PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Putney High School Policy

Senior School Rewards & Sanctions Policy

(Student Code of Conduct/ Behaviour)

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Senior School Rewards & Sanctions Policy

(Student Code of Conduct/Behaviour)

Policy aims

Putney High School is committed to providing a learning environment in which students feel safe, enjoy their learning, and are supported to achieve. Central to this commitment is the understanding that high-quality teaching, stimulating learning environments, and positive learning behaviours are deeply interconnected. We recognise that behaviour and learning are inseparable, and our approach is designed to cultivate the learning behaviours that enable students to thrive both within the school community and beyond, reflecting the essence of our strategic pillar: the Putney Spirit. Our behaviour management strategy prioritises positive reinforcement and a range of supportive interventions, ensuring that the school remains a community built on cooperation, respect, and shared responsibility.

This policy aims to:

- Promote good behaviour, self-discipline, and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour
- Promote positive behaviour for learning in our students
- Outline the rewards provided to promote positive behaviour and the consequences applied for inappropriate behaviour
- Set out the framework of academic and pastoral support within which the policy operates

Roles and responsibilities

The Head together with the Senior Leadership Team, foster a culture of respect by clearly articulating and reinforcing the school's expected standards of behaviour. The SLT support all staff in implementing these expectations and monitor their implementation to ensure that interventions are applied fairly, consistently, and in keeping with the values of the school community.

All teachers are responsible for upholding high expectations for behaviour and to:

- Provide a safe, welcoming environment
- Be familiar with and uphold the behaviours that we want students to demonstrate and develop
- Ensure students follow the school expectations during lessons and outside them, including on school trips

- Recognise, praise and reward positive behaviour
- Ensure early intervention in cases where behaviour falls outside the expected standard
- Take responsibility for behaviour management, seeking support when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to consider where appropriate the circumstances and needs of the student
- Work in partnership with parents and guardians

At Putney High School we promote positive **behaviour for learning** and **conduct** as set out in the policy below.

Conduct

Students are expected to:

- Treat others with respect and kindness
- Value others' beliefs and opinions
- Behave with the health and safety of self and others in mind
- Treat the schools and other people's property with care

Behaviour for Learning

Students are expected to be:

- Punctual – arriving on time, submitting work by the deadline, responding to teacher instructions or communications (including emails) without delay
- Prepared – having the required equipment and materials, having completed the work needed ahead of the lesson
- Present – fully engaging with the lesson content and demonstrating intellectual curiosity, respecting the engagement of others through actively listening to the teacher and to peers' contributions, starting tasks promptly when asked, only using iPads and AI according to instructions from the teacher, engaging in orderly starts and finishes to lessons.

Positive reinforcement and rewards

Putney High School recognises the importance of positively reinforcing high expectations. Merits are accumulated throughout the year to promote a culture of positivity and celebration. By these means the school seeks to motivate students, create a positive learning environment, raise student self-esteem, and celebrate achievement.

Rewards: Merits

'Merits' are awarded for noteworthy achievements in the classroom as well as positive behaviour in line with the values and culture of the school, for example:

Inclusive	Innovative
• helping to organise or run a Form Time activity • helping a new student to feel welcome and settled.	• voluntarily taking a leading organisational role in an activity • helping a teacher during one's free time
Intellectual	**Intrepid**
• entering an essay competition • being mentioned in dispatches having shown prospective parents around the school	• taking a prominent role in an assembly • engaging fully in a school trip
Kindness	**General Brilliance**
• showing awareness of the thoughts and feelings of others and being community-minded • showing acts of kindness e.g., encouraging a peer in a class task	• awarded for positive actions in all situations including at events.

Merits are recorded in SIMS, and a sticker is issued for the student's diary. Merits awarded for classwork or conduct related to the tutor group can be assigned using the functionality linked to students in the register. Merits awarded outside this context can be entered directly into SIMS through the student's record.

SIMS is configured so that form tutors, Heads of Year, and Heads of House can view in real time the breakdown of Merits awarded to students in their forms, year groups, and houses, enabling them to share this information with students. Merits are also visible to parents on Firefly.

Rewards for KS3 students:

Merit	Award Received
1	Sticker in H/W Planner
5	Email Home
15	Confectionary surprise
25	1 x lunch queue pass with a friend
35	Certificate awarded in assembly
45	Pin badge
50	Postcard home
60	Hot chocolate with Ms Sharrock
75	Feature in Putney Post
100	Waterstones voucher and bookplate

Rewards for KS4 students:

Merit	Award Received
5	Email Home
10	Certificate awarded in assembly
15	Confectionary surprise
20	1 x lunch queue pass with a friend
25	Star of the Week
30	Hot chocolate with Ms Sharrock
40	Coffee in Sixth Form Diner
50	Waterstones voucher and feature in Putney Post

Rewards for KS5 students:

Merit	Award Received
5	Mention in assembly
10	Star of the week board
15	Postcard home
20	Free drink from the diner
25	Free drink and a pastry from the diner
30	Hot chocolate with Ms Sharrock
40	Feature in Putney Post
60	Waterstones voucher and bookplate

Merits also contribute to the House competition with each Merit being worth one House Point. The House system therefore recognises contributions from individuals for their academic performance and praiseworthy conduct.

Other achievements

Additionally, achievements, trophies, and certificates won in any activity are celebrated in Year Group and Lower-school and Upper-school assemblies.

Learning Behaviour: Behaviour in lessons

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

Positive learning behaviour includes:

- listening to each other
- bringing correct equipment to class
- setting appropriate goals
- staying focused on tasks and
- ignoring distractions

Behaviour that does not meet these expectations will be addressed in line with the school's range of disciplinary sanctions, including lack of effort, lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and lack of co-operation.

Use of behaviour points for academic concerns

The school uses the behaviour point system to record, track and monitor academic and organisational concerns. Academic concerns initially trigger academic interventions rather than pastoral ones. Behaviour points are reset at the start of each half term. Heads of Year, Assistant Heads of Year, and Form Tutors review behavioural concerns promptly, addressing issues with students as soon as behaviour points are entered into SIMS. Form Tutors receive an email notification when a behaviour point is issued and will speak with the student during form time.

When contacting home, staff should ensure that the conversation establishes how both school and family can work together to support the student in making the necessary changes to help them succeed.

Academic/organisational concerns might include the following:

- Homework that is incomplete or late
- Lack of effort in class (poor completion of work, achievement below the standard expected of that student)
- Lack of equipment that hinders learning e.g. calculator, protractor, scissors and glue
- Lateness to lessons

- Leaving desk and area around desk messy
- Failure to follow lesson instructions including tasks on board or screen

Teachers can issue behaviour points where there are academic or behavioural concerns. Form tutors are notified immediately so they can discuss behaviour with their tutees as soon as possible. The accumulation of academic concerns will inform actions taken in line with the Academic Interventions procedure. where students will be supported by both academic and pastoral staff. Staff can additionally raise academic concerns using the Cause for Concern form which will notify the Academic team and HoK and enable support to be put in place as required.

Removal from the classroom

Removal from the classroom is a serious sanction and will only be used when absolutely necessary in response to significant misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. When a student is removed, they will be spoken to by a member of SLT, and appropriate supervision and support will be put in place to enable their safe and successful return to lessons.

Homework and Catch-up Club

Homework is an essential part of the curriculum. All homework and coursework assignments should be handed in on time. If homework is not completed or is completed in an unsatisfactory manner students will be required to attend a homework club to catch up on work missed.

Catch-up club will be run by a member of staff twice per week Monday and Friday lunchtimes and is located in the library. Staff can place students into homework club if students have persistently not completed their homework. Catch-up club is a supportive environment, however, if a member of staff requires students to attend homework club it will be classed as compulsory. Catch-up club overrides all other clubs if staff have booked students in for a session. If students fail to attend homework club, then further sanctions will apply as required. Students can book themselves into Catch-up club. Learning Support can also be used as a homework club for students who need more structured support with their homework.

Academic Report

This can be authorised by the Head of Year for reasons such as:

- Falling behind with homework
- Academic underachievement
- Lack of punctuality
- Disruptive behaviour
- Persistent contravention of the Rewards & Sanctions (Code of Conduct)

The student must present their report at the start of the lesson and collect it at the end of the lesson. It should be seen daily by a senior member of staff and signed by a parent at the end of each week.

Attendance

Please refer to our Attendance Policy.

Punctuality

Students should be punctual, both for morning and afternoon registration and for lessons during the day. Registration begins promptly at 8.30am at the start of morning Form Time and 2.05pm at the start of period 5. Students should be in their classrooms before these times. Those arriving after 8.30am or 2.05pm should report to the School Office and will be marked as 'Late' by the reception team. The number of 'lates' is noted in school reports and sanctions are imposed for repeated lateness. If a student is late for a legitimate, unavoidable reason then parents should provide their child with a note or email her form tutor to confirm the reason.

Personal property

All property should be clearly labelled with the owner's name. It is not advisable for valuables or large sums of money to be brought to school. All personal items should be left in locked lockers. Mobile Phones may be brought to school but must be switched off and placed in Yondr pouches. Please see the Mobile Phone Policy, for a full outline of expectations.

Students may not bring chewing gum to school. No article may be borrowed without the owner's permission. If a student has lost an item, they should attend the Lost Property Pod at its allocated times. If it is something of high value, students should seek advice from receptionist/Head of Year if the lost property pod is closed at that time.

Lost property

All lost property that is found on school grounds is taken to the Lost Property Pod, located on the first floor of Galbraith. The office is open daily between 08:30 and 08:55. Students are emailed directly to collect their items and are encouraged to pick up their items as soon as possible. There is also an option to email s.sulmanis@put.gdst.net should students have any queries. We try our best to reunite students with their lost property; however unclaimed items can sometimes accumulate. Therefore, these unclaimed items are given to the Friends of Putney High School (FOPHS) to contribute towards their second-hand sales.

Uniform and moving around the school site

Students are expected to conduct themselves in a way that demonstrates respect for themselves and for others. This applies to their use of language, their actions, and the way they interact and respond to members of the school community, all of which should reflect courtesy and consideration. These expectations extend to fellow students, staff, parents, governors, and visitors.

Positive behaviour also includes maintaining high standards of presentation by wearing the correct uniform and moving around the school in an orderly manner that supports the health and safety of others. School uniform is compulsory, and students are expected to take pride in their appearance. The Putney uniform is designed to be both comfortable and practical, and students are expected to look smart and wear it correctly at all times. Students may wear their sports kit to school on days when they have a sports practice, PE lesson, or Games afternoon.

No make-up, jewellery, or coloured nail varnish should be worn, and hair should be of a natural colour. Students with pierced ears may wear one pair of small silver or gold studs in the earlobe only. No jewellery, including piercings, is permitted during PE lessons or clubs. For this reason, if a student wishes to have their ears pierced, this should be done at the beginning of the summer holiday to allow sufficient healing time.

All clothing must be clearly labelled.

Outdoor uniform

- Leather black low-heeled shoes worn for comfort and safety
- No sandals
- Plimsolls or trainers may not be worn except for when wearing PE kit
- Scarves, hats, gloves of students' choice but cannot be worn in school
- Coats must not be worn in class or when moving around the school site

Sixth form students have their own dress code.

For each uniform infringement a behaviour point can be issued.

Behaviour outside the school and online

Students who breach the school's behaviour expectations whilst on school business such as school trips and journeys, sports fixtures, clubs, or a work-experience placement will be addressed in the same manner as if the incident had taken place at the school.

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

Screening, searching and confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching students and confiscating items.

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

The list of prohibited items is:

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

The list of items banned by the school is:

- e-cigarettes and vapes

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

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

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or students or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

Corporal Punishment

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

Corporal punishment is defined as; "*Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation*"

Anti-bullying

The school has a zero-tolerance approach to bullying and child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded, and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Please see the Anti-bullying Policy.

The school recognizes that some children may adopt challenging, abusive or disruptive behavior as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate, as set out in the Safeguarding and Child Protection Policy.

Behaviour Points and Sanctions

The sanctions ladder for Behaviour Points is as follows:

Behaviour Points	Sanctions
1-3	Form Tutor Discussion
4	Contact home is made by Assistant Head of Year or Head of Year
6	Reflective Workshop with Head of Key Stage – after school 3:50pm-4:50pm
10	SLT Detention – after school 4:00-5:00pm
15	Parents/Guardians are invited for an in-school meeting with Head of Year and Head of Key stage with student present followed by a Deputy Head Detention – after school 4:00-5:00pm

The school will use a range of strategies in response to behaviour that does not meet our expectations, beyond those addressed via behaviour points. The range of sanctions could include:

- Longer length detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- Fixed term and permanent exclusion in line with the GDST Fixed Term, and Permanent Exclusion Policy

This list is not intended to be exhaustive. Following a sanction, the school will employ strategies to help students to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the student
- A phone call with parents
- Pastoral support

<table>
<tr><th colspan="3">Attendance</th></tr>
<tr><td>Late to registration (am/pm) without good reason or late to lessons</td><td colspan="2">3 lates – contact will be made with parents.
6 lates – after-school reflective workshop as per sanction scale.
Student may be required to go on report.
If a letter/email from a parent is produced to mitigate lateness with good reason, then the late mark is removed by the form tutor.</td></tr>
<tr><td>Attendance</td><td colspan="2">Absence that falls below 95% will be addressed as per the Attendance Policy.</td></tr>
<tr><th colspan="3">Behaviour</th></tr>
<tr><td rowspan="5">Minor/low-level disruption in a lesson, e.g.:
Persistently talking/Shouting out in class
Persistently arriving ill-equipped, rudeness, chewing gum, not keeping to the Code of Conduct</td><td>1-3</td><td>Form Tutor Discussion</td></tr>
<tr><td>4</td><td>Contact home is made by Assistant Head of Year or Head of Year</td></tr>
<tr><td>6</td><td>Reflective Workshop with Head of Key Stage – after school 3 3:50pm-4:50pm</td></tr>
<tr><td>10</td><td>SLT Detention – after school 4:00-5:00pm</td></tr>
<tr><td>15</td><td>Parents/Guardians are invited for an in-school meeting with Head of Year and Head of Key stage with student present followed by a Deputy Head Detention – after school 4:00-5:00pm</td></tr>
<tr><td>Moderate/Serious behavioural issues, e.g.:
Bullying, Graffiti/Malicious damage
Behaving in a dangerous manner (health and safety)</td><td colspan="2">Immediate referral to HoY/Deputy Head/Head
Contact with parents.</td></tr>
</table>

Dress	
Nail Polish Jewellery Uniform/ Shoes/ Hair Colour Sports Kit	Uniform infringement will be dealt by the behaviour scale, as above. One uniform infringement will result in one behaviour point. Students may have special permission agreed between the Deputy Head Pastoral and Co-curricular and parents to wear religious jewellery or trainers for health reasons.
Confiscation Process	
Jewellery	All staff have a duty to confiscate non-uniform jewellery. The item of jewellery will be placed in an envelope. Details of the student and items are written on the envelope. The envelope is to be deposited in a secure box in reception. AHOY is to collect their year group confiscated jewellery on an agreed day (once a week) from the box. AHOY will process the behaviour points and will distribute the envelopes in person to the individual student's form. Religious jewellery is accepted with the permission of the Deputy Head Pastoral and Co-curricular.
iPad Misuse	
iPads	As per the iPad Acceptable User Agreement all non-compliance with the agreement will result in immediate confiscation. iPads will be returned to the Head of Year and held for 24 hours. 3 offences – contact with parent and after school 'reflective workshop'.

Mobile Phones: Yondr Pouches
See our Mobile Phone Policy for an outline of our expectations relating to mobile phones in school. A summary of sanctions is set out below: • Students who have forgotten their Yondr pouch will hand their phone in to reception and will be able to pick up their phone at the end of the school day. One behaviour point will be issued. • Students who lose their Yondr pouch will be issued with a new one, and parents will be charged for the replacement. • Students whose Yondr pouches are damaged beyond use will be issued with a new one, and parents will be charged for the replacement – if damage is deemed to be intentional, a sanction will be applied. • If a student is found in possession of their phone outside a Yondr Pouch, the phone will be confiscated, an email sent home, and two behaviour points will be issued (1 x for not having the phone in the pouch and 1 x for using the phone). • If a second phone is found outside a Yondr pouch in addition to the student's primary phone, the phone will be confiscated, a meeting with parents will be held, and an internal suspension will apply. • If a Year 7-8 student brings a smartphone into school, the phone will be confiscated, a meeting with parents will be held, and an internal suspension will apply. • If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will lead to an internal suspension.

After school reflective workshops and detentions

Year 7-11 students should arrive promptly to Room 1 for their reflective workshop, or detention. Parents will be informed at least 24 hours prior. Sixth form sanctions are managed through the Assistant Head Director of Sixth Form.

Students will be supervised by a Head of Key Stage or member of SLT according to the duty rota.

Behaviour points leading to reflective workshops or detentions will be monitored by the Head of Year (HoY)/ Assistant Head of Year (AHoY)/ Head receptionist. It is the responsibility of HoY/AHoY to book students into detentions by informing the receptionist / person on detention duty.

Detention tasks will be available to use on the shared drive; however, staff can set discretionary work on an individual basis.

Fixed Term Exclusion

All Fixed Period Exclusions are dealt with under guidance from the GDST Fixed Period and Permanent Exclusions Policy. The implementation of the policy is overseen by the Head and the Deputy Head Pastoral and Co-curricular.

Permanent Exclusion

Permanent exclusion is within the Head's discretion when the Head is satisfied that the student's conduct (whether on or off the school premises or in or out of the school term time) has been prejudicial to good order or school discipline or to the reputation of the school. All Permanent Exclusions are dealt with under guidance from the GDST Fixed Period and Permanent Exclusions Policy.

Pastoral support framework: monitoring, support, and intervention

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support student welfare and wellbeing. This includes clearly communicating the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions, and monitoring behaviour which gives rise to concern.

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

Students with SEND and additional needs

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

Any necessary sanctions will be considered in relation to a student's individual needs, and reasonable adjustments will be made where appropriate.

Malicious accusations against school staff

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

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

The school will also take serious inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Partnership with Parents

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

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting students on report
- Home school agreement
- Student homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up and routine communication

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

Related Policies

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Attendance Policy
- GDST Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Keeping Children Safe in Education (September2026)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, evaluation, and review

The SLT will monitor the implementation and effectiveness of this policy, review it annually through the use of data on merits, behaviour points and other sanctions such as detentions, and report to the Head.