



Francis Holland Schools

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## **Behaviour and Sanctions Policy**

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# Behaviour and Sanctions Policy

**This policy applies to:**

**Francis Holland Regent's Park**

**Francis Holland Sloane Square**

**Francis Holland Prep**

Where there are differences between the schools these have been clearly highlighted.

## **Related Policies:**

Pupil Digital Code of Conduct

AI (Artificial Intelligence) Policy

Exclusions and Removal Policy

Online Safety Policy

Searches of Pupils Policy

Safeguarding and Child Protection Policy

## **1. Legislation, Statutory Requirements and Statutory Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) with links to that legislation, statutory requirements and guidance listed:

- o [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- o [Searching, Screening and Confiscation](#) (advice for schools)
- o The Equality Act 2010, and related guidance [Equality Act 2010: guidance - GOV.UK](#)
- o [Keeping children safe in education 2025](#)
- o [School suspensions and permanent exclusions - GOV.UK](#)
- o [Use of reasonable force and other restrictive interventions guidance](#)
- o [Supporting pupils at school with medical conditions](#)
- o [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- o [SEND Code of Practice January 2015.pdf](#)
- o Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

## **2. Introduction**

The Behaviour and Sanctions Policy at Francis Holland Schools (FHS) is a statement of good practice that covers all aspects of the schools that contribute to the development and maintenance of a positive ethos. All members of the school communities are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

FHS aims, through its Behaviour and Sanctions Policy, to encourage and enable each pupil to develop high standards of behaviour, to act as a responsible citizen and to make a positive contribution to the life of the school. The maintenance of good order is to the benefit of the school as a whole, the wider community, and the individual pupil in all aspects of their development. The school is aware of its responsibilities under the Equality Act 2010 and ensures that reasonable adjustments are made for pupils with special educational needs and disabilities where appropriate.

The fundamental aims of this Policy are:

- To encourage pupils to behave with self-discipline and appropriate regard for their own academic progress, personal development, safety and general well-being;
- To contribute to mutual respect between members of the school community and the community beyond the school;

- To support effective teaching and learning;
- To encourage pupils to take responsibility for their actions, and to learn from their mistakes;
- To provide clear and high standards of behaviour, and to offer guidance and support where necessary;
- To maintain the ethos of the school and to reinforce the Code of Conduct;
- To encourage pupils to respect and take due care of property and their environment;
- To discourage pupil behaviour which may detrimentally affect themselves or others, or the school community as a whole (e.g. using inappropriate language, fighting, bullying, lying and deliberate damage to property);
- To set out the sanctions to be adopted in the event of pupils' misbehaviour.

### 3. Roles and Responsibilities

#### 3.1 The Governing Body (Council)

The Governing Board is responsible for approving this policy through its Safeguarding Sub-committee. It monitors the policy's effectiveness and holds the Heads to account for its implementation.

#### 3.2 The Heads

The Heads are responsible for:

- Reviewing the policy and ensuring the implementation throughout Francis Holland Schools;
- Ensuring that the Schools' environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the Safeguarding & Child Protection Policy to offer pupils both sanctions and support when necessary;
- Regularly reviewing the data from the Behaviour log to ensure that no groups of pupils are being disproportionately impacted by this policy.

#### 3.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the Behaviour Policy consistently and fairly;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly;
- Challenging pupils to meet the School's expectations.

The Senior Leadership Teams (SLTs) will support staff as required in responding to behaviour incidents.

### 3.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral support following misbehaviour;
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### 3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the Behaviour Policy and the Pupil Digital Code of Conduct;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards;
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate;
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture;
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy;
- Extra support and induction will be provided for pupils who join the school at non-standard points.

## 4. Safeguarding

The Schools recognise that changes in behaviour may be an indicator that a pupil needs help or protection.

The School will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the School will follow our Safeguarding & Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding & Child Protection Policy for more information.

## 5. Code of Conduct

Each school maintains its own Code of Conduct, reflecting the individual ethos of that school and appropriate to the age range of the pupils.

Francis Holland Schools expect that all members will:

- Treat others with respect, courtesy, kindness and generosity;
- Behave with self-discipline and common-sense, acting responsibly and safely;
- Take pride in themselves and the school, aiming for the highest standards in all that is undertaken;
- Be conscious of their responsibilities to the school community, and the wider community, and be willing to co-operate with others;
- Be willing to use their particular talents for the good of others;
- Take care of the school environment, and respect others' property;
- Respect those in authority, and listen to the views and opinions of others;
- Follow the regulations of the school.

## 6. Rewards

Francis Holland Schools consider it is important that praise and rewards should have a considerable emphasis within the Schools and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the Code of Conduct. We do not reward only those pupils whose academic work is outstanding, or sanction only those pupils whose behaviour is consistently poor

It is expected that good standards of behaviour will be encouraged through the consistent and fair application of our School Rules and Code of Conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency and fairness in the application of the reward system.

The aims of the Rewards system are to:

- develop a consistent pattern of rewards, which are known, understood and agreed to by all;
- encourage high standards of work and behaviour;
- support the School Rules and Code of Conduct.

## 7. Consequences and Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the Code of Conduct.

## 8. Corporal Punishment

Under section 131 of the School Standards and Framework Act (1998), corporal punishment is prohibited for all pupils in independent and maintained schools and it is never used at Francis Holland Schools.

## 9. Suspension and Exclusion

In the rare instance of a more serious misdemeanour or repeated breaches of discipline a pupil may be:

- excluded from lessons for a period of time (internal suspension);
- temporarily suspended from school; or
- in an extreme case, permanently excluded.

A full copy of the school's Exclusions and Removal Policy is available on our website. The Head maintains a record of all suspensions and exclusions, including the pupil's name and year group, the nature and date of the offence, and the sanction imposed. This record is kept centrally so that patterns can be identified.

## 10. Review

Policy author/s	RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral Prep: Senior Deputy Head
This review	Autumn 2025
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The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.

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## Appendix 1: Behaviour and Sanctions Procedure at the Prep School

### Behaviour For Learning Policy Including EYFS (Pupils Aged 4-11, Years R-6)

The Prep School's Behaviour for Learning Policy aims to promote and encourage exceptionally high standards of behaviour and positive attitudes to learning at all times. This will be achieved through the continuous use of positive praise, positive reinforcement and consistently high expectations of behaviour and attitudes held by all members of staff on the Prep School team. The Behaviour for Learning Policy rests on an understanding of mutual respect between staff and pupils.

### School's Ethos

As a Church of England school, our ethos is underpinned by Christian values. Whilst welcoming children of all religious denominations, we support our pupils' personal, moral and spiritual development within a Christian context.

The mutual understanding of high expectations between all members of staff and pupils is such that very few 'disciplinary issues' should arise. If a member of staff requires something to be done in a certain way, he or she normally explains to the pupils the reasons for their request and this request will be complied with politely, on the first instance of asking. All the staff will instil in the pupils a sense of self-discipline and self-respect in such a way that positive, productive behaviours are the norm. All staff will set clear and high expectations of behaviour and work both in and out of the classroom environment. Each school day will be seen as a new day in relation to a pupil's behaviour, although the pupils must recognise and accept that repeatedly unacceptable behaviour from one day to the next will lead to consequences.

### School's Code of Conduct

The School's Code of Conduct aims to make our school a friendly and happy learning community where we:

- are **committed** to always doing our best, even in the face of challenge
- show **compassion** to others when they are in need of a helping hand
- work **collaboratively** to make our school a positive place to learn and celebrate each other's successes
- believe in ourselves and tackle each day with **confidence**
- show **curiosity** when we are learning and ask questions to further our knowledge
- **communicate** effectively with our teachers and peers
- believe **creativity** is at the heart of all our thinking and learning
- hone our **crafts** through regular practise and dedication

The Code of Conduct is to be clearly displayed in each classroom and referred to frequently by class teachers and assistants. Every girl is expected to know and understand the Code of Conduct. At the beginning of the Autumn Term, class teachers will dedicate an extended Form Time to teaching and reviewing the Code of Conduct. At this time, each girl will agree to adhere to the eight statements by signing a class copy of the Code of Conduct which will remain on display throughout the year. Throughout the year Class Teachers will revisit the Code of Conduct and to remind girls about the expectations at this school.

### Strategies For Getting Attention

To ensure consistency across the school and to avoid unnecessary use of raised voices, staff should use the agreed strategies to gain the girls' attention. Staff must ensure that all girls have responded to the strategy appropriately before they continue to give instruction.

- EYFS and Key Stage One (Reception – Year 2) - Adult to ring a bell and all girls to show 'Fairy Fingers', countdowns are also used. Girls to stop what they are doing, empty their hands, look at the adult and wiggle fingers in the air. All girls are to do so before the adult begins to talk.

- Key Stage Two (Year 3 – Year 6) - Adult to clap a short rhythm and girls to reply with the same rhythm. All girls are expected to repeat the rhythm and look at the teacher and therefore the teacher may need to repeat the strategy until all girls are giving their full attention. A bell is also used in these year groups.

### Rewards

Praise and recognition are given to girls who have worked well or behaved well. These achievements and efforts are regularly recognised through the following:

- Celebrations in Achievers' Assembly every Friday including 'Achiever of the Week', other rewards and certificates
- Awarding of House Points (from Year 1 upwards)
- Stickers awarded by Teachers and Teaching Assistants for excellent work in exercise books, these are logged on a class tracker. When three are achieved a certificate is received
- Golden Sticker awarded by the Head of the Prep School
- End of year awards

A class teacher may introduce an additional temporary rewards system for their class, or individuals within the class in order to improve behaviour. For example, a teacher may use a class marble jar or personalised positive behaviour charts

### Consequences and Sanctions

Girls have a right to expect fair and consistently applied consequences and there should be a clear distinction between minor and serious infringements of the school rules and Code of Conduct. This Behaviour for Learning Policy is based on a model of continuous and consistent positive reinforcement. In order to prevent low-level behaviour escalating, in the first instance teachers should address a girl's behaviour through gentle reminders for example, "What should you be doing?" On occasion, girls may need a consequence for poor behaviour or unacceptable attitudes.

- Key Stage Two - A tiered system of warnings and consequences is in place to allow girls the opportunity to rectify minor cases of unacceptable behaviour and, in doing so, avoid a more serious consequence of their actions.
- EYFS and Key Stage One - All girls' names are displayed on a whole class visual behaviour chart. The rainbow and sun are displayed on the board for all the girls to see, the cloud is kept on the teacher's desk. Every girl begins the day on the section of the class chart that represents 'Good'. During a school day, a girl's name can move up and down the chart depending on her behaviour and responses to warnings she is given.

When a teacher identifies low-level unacceptable behaviour, in the first instance he or she will use the positive praise of those doing the right thing to encourage the individual to do the same. Should this fail to rectify the behaviour, he or she will then give the girl a clear and specific warning, quietly one-to-one, detailing what her unacceptable behaviour is and what the consequence will be if they continue with that behaviour.

Following the first warning, if the low-level behaviour continues, the girl's name will come off the sun/rainbow and move to the cloud which is placed on the teacher's desk.

Girls are encouraged to rectify their behaviour so that their name can move back onto the sun/rainbow. Teachers are to judge when a girl has behaved in such a way that justifies her name moving back up the chart. At this time, the teacher must once again make his or her actions explicit by explaining to the girl, quietly one-to-one, why she is able to move back up the chart onto the sun/rainbow and to emphasise the positive behaviours she is now displaying.

If a girl is physical with other children, or their behaviour surpasses the cloud, they have 'thinking time'. The girls will sit in a quiet space with a two to three minute timer to regulate their emotions followed by a gentle and restorative conversation with an adult about what happened and how it could be done differently next time.

- Key Stage Two - From Year 3 upwards a happy and sad face is used as a visual class behaviour system. The happy face is displayed on the board for all the girls to see, the sad face is kept on the teacher's desk. The girls should now recognise and understand what are and are not appropriate and acceptable behaviours within school and act accordingly. As in the infants, junior teachers will continue to base their behaviour management strategies on positive praise and reinforcement in the first instance.

In Key Stage Two the girls will be given one clear and specific warning for low-level, poor behaviour. Following this warning, should an individual continue to behave in an unacceptable way, their name will be placed onto the sad face icon. A girl will then be encouraged to rectify their behaviour and in doing so have their name returned to the smiley face when the teacher deems it appropriate.

Serious infringement of the school rules will result in a girl's name being recorded under the sad face icon without any warning being issued.

If a girls' name is still present on the sad face at the end of a lesson, she will receive a behaviour log on CPOMS. Their name can then be removed from the sad face icon so that the girl has the opportunity to begin afresh in the following lesson.

## Reception – Year 6

### Tracking Behaviour

In the Prep, girls' behaviour infringements will be recorded on CPOMS which is updated by teachers.

Teachers are to use their professional judgement when deciding what should be logged and what should be treated with a warning. The accumulation of three CPOMS logs will result in the girl attending the Reflection Room. The class teacher will contact the Senior Deputy Head to book in an appointment for the Reflection Room. Once a date and time has been set the Class Teacher will then be expected to bring the girl to the Reflection Room and explain the reasons for their attendance.

### Reflection Room

The consequence of gaining three marks on CPOMS is to visit the Reflection Room, which is supervised by a member of the Prep School SLT during lunchtime or morning play. Whilst in the Reflection Room, girls complete the reflection form which requires them to explain why they are there and how they are going to change their behaviour or behave differently in the future. The form will also ask the girls to reflect on and record something positive that they have done during the previous week. In doing this, the girls' time in the Reflection Room will draw to a close focusing on their positive behaviours and attitudes rather than their negative ones. Reflection Forms are to be filed and kept in case they should be needed for future reference.

Visits to the Reflection Room will be monitored. When a girl is required to visit the Reflection Room, the Class Teacher or Deputy Head Pastoral will contact the parents/guardians to alert them to this process. If the behaviour persists, parents will be contacted again and invited in for a meeting with the Deputy Head Pastoral and Class Teacher.

### Physical Intervention

In very exceptional circumstances, physical intervention might be necessary to avert immediate danger of personal injury. On such an occasion, this is to be reported immediately to the Head of the Prep School who will make a written record. The parents will be informed of the incident the same day or as soon as reasonably practical.

## Appendix 2: A Parent Guide to Behaviour and Sanctions in the Prep School

At Francis Holland Prep, we believe that every child can make positive choices. When behaviour challenges arise, we respond in ways that help children learn, reflect, and grow. This guide explains how we support pupils in making better choices, with practical examples for parents.

### Level 1 – Gentle Reminders

These are minor behaviours that are usually corrected with a quick reminder.

Examples include:

- Calling out in lessons (e.g., answering before being asked)
- Not following an adult's instruction (e.g., not lining up when asked)
- Running indoors (e.g., running in the corridor instead of walking)
- Talking while the teacher is speaking
- Forgetting to bring equipment (e.g., not having a pen or PE kit)

Response:

1st time: Verbal reminder

2nd time: Visual cue (e.g., sad face/cloud)

### Level 2 – Reflective Support

These behaviours may disrupt learning or safety and are recorded to help us track patterns.

Examples include:

- Passing notes during lessons
- Damaging school property (e.g., drawing on desks, breaking pencils)
- Light physical contact (e.g., pushing, poking)
- Repeatedly ignoring instructions
- Distracting others from learning

Response:

Behaviour is logged and discussed with the pupil

Parents may be informed if patterns emerge and advice and support will be suggested

Support for the victim

### Level 3 – Serious Concerns

These behaviours require a more structured response, parental involvement and sometimes support from specialist agencies.

Examples include:

- Swearing (spoken or written)
- Stealing (e.g., taking another pupil's belongings)
- Bullying or cyberbullying (e.g., repeated unkind messages online)
- Sexualised language or behaviour

- Exposing others to inappropriate material (e.g., showing unsuitable videos)
- Strong physical force (e.g., hitting, fighting)

Response:

- Behaviour is logged
- Pupil attends Reflection Room
- Pupil intervention such as Social Stories or therapeutic support
- Meeting with parents/carers
- Bespoke Risk Assessment drawn up
- Support for the victim
- Additional support or safeguarding measures may also be considered. This could include seeking advice from specialist agencies or contacting Social Service

Girls with neurodiverse needs will be considered in line with the SEND Code of Practice.

If you wish to have more information, please read our full 'Behaviour and Sanctions Policy' which can be found on our website.

## Appendix 3: Behaviour and Sanctions Procedures at Sloane Square School

### School's Ethos

As a Church of England school, our ethos is underpinned by Christian values. Whilst welcoming children of all religious denominations, we support our pupils' personal, moral and spiritual development within a Christian context.

The mutual understanding of high expectations between all members of staff and pupils is such that very few 'disciplinary issues' should arise.

### The Rules

- Pupils are expected to behave quietly and sensibly both in and out of the building and should keep to the left on the stairs at all times;
- Pupils must walk to and from morning assembly and sit in assembly in silence;
- In Years 7-11, correct uniform must be worn. Jewellery is not allowed except for a discreet religious symbol such as a small cross or star of David and small plain stud earrings. Hair must be kept neatly off the face and shoulder length hair must be tied back (pupils in Year 11 are not required to keep their hair tied back as a privilege). Hair accessories must be navy, brown or black. No makeup is allowed. Nails must be kept short and unvarnished. Black or navy tights must not be laddered. White or navy socks must be plain and not fluffy. Skirts should be knee length.
- 6<sup>th</sup> Form pupils are expected to dress smartly;
- Pupils should not bring valuables to school or more money than is required for travelling. Money is not to be left in locker rooms or form rooms;
- Chewing gum is forbidden in school;
- Tippex and ink eradicator pens are discouraged in school. (This is in accordance with the rules for public examinations);
- A calm and studious atmosphere must be observed in the library and mezzanine at all times;
- In Years 7-11, mobile phones must be switched off and kept locked in *Yondr* pouches for the duration of the school day;
- In the 6<sup>th</sup> form, mobile phones may only be used, as a privilege, in common rooms.
- Pupils must treat the school buildings and school property with respect;
- Pupils must refrain from behaving in a way that brings the School into disrepute, including when outside School or online;
- Smoking and vaping are forbidden in School and in its vicinity.

### Code Of Conduct for Lessons

- Pupils should not interrupt the teacher or each other. They should not call out. If they wish to ask or answer a question or contribute to discussion, they should put up their hand and wait until the teacher invites them to speak;
- They should work in silence unless they are invited to work in pairs or groups. At all times they should behave appropriately;
- They should only pack up at the end of the lesson when invited to do so by their teacher;
- They should ensure that their desk and the area around it are tidy and put all litter in the bin;
- At the end of the lesson, they should stand behind their chair until dismissed.

### Rewards

These aims are achieved by informal rewards (such as giving praise and encouragement for appropriate behaviour in and outside the classroom) and by formal rewards (stars and commendations). Praise is communicated to parents in phone-calls or emails or postcards. Certificates are presented in assemblies. Pupils are rewarded with Ambassador status and given special responsibilities.

## Stars and Commendations

A system of rewards operates on our management information system (iSAMS). Pupils may receive a star for:

- Academic reasons, such as excellent effort / classwork / prep
- Service to the community
- Compassion
- Co-curricular contribution
- Courage
- Great Girls on Board session
- Kindness
- Oracy
- Being responsible
- Sixth Form responsibilities
- Sustainability
- Teamwork
- Thoughtfulness

Pupils will automatically receive an email of congratulation, and their tutors, Head of Year and senior teachers will also be notified. One star earns two House Points.

Pupils may receive a commendation for:

- exceptional academic reasons, such as effort / classwork / prep an exceptional contribution to the wider community / school, such as excellent attendance, consistently excellent uniform, consistently excellent contribution to a co-curricular activity
- Exceptional contribution to oracy

A commendation earns 10 House Points. Pupils, their tutors, Head of Year and senior teachers will automatically receive the email of congratulation.

Certificates will be awarded to pupils with the most stars and commendations. Parents can see if their daughters have been awarded a star or commendation on the parents' portal on the database.

## Consequences and Sanctions

Many instances of minor poor behaviour are dealt with by the teacher demonstrating disappointment with the behaviour and receiving an apology.

The School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour;
- Setting of written reflective tasks;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Loss of privileges – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom;
- Referring the pupil to a senior member of staff;
- Agreeing a behaviour contract;
- Putting a pupil 'on report';
- Removal of the pupil from the classroom;
- Suspension;
- Exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Pupils are expected to accept sanctions when they receive them, apologise and amend their behaviour.

### Minors

Examples of conduct a pupil may receive a 'minor' for:

- Lack of prep
- 
- Poor punctuality
- Chewing gum
- Poor uniform
- Lack of equipment
- Poor conduct

### After School Detention

Examples of conduct a pupil may receive a detention for:

- persistent lateness
- an accumulation of minors
- persistent failure to complete prep
- defiance of school uniform rules
- rudeness
- defiance of the school rules regarding mobile phones

A Head of Year after school detention runs from 16:00-16:30. A Senior detention runs from 16:00-17:00.

If a pupil is set a detention, parents will receive notification at least 24 hours in advance. Parents are required to acknowledge the detention, for example, by replying to an email. Parents are asked to discuss the reasons for any detention received with their daughters and to support all School sanctions. Detentions take priority over clubs.

### Child-on-Child Abuse

Child-on-Child abuse includes bullying, relationship abuse, physical abuse, and sexual violence. It can happen inside or outside school or online. Any such behaviour is considered serious by the School and sanctioned accordingly. Please see the Safeguarding & Child Protection Policy and the Anti-Bullying Policy for further details.

### Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the School. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. School trips);
- Travelling to or from School;
- Wearing School uniform;
- In any other way identifiable as a pupil of our School.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, including online, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another pupil;
- Could adversely affect the reputation of the School.

### Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police. When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguarding Lead (DSL) will make the report.

The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

#### **Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The School's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally;
  - Refer to early help;
  - Refer to children's social care;
  - Report to the police.

Please refer to our Safeguarding & Child Protection Policy for more information.

#### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and pupils accused of misconduct.

#### **Suspension And Permanent Exclusion**

Suspension and permanent exclusion can be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head and only as a last resort.

Being found in possession of prohibited items is considered to be a serious incident, likely to be sanctioned by suspension or exclusion.

Full details can be found in the Exclusion and Removal Policy.

### Prohibited Items

Pupils are prohibited from bringing the following items to School (whether on the school site or on a school trip):

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, vapes, cigarette papers and any smoking paraphernalia;
- fireworks;
- pornographic images;
- any article that staff reasonably suspect 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).

### Sixth Form - Sanctions

- **Gating** - Pupils are gated during the lunch hour for lateness or for behavioural issues. This means that they are not allowed to leave the premises and must sit a 40-minute lunch time detention.
- **Removal of privileges** - Pupils who are regularly behind with their work may be required to attend additional supervised study sessions, including in the lunch hour, to attend clinics, or to remain at school on their home study afternoon.
- **After School detentions** - Pupils who accrue more than 3 minors must sit a one hour after-school detention on a Wednesday.

Parents are notified if a sixth former is regularly in receipt of any of the above sanctions.

### Use of IT

Please refer to the *Online Safety Policy* and the *Digital Acceptable Use, Pupil Rules, and Guidelines*.

## Appendix 4: Behaviour and Sanctions Procedures at Regent's Park School

### Code of Conduct

Regent's Park is a community where every member is equally important and deserves to be treated with courtesy and respect as an individual, and where each individual is conscious of their role in the community. It is a place for work and the development of a range of talents, and everyone is expected to do his or her best in an environment which is conducive to study and achievement. This Code of Conduct sets down the standards of behaviour which will allow individuals, and the community as a whole, to flourish.

### Prohibited Items

Pupils are prohibited from bringing the following items to School (whether on the school site or on a school trip):

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, vapes and cigarette papers;
- fireworks;
- pornographic images;
- any article that staff reasonably suspect 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).

### General Procedures

It is the responsibility of each teacher to maintain good order and to support the School's Code of Conduct and Regulations in lessons and at all other times.

In promoting these aims and carrying out the procedures detailed below, proper regard will be given to individual circumstances. However, these cannot supersede the needs of the community as a whole. Every situation will be different, and therefore these procedures are guidelines, not strict regulations. It is noted particularly that some pupils with special educational needs and/or disabilities may need additional support to help them follow the Code of Conduct and regulations and therefore the guidelines are applied with discretion and judgement.

These guidelines apply to all times when the pupil is at School, travelling to and from School, representing the School and on a school activity, on or off the premises. Very serious misconduct which occurs out of school time, such as in the evenings, weekends and holidays, and which may be to the detriment of the school community and ethos, or bring the School into disrepute, may, at the discretion of the Head, be regarded as a breach of School regulations and may lead to appropriate sanctions.

As well as imposing sanctions for breaches of School discipline, appropriate advice and support should be offered. It is important that proper communication and consultation take place. The line of communication, except in the most serious cases, should generally be from teacher to form tutor, to Head of Year/Section, to Deputy Head Pastoral and then Head, as the severity of each incident may require. The Deputy Head Pastoral will consult with and inform the Head at their regular meetings, or earlier, of any serious concerns and action taken, and they will decide when to contact parents. Subject teachers should also inform their Head of Department of significant difficulties with pupils or groups of pupils so that the Head of Department can be aware of the situation and offer guidance when necessary.

Records should be kept of detentions, gating and early reporting. These records should be maintained by the Head of Year and may be passed to the pupil's main record in serious cases. Cases of suspension,

requirement to leave and expulsion will be recorded in the main file of each pupil by the Head and on the serious discipline register.

## Promotion of Good Standards and Behaviour

### Implementation of Rewards

Each department awards merits based on their own policy. Merits are awarded for good work, behaviour and small acts of kindness. Merits are based on the school's values: Knowledge, Compassion, Spirit and Perseverance. They often contribute to being awarded a commendation.

Pupils may receive online commendations for any outstandingly good behaviour, an exceptional piece of work, receiving a certain number of merits in one subject and acts of kindness to the school community, awarded by a member of staff. Commendations are recorded, and letters sent home when certain numbers of commendations are achieved by one pupil. Commendations are much sought after throughout the School, up to and including the Sixth Form.

Good practice is always highlighted at the heart of the school community, for example assemblies which reflect charity events or the public awarding of form captains and sports captains and their deputies. Additionally, a number of awards at annual Prize-Giving events are for acts of selflessness and altruism. There are also many opportunities to showcase community excellence in the termly newsletters, annual magazine and the news area of the website.

## Consequences and Sanctions

### Aims

- To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community;
- To ensure high standards of work and behaviour;
- To support the School Rules and Code of Conduct.

Many instances of minor bad behaviour are dealt with by the teacher demonstrating disappointment with the behaviour and receiving an apology.

The School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour;
- Setting of written tasks such as an account of their behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Loss of privileges – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom;
- Referring the pupil to a senior member of staff;
- Agreeing a behaviour contract;
- Putting a pupil 'on report';
- Removal of the pupil from the classroom;
- Suspension;
- Exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Pupils are expected to accept sanctions when they receive them, apologise and amend their behaviour.

## Breaches Of Discipline: Information (Blue) Slips

These are issued (via iSAMS) for the following: lateness to lesson; unexplained absence to lessons; lack of equipment; inappropriate uniform (without permission) or inappropriate behaviour. Some may result in being given either lunch-time supervision or a Thursday detention by a subject teacher, tutor, Head of Year or Head of Department. Other punishments may be set.

### Late To School and Homework Slips

If a pupil is late to School or does not hand in their homework, one of these slips will be issued (via iSAMS) and fed straight into the MySchoolPortal so parents have the ability to track their daughter's punctuality and homework.

If there is a consistent recurrence of either breaches (usually three times), pupils may be put on late reporting/homework monitoring or be issued with a detention. This will be at the discretion of the Head of Year/Section. In the Sixth Form pupils will be expected to come in at 7.45am for three consecutive days and report to the Head of Sixth Form if they had accrued three lateness to school slips.

- III – LIV: 5 x blue slips/half-term
- UIV – UVI: 3 x blue slips/half-term
- 5/3 x blue slips for behaviour (rudeness, late to lessons, chatting) = Thursday detention (HOY)

For most misdemeanours, teachers will inform the Form Tutor, who will discuss with the Head of Year the most appropriate course of action. Behaviour which might be considered a serious misdemeanour might include use of foul language; abuse of privilege; disruption of a lesson; cheating; misbehaviour on the way to or from School; endangering the safety of others or themselves; persistent lateness to School/registration/lessons; missing a lesson without permission.

Measures to be taken in these cases might include verbal reprimands; writing letters of apology; report; Head's detention; appropriate service to the community; gating; withdrawal of privileges; extra/repeated assignments; internal monitoring report.

Jewellery and mobile devices that are inappropriately used may be confiscated and deposited in the School Office or with the Head of Year, clearly marked with the owner's name. Items may be collected at the end of the day. For repeated offences, parents may be asked to collect the confiscated items at their convenience.

### Lunch-time Supervisions

Members of staff may use a lunch-time supervision for pupils catching up with work or inappropriate behaviour in lessons. This session will last for 30 minutes at the beginning of lunch, or until such time as the work is finished. It will be supervised in a specified room by the member of staff on duty there. Lunch-time supervisions take priority over clubs, unless a lesson previously paid for is taking place, or an activity that cannot be missed without adversely affecting others e.g. music groups and sports teams. It is essential that pupils' names are recorded via iSAMS by the member of staff arranging the supervision. If a pupil does not show up, the member of staff on duty should inform the subject staff.

### School Detention: Thursday, 4-5pm

Form Tutors, subject staff, or Heads of Year/Section/Department may put a pupil in detention. The Head of Year/Department should communicate the sanction with parents and complete a detention letter, to be emailed to parents, giving not less than 48 hours' notice to get parental permission via phone or email.

A copy will be kept on the pupil's file. The detention will last 1 hour and be supervised by members of staff in rotation as a duty. If a pupil is given two detentions in a half term, parents will be contacted to discuss their daughter's behaviour and the future measures to be taken.

During detention, pupils will complete work as agreed by the Head of Year/Department. Detention work should be appropriate, reflective and have some meaning. It is essential that pupils' names are recorded, and the work is set on iSAMS.

- If the problems continue after the detention (approx. 6 blue slips) = academic/behaviour report for 5 days;
- If the problems continue after the detention and the report (approx. 9 blue slips) = parents invited in for a meeting with stakeholders.

#### Head's Detention: Friday, 4-5.30pm or a Saturday morning

The Head's detention is used for the most serious offences - e.g. leaving School without permission; rudeness to a member of staff/visitors/member of the public; vandalism/graffiti; truancy, bringing the School into disrepute – when supervision is not deemed appropriate. It is accompanied by a letter home from the Head. This letter goes on a pupil's file and the form tutor will have a copy. This detention can only be issued by the Deputy Head Pastoral or the Head.

#### Pupil Monitoring

Teachers may signal that a pupil is causing persistent difficulties in a number of ways; foremost of this is communication from School to parents. This may be for serious difficulties that have been reported already using the systems above, or for persistent minor problems. The Head of Year/Section, in conjunction with the Form Tutor and the Deputy Head Pastoral, will decide on action to be taken, which may follow an internal report by a pupil's teachers in order to gain a full picture. Sanctions will include those listed above.

#### Child-on-Child Abuse

Child-on-Child abuse includes bullying, relationship abuse, physical abuse, and sexual violence. Any such behaviour is considered serious by the School and sanctioned accordingly. Please see the Safeguarding and Child Protection Policy and the Anti-Bullying Policy for further details.

#### Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the School. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- Travelling to or from School;
- Wearing School uniform;
- In any other way identifiable as a pupil of our School.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, including online, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another pupil ;
- Could adversely affect the reputation of the School.

#### Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police. When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguarding Lead (DSL) will make the report.

The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

## **Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally;
  - Refer to early help;
  - Refer to children's social care;
  - Report to the police.

Please refer to our Safeguarding & Child Protection Policy for more information.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Suspension and Permanent Exclusion**

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head and only as a last resort.

Being found in possession of prohibited items is considered to be a serious incident, likely to be sanctioned by suspension or exclusion.

For full details please see the Exclusion and Removal Policy.

### **Breaches of Discipline (Sixth Form)**

Breaches of discipline may be reported to the Form Tutor using the system of information slips. The Form Tutor will then decide on the action to be taken, in conjunction with the Head of Sixth Form. Actions to be taken may include:

- Verbal Reprimand;
- Extra/repeated assignments;
- Withdrawal of privileges;
- Supported Study Day;
- Gating;
- Detention.

Parents will be informed in writing by the Head of Sixth Form of supervised study, community service and gating, and invited into school to discuss the situation if necessary.

Sixth formers are monitored using both written reports and assessment grade sheets.

### **Segregation from School Community**

If a pupil commits offences where fixed term exclusion from school is not possible or appropriate, she may be asked to come to school and complete her work and extra-curricular time separated from her peer group. She will be supervised at all times by a member of the middle or senior management.

### **Implementation**

The School Rules and Code of Conduct will be displayed in classrooms and other parts of school as appropriate. They are also listed in the pupil's homework diary.