

Behaviour policy (including rewards and sanctions and restraints policy)

Action	Policy to be reviewed annually		
	Owner	Date	Completed
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Approved	High Mistress	June 2026	✓
Next Review		Spring term 2027	

To be published on the following:	
Staff Portal	✓
Student Portal	✓
School website	✓



Behaviour policy (including rewards and sanctions and restraints policy)

Who this policy applies to

This policy applies to all governors, members of staff (including supply staff), volunteers, visitors, students, and parents.

What this policy is for

This policy aims to set out the standard of behaviour expected in the school.

Legal framework

1. Keeping Children Safe in Education (KCSIE) 2025
2. Independent School Standards Regulations (ISSRs)
3. The Education and Inspections Act 2006, especially sections 93 and 93A
4. Schools (Recording and Reporting of Seclusion and Restraint) (no 2) Regulations 2025
5. The Health and Safety at Work etc. Act 1974 and associated regulations
6. The Human Rights Act 1998
7. The Equality Act 2010
8. DfE Restrictive interventions, including use of reasonable force, in schools guidance

Other relevant school policies

- Safeguarding (Child Protection) policy
- Attendance policy
- Anti-bullying policy
- Student Search and Confiscation policy
- Substance Misuse Management and Education policy
- Student Acceptable Use policy (AUP)
- Staff Acceptable Use policy (AUP)
- Staff Code of Conduct
- Expulsion, Removal and Review
- Equal Opportunities policy for students

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1. Aims and objectives

St Paul's aims to encourage a positive ethos of enjoyment and pride in the school and a sense of responsibility for both the school community and others. School rules, which are kept to a minimum, spring from the need to protect the safety, security and well-being of everyone in the school community. The school has a proactive approach to fostering good behaviour. Students are encouraged to think for themselves and to express their views. Key principles for behaviour in the school community and the school rules in this policy have been prepared in consultation with the School Council. The School Values were also the result of collaboration between staff, students and governors. This policy which has been authorised by the governors, is addressed to all governors, members of staff (including supply staff), volunteers, visitors, students, and parents and is published on the school website.

1.1. Code of conduct for school communities

The school recognises that discrimination, inequality and exclusion are an issue at all levels in society. The school's commitment to anti-racism (encompassing all racial or religious groups), is part of its wider commitment to equality and inclusion as a whole.

All individuals have a responsibility within schools to safeguard and ensure opportunities for all. The school's commitment is to create an inclusive culture whereby all have the ability to thrive.

The code of conduct set out below serves all members of the school community, staff, students, parents and governors. Guidelines for being a member of the St Paul's community can be found at Appendix 1.

1.2. Key principles

- a) The school is intentionally inclusive in its systems, processes, and behaviours
- b) All are responsible for their own words and actions, irrespective of intention
- c) All must show empathy, respect, and consideration for others at all times
- d) All recognise that everyone is evolving as individuals and will learn from their mistakes

1.3. The school community's commitment

- a) To work hard to be an inclusive institution
- b) To provide the school community with opportunities to learn, engage and build empathy
- c) To not accept any form of discrimination and to demonstrate this through behaviour
- d) To regularly review and reflect on practice to create an inclusive culture
- e) To adopt an open and honest approach, valuing feedback and being transparent with progress.
- f) To embrace uncomfortable conversations and enter them with kindness and an open mind.

2. Promoting good behaviour

- 2.1. The school makes it clear that the same considerate and inclusive behaviour is expected of all members of the school community, staff, parents and students alike. At all levels it seeks to affirm what is good and model what is expected.
- 2.2. Knowing that praise and affirmation are powerful motivators, staff are encouraged to 'note and reward good behaviour'. Verbal and written praise are regularly given for good work and behaviour in reports or via using the Merit system.
- 2.3. The school publicly recognises outstanding contributions to the life of the school community by awarding prizes annually to several students from each year group.
- 2.4. All students are encouraged to participate in discussion of the school community through the School Council and year structures.
- 2.5. Older students model good behaviour and citizenship through a variety of roles - the Head of School Team, peer support students, sports leaders, charities committee and many more.

- 2.6. The school encourages students to learn community responsibility in a variety of ways; as form captains, as mentors to younger students, as PSHE Ambassadors, through charity work, in helping to run clubs and societies and so on.
- 2.7. Tutors monitor students closely but in an unobtrusive manner, so that in most cases, causes of poor behaviour can be addressed swiftly and sensitively.
- 2.8. The school aims to share any concerns with parents at an early stage so that they can work together in the interests of the student and the community.
- 2.9. Tutors read through the Code of Conduct for School Communities (see section 1.1 above) with their class at the start of the academic year. These are also posted on the portal.
- 2.10. The behaviour guidelines clarify the school's expectations about behaviour and discipline. They are designed to encourage a positive ethos of enjoyment and pride in the school and of responsibility towards ourselves and others.

3. Principles

- 3.1. The school believes it is important that students should:
 - Be responsible for themselves and for their words and actions
 - Show respect and consideration for others, within the school community and beyond
 - Respect and take care of the school environment and of school property
 - Wherever anyone is, remember everyone's responsibility as ambassadors for St Paul's

4. School rules

- 4.1. The school expects all students to behave in a way which reflects these general principles, whether at school, in the vicinity of the school during school hours and when representing St Paul's elsewhere. The same levels of courtesy should inform interactions with teachers, other students, members of the school's business staff, parents or members of the public.

5. General expectations

Registration and attendance

- 5.1. The school day runs from 8.30am until 4.00pm. Students must register at 8.30am and again at 1.20pm at the beginning of period 5. Senior students who are not in lessons during period 5 register with the senior school administrator by 1.30pm. A few students may occasionally have permission to attend music practice from 8.30am to 9.00am in which case they must register in the music department. All students are expected to attend assembly, waiting in silence after the organ music starts. The school's Attendance Policy outlines the school's attendance arrangements more fully.

School access and safety

- 5.2. The times students should be in school and the areas they can access are set out in Supervision of Students policy and the Attendance policy. See also Appendix 1 *Being a member of the St Paul's community*.

Lessons and homework

- 5.3. The school expects punctuality to all lessons and each teacher determines the particular routines and courtesies required of their class, such as when the class may enter, whether the students need to stand when the teacher arrives, if students have to sit according to the teacher's seating plan and so on.
- 5.4. Students should always give in homework on time. If it is not possible to do this, the teacher should receive a suitable explanation, ideally in advance.

Premises and property

- 5.5. The school is located in historic buildings. All members of the St Paul's community are encouraged to share in a sense of common ownership of the heritage of the school, including its premises. Students should treat all parts of the school with respect and keep it tidy.
- 5.6. Students are usually expected to eat only in the dining room. On those exceptional occasions when they need to take food elsewhere, they must have a member of staff's permission to do so and should be supervised. Any rubbish must be cleared away and food deposited in the bins provided. It is never acceptable for students to be eating while walking around the school. Carrying hot drinks without lids while moving around the school site is also not permitted and students should expect to have them confiscated. The school does not permit chewing gum in school.
- 5.7. All members of the school community should keep their bags with them at all times or securely store them in a locked locker. Students are issued with padlocks when they join the school. Items which are handed in to Lost Property, and which are clearly labelled with a student's name are returned to their owners via tutors. Unnamed items of lost property are put on display by members of the Parents' Guild. At the end of each term, unclaimed items are donated to charity or sold in school, with the money raised going to the school's charities. The school cannot accept responsibility for students' possessions that are brought into school. The school's insurance provision does not cover students' or staff personal possessions.
- 5.8. Students generally need little money during the school day and should only bring into school enough money necessary for any incidental expenses. The school recommends that no more than £20 be brought into school on any one day. If a larger sum is required, it should be handed in to Front Office, or the Head of Year, to be locked away safely during the school day.
- 5.9. The school strongly recommends that all students riding bicycles and scooters should take the cycling proficiency test and should wear fluorescent marking and a helmet. Bicycles and scooters must be kept in good repair and be padlocked to the school bike racks while on the school premises.

Use of mobile phones, iPads and other electronic devices

- 5.10. All students are required to read and digitally sign the Student Acceptable Use policy which sets out the school's expectations and promotes responsible use of IT and digital communication and mobile phones. Further information on the use of electronic devices can be found in the school's mobile phone policy.
- 5.11. The school considers inappropriate or harmful messaging between students to be a behavioural concern, particularly where messages are sent either late at night therefore disrupting another's rest time or sleep time, within large group chats, or include unkind or disrespectful comments about others. Whilst this includes messages sent using school systems e.g. email or Teams messaging, it also includes messages sent on personal devices e.g. by text, WhatsApp or via social media such as snapchat or Instagram. The school's ICT AUP applies.
- 5.12. Messaging peers about wellbeing or safeguarding concerns is discouraged, as this places undue emotional responsibility on other students; instead, students are expected to seek support from trusted adults at school or at home. Students are given reminders about who the Designated Safeguarding Lead is, and also of the network of other trained staff who can support them.

Medication

- 5.13. Students should hand in all medication to the school Nurse. They will store and administer medication as advised/prescribed. No student should have medication with them in school apart from emergency prescribed medication such as their own autoinjectors, asthma inhalers, insulin for type 1 diabetes and epilepsy medication. Students found either with prescribed medication on them that is not known to or registered with the school Nurse, or those found with over-the-counter medication will have it confiscated and stored by the school nurse. Parents will be informed, and this may result in a sanction (e.g. detention).

School dress code

- 5.14. There is no uniform and students may dress mainly as they choose provided that their general appearance and attire are decent, appropriate for a day at work in school, do not cause offence (e.g. slogans on t-shirts) and do not pose any risk to their health or safety, or that of others. All jewellery (including earrings or studs) must be removed for PE and sports activities. In art and

design, CS&CT and science lessons, teachers may insist that protective clothing is worn, and long hair tied back if this is needed for certain lesson activities. On certain occasions, the school ask students to dress formally and will advise them about what is and is not acceptable. Heads of Year may issue more specific stipulations about dress from time to time and will be the arbiter of what is appropriate should this be an issue.

Prohibited items

- 5.15. A list of prohibited and banned items and details of the circumstances in which staff may conduct searches and the means by which they should be done, in line with the *Guidance for Schools on Searching, screening and confiscation in schools*, is set out in the Student Search and Confiscation policy.
- 5.16. Refusal by a student to cooperate in a search either with or without consent, or to cooperate with any screening activity arranged by the school, may result in the member of staff making an assessment that the matter should be dealt with under this behaviour policy which may result in a sanction being applied.

6. Rewards

Aims and objectives

- 6.1. The aim of rewards is:
- To acknowledge formally outstanding contributions to the life of the school
 - To acknowledge formally outstanding work that goes significantly beyond what might be expected of a Paulina
 - To allow outstanding work and contributions to be recognised by tutors, Heads of Year (HOYs) and members of the Senior Leadership Team (SLT)
 - To allow effective tracking of a student's academic achievements and co-curricular contributions as all rewards (and sanctions) are recorded in the school's management of information system (iSAMS)
 - To promote a greater sense of self-esteem and pride in one's own achievements.

Commendations

- 6.2. All staff can recommend students for a Merit in recognition of behaviour that contributes to the well-being of the school community, as well as for notable effort or helpfulness. Merits are not to be given for academic work. Prizes are given for academic excellence and co-curricular achievement.
- 6.3. Guidance for staff on awarding commendations is published in Appendix 3.

Prizes

- 6.4. School prizes that reflect the academic and co-curricular strength and diversity of the school are awarded to students in all year groups at the end of the summer term. These prizes are awarded during a presentation assembly or at Valediction.

Congratulations

- 6.5. Whenever appropriate, students are routinely congratulated for any outstanding academic or co-curricular achievement, or contribution to the school community, in whole school and year assemblies.
- 6.6. Guidance for staff on procedure for awarding merits is published in Appendix 2.

7. Sanctions (Lower and Middle School)

Aims and objectives

- 7.1 The aim of sanctions is:
- to help students to have a clear understanding of boundaries for their behaviour

- to help students to learn that their actions have consequences
- to help staff feel confident about dealing with behaviour issues by giving them a clear framework within which to operate
- to minimise the risks posed to pupil welfare by an individual's behaviour
- to allow effective tracking of behaviour, including sanctions as all sanctions (and rewards) are recorded in the school's management of information system (iSAMS).

7.2 See Appendix 4 for Guidance for staff on behaviour and sanctions and Levels of sanctions.

Behaviour expectation

- 7.3 Students are encouraged to take charge of their own behaviour. If occasionally our expectations are not met, a detention may be given. This may be as a result of a behaviour breach being considered serious enough to warrant a detention, or as a result of a cumulation of minor misdemeanours.
- 7.4 Pink slips can be handed to a student for a minor misdemeanour. For example, if a student fails to hand in a piece of work on time, or if a piece of work that has been submitted is unsatisfactory, teachers will inform the student's parents via email, detailing the late or unsatisfactory work. If students receive three such sanctions i.e., three pink slips within half a term, that will trigger a detention. The teacher will inform the tutor and Head of Year for information.
- 7.5 Pink slips can also be issued for lateness.

Detentions: Where, when and what

- 7.6 Tasks that a student might be expected to undertake in a detention vary and will be informed in advance by the Head of Year (HOY). Tasks may include:
- Additional work set by a teacher, which should support a student in their learning
 - By agreement, a student may be allowed to complete homework under supervised conditions
 - Practical community-related tasks which reflect the nature of the student's poor behaviour.
- 7.7 School detentions take place at lunchtime and every Friday at 4.15pm and lasts for one hour or two hours. Detentions are supervised by the HOY on late duty and take place in room 107, unless a student has been assigned a community related task.
- 7.8 Guidance for staff on putting students in detention is set out in Appendix 3.

8 Sanctions (Senior School)

- 8.1 Sanctions for senior students are kept to a minimum and are based on a mature, mutual recognition of clear principles and expectations of behaviour for students in the Senior School. Discussion following any misconduct will take place swiftly to encourage the student to take full responsibility for their action and its consequences. Such discussions may include the tutor, the HoY, the Deputy Head (Senior School) and, if appropriate, the student's parents. Any sanction would be given after full consultation with the student. The aim is for dialogue to effect a straightforward, sensible adult response and amendment of behaviour in the student.
- 8.2 As accords with a senior student's stage of education and maturity, imposition of a school detention is rare. Subject staff, tutors or the Senior School Heads of Year may, however, make the following arrangements with students to address concerns:
- A requirement to attend early registration with the HoY for a period of time (usually three days) following repeated or severe lateness
 - A requirement to complete work following a repeated or serious failure to meet a deadline.

8.3 Other sanctions that may be used:

- Temporary (or rarely, permanent) withdrawal of a senior student's privilege, or responsibility.

9 Behaviour which is strictly forbidden

- 9.1 St Paul's has a minimum of rules, please see Appendix 1.
- 9.2 Any case where a student is suspected of these offences will be referred immediately to the Senior Deputy Head, Deputy Head (Pastoral) or the High Mistress.

10 Sanctions for serious misbehaviour

- 10.1 The governors have agreed the following system of sanctions to be applied at the discretion of the High Mistress. In accordance with the Independent School Standards Regulations (2014), the school keeps a record of sanctions imposed upon students for serious misbehaviour. The school's Expulsion, Removal and Review policy which explains the circumstances under which a student may be expelled or required to leave permanently can be found on the school's website.
- 10.2 It is hoped that student will respond to the school's positive encouragement and rewards and will comply with the school rules at all times. However, the school acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the school.

Suspension

- 10.3 The High Mistress, or in her absence, the Senior Deputy Head, may suspend a student for a fixed period of time for very serious indiscipline or less serious offences where repeated sanctions have proved ineffective.
- 10.4 Should the school need to suspend a student from school, initially the school would ask a student's parents to come into school to discuss the issue and inform them of the school's decision. The school would then follow this up in writing giving the dates of the suspension, during which time they would not be allowed on the school site. Where possible, the school will put in place arrangements to ensure that the student's education is not disrupted. The Deputy Head (Pastoral) and/or the Head of Year will coordinate arrangements with parents.

Requirement to leave

- 10.5 The High Mistress may require parents to remove their child permanently from St Paul's where there is a very serious breach of school discipline as set out in the Expulsion, Removal and Review policy.
- 10.6 Where a student is required to leave, the school will consider ways in which the school might assist the student in making a fresh start at another school (subject to payment of all outstanding fees). This form of departure from the school does not constitute an expulsion.

Expulsion

- 10.7 A student may be liable to expulsion from St Paul's for a grave breach of school discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the school, its community or any of its members.

Behaviour related to a special educational need and/or disability

- 10.8 The school will make reasonable adjustments for managing behaviour related to a student's special educational needs and/or disability. Where expulsion needs to be considered, the school will, in consultation with the student, make adjustments to allow them to present their case fully.

Appeals

- 10.9 In accordance with the school's Expulsion, Removal and Review policy, parents are entitled to ask the Governors to review a decision by the High Mistress to suspend, expel, or to require the student to leave for disciplinary reasons.

11 Restrictive Interventions (Including the Use of Reasonable Force and Seclusion)

Definitions

- 11.1 **Restrictive intervention:** any action taken to prevent, restrict, or subdue the movement of a student's body, or part of their body. In this policy, the term refers to both physical and non-physical actions used to limit movement in order to maintain safety.
- 11.2 **Reasonable force:** a legal term describing the use of physical restrictive interventions. All school staff have the legal power to use reasonable force in limited circumstances. The force applied must be no more than necessary and used for the shortest possible duration, taking full account of the context and risks involved.
- 11.3 **Significant incident:** any occasion where the use of force goes beyond appropriate, everyday physical contact between staff and students. This includes situations where physical force is used in order to implement a non-physical restrictive intervention.
- 11.4 **Seclusion:** a non-disciplinary intervention where a student is kept in a place away from others and is prevented from leaving, either through physical obstruction, blocking, or creating a belief that they would be punished if they tried to leave.
- 11.5 **Restraint:** an intervention that immobilises a student or restricts their movement. This may involve direct physical contact or the removal of mobility aids (e.g., holding a student's arms to their sides or removing crutches).

Legal Powers to Use Reasonable Force

11.6 All members of staff have the legal power to use reasonable force when necessary to prevent a student from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- creating significant disorder, whether in lessons or elsewhere on the school site.

11.7 Staff who may be required to use reasonable force or other restrictive interventions must receive appropriate, up-to-date training in safe practice, prevention, and deescalation.

Searching students

11.8 See Student Search & Confiscation Policy and section 5 above for further information.

Principles Governing Use of Restrictive Interventions

11.9 Restrictive interventions may only be used to maintain safety and must never be used as a punishment. The school is committed to minimising their use through early identification of distress, proactive support, and effective de-escalation.

11.10 Any restrictive intervention must be:

- lawful
- necessary
- proportionate
- used for the shortest amount of time possible
- conducted with respect for the student's dignity and welfare

11.11 To decide whether a restrictive intervention is appropriate, staff should ask: Is it necessary? Is it proportionate? Has the student's welfare been considered?

Recording, Reporting and Medical Assessment

11.12 All significant incidents involving the use of force or seclusion will be:

- recorded on CPOMS,
- reported to parents in line with statutory requirements (effective April 2026), and
- reported to the High Mistress.

11.13 If injuries occur, both the student and the member of staff should receive prompt medical assessment and treatment. All injuries must be recorded on CPOMS and by the School Nurse or another qualified practitioner.

Support for individual students

11.14 The school will implement tailored strategies to support students whose needs may lead to distressed or unsafe behaviour. This includes:

- individual behaviour support plans
- reasonable adjustments for students with disabilities
- access to space, time and strategies to calm before behaviour escalates

Consideration for students with SEND

11.15 The school recognises that students with SEND may experience sensory overload, communication challenges, distress, or anxiety that influence their behaviour. The school is committed to:

- reducing the use of restrictive interventions through proactive, personalised support
- identifying and minimising triggers
- adapting the environment where necessary
- providing individualised de-escalation strategies as part of a behaviour plan

11.16 Restrictive interventions will only ever be used as a last resort to prevent harm and will never be used as a disciplinary consequence.

11.17 All incidents involving students with SEND will be closely monitored, analysed, and reviewed to reduce future risk. Staff will ensure that communication is tailored to the student's needs, and that dignity and welfare remain central in all responses.

Review by governors

11.18 Governors will regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices
- identify areas of learning and development for school staff
- understand students' repeat patterns and triggers to interrogate the effectiveness of student support measures
- identify any disproportionate use of restrictive interventions in relation to students who share protected characteristics, have SEN, or other types of vulnerability.

Availability of this policy

A copy of this policy may be downloaded from the school website <http://www.spgs.org/school-policies> or is available on request from the school office, St Paul's Girls' School, Brook Green, London, W6 7BS (tel: 020 7603 2288). This policy can be made available in large print or other accessible format if required.

Being a member of the St Paul's community

The following guidelines have been drawn up to clarify our expectations about behaviour and discipline. They are designed to encourage a positive ethos of enjoyment and pride in the school and responsibility towards ourselves, and others. Rules are kept to a minimum and spring from the need to protect the safety, security, and well-being of everyone in the St Paul's community.

School rules

The school expects all students to behave in a way which reflects these general principles, whether at school, in the vicinity of the school during school hours and when representing St Paul's elsewhere. The same levels of courtesy should inform interactions with teachers, other students, members of the school's business staff, parents or members of the public.

Students should:

- Be responsible for themselves and their words and actions
- Show respect and consideration for others, within the school community and beyond
- Respect and take care of the school environment and of school property
- Maintain the reputation of the school
- When representing the school, act as an ambassadors for St Paul's
- Refrain from engaging with member of the Media about life at St Paul's
- Refrain from posting online any comments that breach the confidentiality of the school, its staff, pupils or broader community
- Abide by the school's policies and procedures
- Treat others as they would wish to be treated themselves

It follows therefore that **the following are strictly forbidden:**

- Bullying of any kind including child-on-child abuse, cyberbullying and bullying related to protected characteristics (see also our Anti-bullying Policy). The following could all constitute claims of bullying or harassment: racism, sexual bullying, negative remarks about appearance, health conditions or home circumstances, nationality, religion or culture, gender or sexual orientation, or Special Educational Needs and Disability (SEND)
- Food shaming, i.e., causing another student distress by mocking the amount of food they are eating, or not eating
- Breach of Student Acceptable Use Policy
- Plagiarism
- Stealing
- Entering without permission areas of the school that are Out of Bounds or otherwise notified through signage or other form of messaging as being inaccessible either permanently or temporarily
- Intentionally breaching health and safety systems or procedures e.g. by intentionally setting off the fire alarm without just cause or reasonable concern that there is a fire
- Leaving the school premises without permission during the working day (MIV-VI)
- Truancy
- Vandalism (including computer hacking)
- Persistent attitudes or behaviour which are inconsistent with the school's ethos
- The possession, use or supply of prohibited or banned items, on school premises, on school trips or while representing the school, which include:
 - Knives or weapons
 - Alcohol other than in specifically approved circumstances (e.g., the leavers' dinner)
 - Tobacco, cigarette papers, e-cigarettes or vaping kits
 - Illegal drugs, solvents or so-called 'legal highs'
 - 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 property of any person (including the student)

- Stolen items
- Fireworks and / or smoke bombs
- Pornographic images
- Blades, razors, lighters, matches, vapes
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to disrupt effective learning and good order in the school or its environs or to cause personal injury or damage to property
- Inflammatory material of a religious, political, racist, homophobic or sexist nature
- Other serious misconduct 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 or via the use of digital technologies such as Internet sites.
- The sharing of any self-harm related content, whether verbal, written, or visual. This includes (but is not limited to) content relating to a student's own self harm, suicidal thoughts or plans, or any information, images, or descriptions of self-harm that they have carried out personally. While it is acceptable to check in on other students' general wellbeing as friends, students should not ask for or share detailed information about their own or someone else's mental health struggles. Any concerns about self-harm, suicidal thoughts, or significant mental health worries, either their own or a friend's, must be shared with trusted adults, not discussed or disclosed in peer groups or online spaces. Such behaviour will be responded to in accordance with safeguarding procedures and may lead to sanctions as outlined in this policy (e.g. a detention). This response is in line with the legal framework governing harmful content and student searches, including the updated KCSIE 2025 guidance, which explicitly categorises self-harm, suicide related content, and other harmful online material as safeguarding risks, and expands the definition of 'harmful content' to include misinformation, disinformation, and conspiracy theories.

Procedure for awarding a Merit

The member of staff will identify the worthy student and the reason for the award. This will be recorded in the school's management of information system (iSAMS). This will then generate an automatic notification to the relevant tutor and HoY will also be informed via e-mail. HoYs will oversee Merits awarded to students and will congratulate individual students on their achievements at the end of term, usually in a year group assembly.

Possible reasons for a Merit to be given:

- An outstanding sporting, musical or drama performance
- Where a student has acted as an outstanding ambassador for the school
- Where they have gone out of their way to help another member of the school community or a member of the wider community
- Where a student has given freely of their time
- Any other outstanding or generous act that a member of staff deems noteworthy.

Procedure for putting a student in detention

Before placing a student in detention, a member of staff must always discuss a student's misconduct with them and consider any mitigating circumstances. It will usually be necessary for a member of staff to consult more widely with a student's tutor and/or HOY for a better understanding of current circumstances.

It is the member of staff's duty to inform a student that they will be placed in detention on a given day, *before* adding their name to the detention list on iSAMS. iSAMS will then generate an automatic notification to the relevant tutor, HoY and HoS.

Students will be given 48 hours' notice of a detention, and the HOY will contact parents in order to notify them of the detention.

Reasons for a detention to be given may include:

- Unofficial absence from a lesson or an organised school event
- Three sanctions within a half term, as identified by a student's tutor
- Missing registration three times within a half term without good reason, as identified by a student's tutor or front office administrator
- Failure to tap out when leaving the school premises between 8.30am and 4pm
- Inappropriate behaviour in assembly
- Inappropriate use of mobile phones e.g., during lessons without permission or around the school.
- Failing to wear correct PE kit
- Any unacceptable or anti-social behaviour
- Repeated failure to wear a lanyard or to tap in and out correctly
- Failure to engage in a search or screening activity as outlined in the school's searching, screening and confiscation policy.

Guidelines for staff on behaviour and sanctions

School rules which set out strictly forbidden behaviour can be found at appendix 1.

Any case where a student is suspected of these offences will be referred immediately to the Senior Deputy Head, Deputy Head (Pastoral) or the High Mistress.

Other offences against our expected code of behaviour in school and suggested sanctions

Offence	Sanction	Comment
Lateness to registration	Attendance at a Friday afternoon detention following three lates in any half term (MIV-VI). Sanction as agreed with the Deputy Head (Senior School) (VII-VIII)	Notified to parents.
Lateness to lessons	Supervised study at lunchtime or a Friday afternoon detention if offence persists	Lateness to lessons and sanctions to be applied are initially a matter for subject teacher/Head of Year (Head of Year) but should be discussed with tutor who must in any case be kept informed. Where the problem persists and/or occurs across several subjects, pastoral staff to liaise with subject staff and parents to address problem. Sanctions that involve student staying after school must in any case be notified to parents.
Poor behaviour	Where a student does not respond to a request from a staff member to desist or where the offence is severe, a Friday detention may be given. Students warned that a further offence within the half term will lead to a sanction of supervised community punishment during the student's free time. For persistent, serious and/or widespread offences student may be put on report.	Except in those (rare) cases where the offence is severe, sanction initially a matter for subject teacher/Head of Year but should be discussed with tutor. Where poor behaviour persists and/or occurs across several subjects, pastoral staff to liaise with subject staff and parents to address problem. Sanctions that involve a student being on report (organised by Head of Year in liaison with the Deputy Head (Pastoral)) or staying after school are in any case always notified to parents.
Late/missing homework	Offences to be notified to tutor via email	Late work to be dealt with by subject teacher/Head of Year in first instance, though tutor to be kept informed. Where a problem persists and/or occurs across several subjects, pastoral staff to liaise with subject staff, relevant HoDs and parents to address problem. Sanctions that involve student staying after school must in any case be notified to parents.

Offence	Sanction	Comment
Unsatisfactory work/homework	Supervised study at lunchtime or a Friday detention if offence persists	Unsatisfactory work dealt with by subject teacher/Head of Department (Head of Department) in first instance, though tutor to be kept informed. Where problem persists and/or occurs across several subjects, pastoral staff liaise with subject staff and parents to address problem. Sanctions that involve student staying after school must in any case be notified to parents.
Missing a lesson or an official school event without adequate reason or notice	Friday detention. If the problem persists, a student may be put on report. Length of time on report can be varied to suit the case	Report organised by Head of Year and tutor in discussion with the Deputy Head (Pastoral) and is always notified to parents immediately. Wouldn't remain permanently on a student's record unless problems were persistent and/or severe.

Please note:

1. It is important that a student's tutor and HOY are informed of any sanctions given and of any persistent behavioural concerns.
2. If a student receives three sanctions in a half-term, the relevant HOY will normally issue a detention.

Further information

[Behaviour in schools guidance](#)

[Reducing the need for restraint and restrictive interventions](#)

[Equality Act 2010: advice for schools](#)

[Searching, screening and confiscation in schools guidance](#)

[Suspension and permanent exclusion guidance](#)

[Mental health and behaviour in schools](#)

[Keeping children safe in education](#)

[Mobile phones in schools](#)