



BEHAVIOUR AND DISCIPLINE POLICY

Person(s) responsible for this policy		Head, Head of Prep, Senior Deputy Head, Deputy Head Mistress, Assistant Head Prep	
Last review by	R Hinton	Review date	October 2022
Date of next review		September 2023	

Statement of behaviour principles

At Streatham & Clapham High School, we aim to provide a broad, challenging, and inclusive education for life in a secure and happy environment where all community members feel valued and respected and where effective teaching and learning can take place. To achieve the above, good behaviour in all school life is necessary.

Introduction

SCHS endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between delivering high-quality teaching and learning opportunities, a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions so that the school environment is one of co-operation, respect, and shared responsibility.

Policy Aims

This policy aims to:

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

Roles and Responsibilities

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

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

The staff member with day-to-day responsibility for behaviour management is Miss Kate Renshaw in the senior school, Mrs Jane Hayes in the Prep school and the EYFS.

All staff have a responsibility to:

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

Expectations

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

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

These principles are consistent with the Streatham & Clapham High aims and ethos:

- To provide a liberal and challenging education, stimulating intellectual curiosity
- To promote high standards of achievement across a broad spectrum of activity
- To nurture the personal development of the individual
- To enable pupils to develop civilised values, attitudes, and standards

In the Prep School and EYFS, the pupil charter is followed. In their interactions with other children, members of staff and parents, they will uphold the shared values of the school community as expressed in the Pupil Charter. They will follow reasonable instructions by school staff, abide by the code of conduct and accept sanctions in an appropriate way.

The Pupil Charter is displayed in all classes and creates the basis for whole-school behaviour and conduct. It is pupil-created.

- We are kind and helpful.
- We listen to others.
- We are responsible for our own learning.
- We look after property.
- We move about gently.
- We include everyone.

They will attempt to resolve difficulties with other children by using non-aggressive strategies but will tell school staff or their parents if they are having difficulty or if they are concerned about other people's behaviour towards themselves or others.

The school expects that everybody should at all times:

- Treat others with respect, consideration, and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect

- Treat the school environment (grounds, buildings, and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti-Bullying Policy

Behaviour in lessons

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

Negative behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failure to complete homework, off-task behaviour which interrupts the learning of others and a lack of co-operation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to the use of language, and how they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing the correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by contacting parents or sending older secondary pupils home to change.

Behaviour outside the School and Online

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business, such as trips and journeys, sports fixtures, clubs, or a work-experience placement, will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour near the school, on a journey to or from the school, or at any time online.

Positive reinforcement and rewards

Streatham & Clapham High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour is central to promoting good behaviour and good order.

As well as praise, and written comments and feedback on work, the school uses a range of rewards and positive reinforcement strategies, including:

House points: may be awarded for good work or behaviour. They are given to the pupil, who places them in the House Point tubes or are recorded in SIMS. House Points count towards the House Trophy.

Distinctions: are awarded for exceptional pieces of work and are worth five house points. Staff award the distinction on a paper form, which girls bring to the Head during break time on designated days.

Heads of House: award certificates, points, and prizes at their discretion

Celebration assembly: a fortnightly event where the girls' achievements are celebrated alongside the award of certificates.

Prizes, trophies and scholarships are awarded at the annual Speech Day.

By these means, the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which all staff can use to contribute to increased levels of achievement.

Disciplinary sanctions

Dependent on the pupil's age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include the following:

- Non-verbal cues
- Telling off and correction
- Short length detention
- Longer length detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Being placed on a report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed-term and permanent exclusion

This list is not intended to be exhaustive but serves as an illustration of the sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded on CPOMS, with historical incidents on the sanctions log.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of House, Head of Learning Support, DSL etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded, and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the *Safeguarding and Child Protection Policy* and *Safeguarding Procedures*.

For acts of aggression or behaviour which potentially threaten the health and safety of others, the school reserves the right to involve the police.

The school recognises that some children may adopt challenging, abusive, or disruptive behaviour due to unmet needs or abuse. In such cases, staff will provide support and intervention and appropriately apply

safeguarding procedures.

Detentions

Parents are requested to check the SIMS parent app daily, where most minor detentions will be recorded. The school may also inform parents through a letter, telephone calls, text messages or other means as appropriate. Detentions may be imposed on the same day and outside of normal school hours. All members of staff, including support staff, can impose detentions.

Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

Pastoral Support Framework: monitoring, support, and intervention

Through the pastoral and guidance systems, the school has staff (tutors and Heads of house) who support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions, and monitoring behaviour that raises concern.

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

Pupils with SEND and additional needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue), some pupils require additional support to learn and display positive learning behaviour. The school will draw on various interventions for these pupils to support and re-track their behaviour. Strategies include consideration of curriculum needs, additional learning support, additional internal provision, placement on behaviour or pastoral support programme, and use of external expertise.

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

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, in which all school staff members have the power to use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

Screening, searching and confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance regarding screening and searching pupils and confiscating items.

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

The list of prohibited items is as follows:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any other pupil or person.

The list of items banned by the school is as follows:

- e-cigarettes or vapes

This process will follow the recommended DfE procedures for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances, the police may be involved.

Any search for a prohibited or banned item will be recorded on CPOMS, and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item found that they consider a risk to staff or pupils or evidence about an offence. Items may be confiscated, retained, handed to the police, or disposed of as a disciplinary penalty when reasonable.

Malicious accusations against school staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about a staff member's actions and has procedures for dealing with such concerns.

However, where the allegation is one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously the inappropriate use of mobile and social networking sites targeted at staff members.

Staff Support and Development

Staff are supported in implementing the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and in the rights and desirability of parents to be actively involved in their child's education. The school will therefore seek to involve parents/guardians actively in behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners who allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

Related Policies

This policy operates in conjunction with the following:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Anti-Bullying Policy

- School Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Legal/guidance framework

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

Monitoring, Evaluation and Review

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