on AI may hinder my ability to think for myself and develop my own ideas.
- I understand that critical use of AI involves use of AI tools with caution making sure that I critically evaluate their use and output.
- I understand that it is essential to keep a 'human in the loop' and to validate any output by cross-checking the information from credible sources.

Appendix 5: Use of Restrictive Interventions, Including the Use of Reasonable Force

1. There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard pupils and others. All members of school staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, December 2025, in force from 1 April 2026).
2. Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and / or others.

3. Lawful purposes for restrictive interventions

- 3.1. Reasonable force may be used to prevent or stop a pupil from doing any of the following:
 - 3.1.1. committing a criminal offence;
 - 3.1.2. causing injury to themselves or others;
 - 3.1.3. causing damage to property;
 - 3.1.4. causing disorder among pupils at the school, whether during a teaching session or otherwise.
- 3.2. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Section 11: Searching and Confiscation).
- 3.3. In all cases "reasonable" means using no more force than is necessary, for the least amount of time required to address the risk. Staff should ensure that any intervention preserves the dignity, safety and wellbeing of the pupil.
- 3.4. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and / or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

4. Seclusion

- 4.1. Seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment, and the pupil must be supervised at all times and allowed to leave as soon as the immediate risk has reduced.

5. Prevention and individual needs

- 5.1. The School is committed to minimising the use of restrictive interventions by focusing on proactive strategies, early intervention, and de-escalation. Staff are expected to use whole-school strategies and individualised approaches to minimise the need for restrictive interventions.
- 5.2. The School implements whole-school measures to support behaviour management, including creating a positive classroom environment, training staff in communication and de-escalation techniques, and fostering strong staff-pupil relationships.
- 5.3. Individual approaches include working closely with parents, developing behaviour support plans tailored to individual needs, and providing strategies to help pupils calm down before behaviour escalates. For all pupils including those with SEND, these measures will reduce the occurrence of challenging behaviour and the need for restrictive interventions.

6. Recording

- 6.1. The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is recorded in writing, by the staff member(s) involved as soon as practicable after the event, and no later than the same day. The School's Physical Intervention Report Form must be completed and returned to the DSL.
- 6.2. Each record will include:
 - name(s) of pupil(s) and staff involved, and any witnesses
 - relevant needs or vulnerabilities of the pupil(s), including SEND status
 - time, date, location and approximate duration of the intervention
 - a brief account of the incident, the behaviours observed, identified or potential triggers, the risks identified, and any de-escalation strategies used
 - details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
 - brief account of why the intervention was assessed as necessary in that instance
 - details of any injuries sustained, and post-incident support provided.
- 6.3. A significant incident is any incident where the use of force goes beyond appropriate physical contact.
- 6.4. The School uses the recorded data to monitor patterns and trends, support reflection and learning, and inform improvements in practice and behaviour support planning.

8. Reporting

- 8.1. The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is reported to the parents of the pupil involved as soon as practicable after the incident. We endeavour to do this no later than the same day, except where:
 - 8.1.1. it appears to the staff member that doing so would be likely to result in serious harm to the pupil.

- 8.2. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. Decisions on serious harm and referral to the local authority will usually be made by the DSL and therefore staff should contact the DSL without delay in these circumstances.
- 8.3. A report of the incident made to parents will include the following details:
- time, date, location and approximate duration of the intervention
 - brief account of why the intervention was assessed as necessary in that instance
 - details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
 - details of any injuries sustained, and post-incident support provided
- 8.4. Information is communicated to parents in writing, and the school will normally invite parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:
- any behavioural triggers or warning signs of an impending incident
 - whether any agreed behaviour support plans were followed
 - what de-escalation strategies were used and how effective they were
 - what might be done differently in the future
- 8.5. The school may use this information to amend any existing behaviour support plans, as needed.