



Behaviour for Learning Policy 2023-24

‘Where Teachers Teach and Students Learn’

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Reviewed

Jan 2023

To be reviewed

July 2026

Policy notes may be subject to review and revision at any time by the Wallington Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Wallington Local Governing Body.

1. Aims

At Wallington High School for Girls (WHSG) we subscribe to a culture where the highest standards of behaviour are upheld by all students in order that they achieve more both academically and socially. Where behaviour is of the highest standard, learning is of the best quality and learning time is maximised. Our students should be able to flourish as scholars and good citizens and in turn embody the values of the school.

When referring to 'behaviour' in this policy, this covers all aspects of conduct whilst students are representing our school. Good habits of conduct by our students is an underpinning factor in the success of our school and expecting this, and supporting it, is what this policy aims to do. This policy has been reviewed and informed by the DfE guidance 'Keeping Children Safe in Education' (Appendix 10) and DfE Behaviour in Schools: 'Advice for headteachers and school staff' (Appendix 9). This policy should be read in conjunction with our Child Protection and Safeguarding Policy.

2. Principles

"Parents/ carers and children deserve safe, calm learning spaces and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing" (Tom Bennett 2015).

This school prides itself on promoting an outstanding education that aims to develop courageous, curious, compassionate and creative individuals.

The intention of this Behaviour Policy is to set out the boundaries of acceptable and unacceptable behaviour, outline the staged system of rewards and sanctions and relay how they are applied fairly and consistently. Through consultation and training this policy must be understood and adhered to by all members of the school community.

Overall, the policy will:

- Promote self-discipline as part of encouraging students to see that accepting a place at this school means they will adhere to a code of conduct.
- Encourage good behaviour across the school. Through its implementation, we aim to ensure that students understand that misbehaviour is a choice they make and if making this choice they must accept the appropriate sanctions.
- Ensure a proportional and consistent approach is adopted by all staff when dealing with behaviour within the school and each case is judged on its own merits.
- Ensure that Wallington High School for Girls is a safe and nurturing environment for all members of the school community and any external visitors.
- Ensure all members of the school community are treated with respect and treat others with respect.

3. Roles and Responsibilities

• All Students

Our expectations of students' behaviour are rooted in the school's values: curiosity, courage and compassion. They are also reinforced regularly in lessons and through assemblies. All conversations with students regarding behaviour should reference and reaffirm these values.

- Students will follow the School Code of Conduct at all times.
- Students will be polite and respectful in every interaction with every member of the school community.
- Students will be ready to learn every day, in every lesson. They will strive for 100% attendance and punctuality in order to achieve this.
- Students will be organised and prepared for each day, bringing the correct books and equipment to school.
- Students will engage and contribute in lessons, ensuring that, when asked to speak, they can be heard by everyone in the room.
- Students will work hard and persevere, even when a task feels difficult.
- Students will have their devices switched off and away whilst in school.

- **School Prefects**

Sixth Form Prefects will carry out a duty around the school and take responsibility for a designated area. Prefects are encouraged to act as role models of excellent behaviour and appearance, and whilst on duty they are also given the authority to challenge students who are not conforming to the School Code of Conduct.

- **All staff**

All staff are responsible for ensuring that the expectations of student behaviour, as set out in this policy, are fulfilled. Staff should be very familiar with all school policies related to student conduct: the School Code of Conduct; the Anti-Bullying Policy and the Home/School Agreement.

- Staff have statutory authority to discipline students whose behaviour is unacceptable, breaks the rules or who fail to follow instructions (sections 90 and 91 of the Education and Inspections Act 2006).
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the School's Behaviour Policy.
- Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school and school hours.
- Staff have the authority to issue detentions to students, including same-day detentions.
- Staff can confiscate students' property; schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- Staff must deal immediately with any reported or witnessed incident of bullying. Whether the incident is reported to, or is discovered by a teacher, the same teacher must respond to it. See the School's Anti-Bullying Policy for details on how the school deals with reported incidents of bullying.
- Staff should undertake regular staff training on behaviour management and access support provided to improve their practice.
- Staff will be a visible presence around the Academy before, during and after school, greeting students at their classroom doors, reminding students of expectations during lesson changeover, and supporting colleagues when required.

- **Subject teachers**

Subject teachers take responsibility in administering the standards of behaviour expected in academic work and behaviour on arrival to, during and on leaving their lessons. They should use the school systems to communicate praise or concern to parents/carers as appropriate and Class Charts to award Positive Points and/or record behaviour incidents. In accordance with this policy, subject teachers are responsible for referring any behavioural concerns, academic or otherwise to Heads of Department and Heads of Year or to the relevant Form Tutor where appropriate. If a behaviour incident occurs in their classroom, the Subject Teacher has the responsibility to ensure the matter is resolved.

Teachers are expected to draw on the principles of good practice within their classroom practice:

- Apply the Behaviour Policy in a consistent and fair manner- taking into consideration the needs of individual students as they use rewards and sanctions.
- Set high expectations for academic work as well as for behaviour and challenge students where this is not being met.
- Create seating plans which help to create the best working environment in all lessons.
- Employ a range of behaviour for learning strategies to allow all students in a class to focus on their learning at all times. This includes challenging low-level disruption.

- **Heads of Department and Directors of Faculty**

Heads of Department and Directors of Faculty are responsible for maintaining academic standards in the subject areas within their remit and for supporting their subject staff with overall student behaviour in their classes in the

first instance. It may be their role to liaise with parents/ carers as necessary regarding the behaviour of a student within their subject area or supervise a student who has been removed from a lesson.

- **Form Tutors**

Form Tutors reinforce the standards of behaviour expected at the start of each day by the atmosphere created in their form room. They begin the year by going through the Home/School Agreement with the form group, ensuring that all students understand, and oversee the signing of it. Form Tutors will outline the school's expectations regarding good behaviour choices through the delivery of the PHSCE programme, during Year 7 induction, and throughout the year as and when needed.

All students are in a House. Enthusiasm and loyalty to the House and school are fostered by Form Tutors encouraging the students to be cooperative but also to achieve. The Form Tutor monitors the student planner as a means of communication with home and will perform regular checks for comments from staff and parents/ carers.

The Form Tutor monitors Positive Points, Negative Points and attendance and punctuality for their form group and judges when to refer issues concerning behaviour and attendance to the relevant Head of Year.

- **Heads of Year**

Heads of Year (HoYs) have a pivotal role; they have a very close interest in all things pertaining to students in their care, including academic performance and personal development and wellbeing. They will liaise with teachers, Heads of Department/Faculty, Form Tutors, parents/ carers, the Special Educational Needs Co-ordinator (SENCo) and Headteacher, to promote, develop and maintain the aims of this policy. HoYs will also monitor the overall behaviour and attendance of their year group.

Heads of Year lead assemblies which regularly promote and rehearse aspects of the school's ethos and expectations. The Assistant Headteacher with responsibility for Student Support and Behaviour will liaise with the Heads of Year and monitor behaviour regularly and work with families in ensuring the standards of behaviour expected of all our students is met in each year group.

The Headteacher has overall responsibility for behaviour and discipline.

- **Parents/Carers**

By accepting a place at our school parents/carers must sign the Home/School Agreement (**Appendix 3a**) for Years 7-11 and the Sixth Form Agreement (**Appendix 3b**) when joining the Sixth Form. A copy of these are also in the relevant student planner.

This Behaviour Policy is written in the assumption that, just as parents/ carers rehearse the school's expectations with their child on admission, they will talk through any behavioural or academic issues, both positive and negative, that might occur. Parents are expected to encourage their child to attend detentions.

While it is not the case that every incident needs to be communicated to parents/ carers, the school does seek rapid and close communication with parents/ carers via the student planner, school reports, letters home, phone calls and emails. In certain circumstances, meetings between staff and parents/ carers, with or without their child, may be considered the best way forward.

- **Governors**

Governors will monitor the work of the school in promoting excellent behaviour and may be called upon to support the school in promoting the expected standards.

- **Internal and/or External Support**

Where a need is identified which may explain misbehaviour, internal or external support will be recommended by the school to help the student to improve their behaviour. This could include the school's Emotional Literacy Support Assistant (ELSA), the School Counsellor, CAMHS, the Sutton School Nursing Team, the Clinical Psychologist or the Educational Psychologist. See section 5 of the policy for more information.

4. Rewards

- **Verbal praise**

Students thrive on immediate feedback for doing the right thing. The place of verbal praise remains key in sustaining a positive classroom culture and ethos. Beyond the lesson any member of staff may telephone, write or email parents/ carers to pass on positive feedback. Each subject area or year group may also have their own systems for passing on positive feedback such as annual award ceremonies, postcards, e-certificates, Wallington Week articles or 'pizza parties' for example.

- **Positive Points**

Positive Points can be awarded by all staff for positive reasons above and beyond the normal expectations of a student at this school. These must be recorded on Class Charts. Positive Points will be shown on school reports for all year groups.

'Wallington Wings' are awarded during celebration assemblies at the end of every term. These are awarded as per the chart below:

Number of Conduct Points (Positive Points)	Recognition	When/Where
25 (in one year)	Bronze Certificate	Tutor/Celebration Assembly
50 (in one year)	Silver Certificate	End of term Celebration Assembly
75 (in one year)	Gold Certificate	End of term Celebration Assembly
150 (cumulative)	Bronze Winged Badge	End of term Celebration Assembly by member of SLT
250 (cumulative)	Silver Winged Badge	End of term Celebration Assembly by member of SLT
500 (cumulative)	Gold Winged Badge	End of term Celebration Assembly by member of SLT

- **Star of the Term Cards**

At the end of the term each teacher may nominate up to 2 students per class who deserve a Star of the Term card, awarded in the end of term celebration assembly. These can be awarded for any positive reason which is stated on the card.

- **House Cup**

Each year, one House will be awarded the House Cup for outstanding teamwork and achievements. 50% of the Cup will be based on house point totals, with the other 50% made up from results of inter-house competitions throughout the year. These may consist of sport, dance, music, charity events and other House Leader competitions.

- **Jack Petchey Awards**

Each month a student is nominated by fellow students for achievement in an aspect of the school vision. These may be achievements beyond the school. The awards (a certificate and badge) are awarded in celebration assemblies and the associated prize money is given to a nominated area of the school by the winning student.

Should there be multiple nominations the School Executive Council will select the prize winners.

- **School Colours**

Colours are awarded in January and June each year to students in Years 9, 11 and 13. Successful nominees must have satisfied one or more of the following criteria to be awarded full colours:

1. An outstanding contribution to the school (e.g., Head Girl)
2. Demonstrated consistently exceptional skill and capability in a school extra-curricular activity as determined by the member of staff responsible (including representative honours at county, regional or international level)
3. A distinguished captaincy or leadership role within an established* school extra-curricular activity (e.g., Netball captain)
4. Achieved competitive success representing the school, either individually or as part of a group, at regional, national or international level (e.g., County Champions, Young Enterprise)
5. An outstanding contribution to the wider community on behalf of the school (e.g., First Give winners)

Successful nominees must have also satisfied all of the following criteria to be awarded full colours:

1. A full commitment to fixtures, training, events or rehearsals.
2. Personal conduct, in the activity for which they have been nominated, that brings credit to themselves and the school.
3. An academic record that demonstrates good or better effort.

*To be determined by the Colours Committee.

Successful nominees must have satisfied all of the following criteria to be awarded team colours:

1. A full commitment to fixtures, training, events and rehearsals in a school extra-curricular activity.
2. Personal conduct, in the activity for which they have been nominated, that brings credit to themselves and the School.

- **Well Done Wallington Awards**

At the end of each academic year the 'Well Done Wallington' awards take place for Years 7 - 10. Outstanding students are nominated by subject teachers for one effort award per class and one achievement award per year group per subject.

- **Wider Participation**

Certificates, letters and/or phone calls home will be awarded to those who participate in a variety of activities, including:

- School productions and performances
- Sports Day
- Representing the school in local or national events

These may also be celebrated in the Wallington Week and in Year group assemblies via the relevant Form Captain.

5. Pastoral Support Systems

We pride ourselves on providing extensive support to our students so that they maintain the highest standards of behaviour. We are committed to the graduated response strategies in accordance with guidelines provided by the London Borough of Sutton. We use our internal support mechanisms to help students who need support with their behaviour such as reports (**Appendix 13**), pastoral support plans (**Appendix 12**), time out cards, careers advice etc.

In cases where behaviour may be affecting academic progress or requires further support, the Head of Year may refer to the Assistant Headteacher with responsibility for Student Support and Behaviour, the SENCo, the ELSA or the School Counsellor, the Child Wellbeing Practitioner, the School Nurse, the Educational Psychologist, the Clinical Psychologist, CAMHS or the Borough Senior Attendance Officer. If it is deemed necessary, a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs may be required.

6. Sanctions

When efficiently implemented and managed, sanctions should promote an understanding of expected behaviour and connect the student with the original incident. Sanctions should focus on the unacceptable behaviour and not the individual.

Some behaviours will automatically warrant a sanction, while others will first elicit a staggered approach – based upon an assertive discipline system i.e., warnings followed by a sanction. These sanctions may include:

1. Note in planner
2. Late detention
3. Centralised detention
4. Loss of privileges
5. Confiscation
6. Internal isolation
7. Suspension
8. Permanent exclusion

- **WWR**

In lessons, staff follow the WWR system of two warnings (WW) and a removal (R). A removal will result in the student being removed from the lesson via the on call system and taken to another classroom. This will immediately incur a 60 minute Centralised Detention after school and parents/ carers should be notified. If a student is removed from a lesson, they are expected to engage in a restorative conversation with their teacher within 24 hours.

Warnings in lessons may be given for any of the following (this list not exhaustive):

- Talking in class
- Shouting out
- Inadequate classwork/ poor quality
- Swinging on chair
- Silly behaviour

- **School Detentions**

Any member of the teaching or non-teaching staff may set a Centralised Detention. This takes place on a Wednesday and staff may set either a 30 minute or a 60 minute detention. The exception to this is an automatic 20 minute Late Detention which will be issued to any student who is late to school without a valid reason and they will be expected to sit the detention that day. Parents/ carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of any detentions. In exercising its right to take same-day action as required, the school will make every reasonable attempt to log detentions on Class Charts immediately. If a student is late more than 3 times in a half-term they will receive a 60 minute Centralised Detention and will be placed on a late report card to their Form Tutor.

Where a detention has been issued, the teacher who issued the detention may wish to call home to discuss the behaviour. This is not, however, something the school requires teachers to do. Students will arrive promptly at the end of the school day to sit their detention.

Staff have the right to determine when detentions are set. We do not negotiate detentions on specific days based on student or parental requests but do show flexibility if there is a valid reason e.g. a pre-booked medical appointment where evidence may be requested. If a student is set a detention and this clashes with a school enrichment event – the school has the right to expect the student to attend the detention. If a student represents the school in a school enrichment activity (such as a sports team) and continues to incur Negative Points, the school has the right to review the student's place in the enrichment activity.

Detentions will be supervised by a senior member of teaching staff and work will be set for the student. Students will not be allowed to complete homework during this time.

There are four types of detentions:

1. 20 minute Late Detention
2. 30 minute Centralised Detention
3. 60 minute Centralised Detention
4. Headteacher Detention

A 30 minute detention may be issued for any of the following (this list is not exhaustive):

- Failure to attend a 20 minute late detention
- Failed Standards Card (**Appendix 4**)
- No PE kit - Second offence
- No homework/ poor quality – Second offence
- Lateness to lesson
- Disruption in class
- Chewing gum
- Eating in class
- Littering
- Unkindness

A 60 minute detention may be issued for any of the following (this list is not exhaustive):

- Failure to attend a 30 minute detention
- No PE kit - Third offence
- No homework/ poor quality – Third offence
- Persistent lateness to school (more than 3 occasions in a half-term)

- Persistent lateness to lesson (more than 3 occasions in a half-term to the same lesson)
- Mobile phone - Second offence
- Removal from a lesson (on call)
- Inappropriate physical contact
- Swearing
- Failure to comply with staff instructions
- Rudeness or defiance towards any member of staff
- Damage to school property
- Failed report card

A Headteacher detention may be issued for any of the following (this list is not exhaustive):

- Failure to attend detentions after school
- Mobile phone - Third offence
- Vandalism/ graffiti
- Extreme rudeness or defiance towards any member of staff
- Serious breach of the School's Behaviour Policy
- Any other incident that SLT deem worthy

A student's behaviour is monitored by their Form Tutor on a weekly basis and appropriate actions taken to help the student make the right choices or to allow for early support to be put into place. Behaviour is also monitored by the Head of Year as well as the Assistant Headteacher with responsibility for Student Support and Behaviour. At any stage a student may be issued a sanction or a support strategy can be implemented if a teacher monitoring a student's behaviour believes this is appropriate and measured.

- **Suspensions and Permanent Exclusions**

The school follows the Department for Education guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2023).

- **Internal Isolations**

If a member of SLT considers that a behaviour incident is serious enough, then a student may be placed for a period of time in internal isolation. If this sanction is decided upon – in agreement with the Headteacher – parents/ carers will be informed on the day and given the reasons for the sanction. When setting internal isolation as a sanction the student will be set work in accordance with their usual curriculum. Students will be supervised by staff in the school and have an opportunity to discuss their behaviours and review them before they are reintegrated back into school. Internal isolation may be used instead of a suspension if there are mitigating circumstances to an incident.

- **Suspensions**

Only the Headteacher, or acting Headteacher, has the authority to suspend a student either for a fixed term or permanently. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In all cases the parents/ carers will be informed by telephone and letter on the day before the student is suspended and given all the reasons for the sanction. The student will be seen by the Headteacher or a member of the Senior Leadership Team. Work will be set for the student to complete for the period of the suspension. On the student's return to school, the student will normally be re-admitted by the Assistant Headteacher with responsibility for Student Support and Behaviour following a reintegration meeting with parents/ carers in which the terms and conditions for re-admission are carefully explained to both the student and the parents/ carers.

If a student is suspended for a second or third time and does not seem to be treating the sanction seriously, a member of the Governing Body may be included in the re-admittance process. Offences for which suspension may be considered, but are not limited to, include:

- Verbal abuse / use of offensive language towards any member of staff or student
- Serious examination misconduct
- Setting off the fire alarm deliberately
- Possession of an offensive weapon or alcohol
- Vaping or smoking on school grounds or at a school event
- Encouraging non-WHSG students on to site
- Failure to attend a Headteacher detention
- Serious vandalism
- Theft
- Bullying/ Cyberbullying
- Discriminatory behaviour or abuse which is racial, homophobic, religious, physical or mental, including the use of hate speech
- Behaviour where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- Threatening / aggressive behaviour
- Sexual violence
- Sexual harassment
- Abuse of the internet or IT facilities e.g., viewing, accessing or downloading inappropriate material from the internet including racist, homophobic, sexist or pornographic images
- Posting inappropriate material about the school online
- Persistent failure to follow reasonable requests from staff
- Persistent failure to follow the School's Behaviour Policy
- Any other behaviour that brings the school into disrepute; this may occur in school or outside school

Any suspension of a student, even for short periods of time, must be formally recorded. Parents/ carers have the right to appeal against a decision to suspend their child. Students will be given an opportunity to state their case before the decision to suspend is made. Consideration will be given to those students with SEN and early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have before a suspension is authorised. The school will also consider the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or any underlying issues.

- **Permanent Exclusions**

A decision to exclude a student permanently is a very serious one and may be used as a last resort in response to a serious breach, including if a student is found in possession on school property of any illegal substances, article, or weapon (e.g. knife), or persistent breaches of the School's Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. In the case of a fixed term or permanent exclusion the Headteacher will follow statutory guidance by the Department for Education, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2023) (**Appendix 7**). This policy is based on the principles within the document, 'Behaviour in Schools – Advice for Headteachers and School Staff' (2022) (**Appendix 9**). In any behaviour matter the Headteacher may inform or involve the Police.

- **Report Cards**

The report card system is outlined below. At all levels the report card must set no more than three targets for improvement which relate to the reasons for being placed on report. A report card should not be in place for more than two weeks before progress is reviewed and the student is taken off report or escalated to the next level of report.

Whatever the level of the report card, parents/ carers must be informed that their child is being placed on report, the reasons why and the duration of the report card. They should also be informed of the outcome of the review of progress. During this time parents/ carers are expected to discuss the report with their child on a daily basis and

sign the report. The student also has an opportunity during this time to comment and reflect upon their time on report. This can be discussed with the member of staff who has placed the student on report.

If a student is asked to go on report at the end of a term and there is one week remaining – that student will start the new term on report and complete the two-week period.

Purple – Late Report

If a student is late to school more than 3 times in a half-term they will be placed on late report to their Form Tutor. When a student is placed on late report the Form Tutor will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on late report for a period of two weeks.

Green – Form Tutor/ Subject Teacher Report

The green report (**Appendix 13**) should be instigated by a Form Tutor where a student has received 3 or more of the same behaviour incidents logged on Class Charts. If the behaviours are predominately from one subject area then a subject teacher report should be instigated following the same principles as those for the tutor report. When a student is placed on green report the Form Tutor or Subject Teacher will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on a green report for a period of two weeks.

Amber – Head of Year/ Head of Department Report

Failure to satisfactorily complete the green report (Form Tutor/ Subject Teacher) will result in a student being placed on amber report to either the Head of Year or Head of Department. When a student is placed on amber report the HoY/ HoD will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on an amber report for a period of two weeks.

Red – Assistant Headteacher/ Director of Faculty Report

Failure to satisfactorily complete the amber report (Head of Year/ Head of Department) will result in a student being placed on red report to either an Assistant Headteacher or Director of Faculty. When a student is placed on red report the AHT/ DoF will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on a red report for a period of two weeks.

Behaviour Support Plan

Failure to satisfactorily complete the red report (Assistant Headteacher/ Director of Faculty) will result in a student being placed on a Behaviour Support Plan (**Appendix 14**), this is usually the case where a student is at risk of permanent exclusion. If this is the case a meeting will be convened to agree a plan and targets and this will be attended by parents/carers, significant staff, external agencies etc. Students are placed on a Behaviour Support Plan for a minimum of two weeks.

Please note that in the case of serious breaches of the Behaviour Policy the school has the right to skip stages and place a student on an amber or red report straight away.

Reporting System

HoYs and HoDs will also monitor this and look for overall patterns.

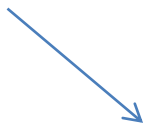
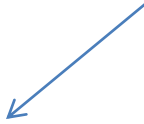
Form Tutor monitors behaviour weekly



Student receives 3 or more of the same behaviour incidents logged on Class Charts



Form Tutor/ Subject Teacher places student on green report for two weeks with three targets based on the behaviour concerns. Parents/carers notified by Form Tutor/ Subject Teacher.



Report has less than 3 negative comments each week



Student removed from report
Parents/ carers notified by Form Tutor/ Subject Teacher

Report has 3 or more negative comments each week



Student is placed on an amber report card to Head of Year/ Head of Department
Parents/ carers notified by HoY/ HoD



Failure to satisfactorily complete the amber report will result in a student being placed on red report to Assistant Headteacher/ Director of Faculty
Parents/ carers notified by AHT/ DoF



Failure to satisfactorily complete the red report will result in a student being placed on a Behaviour Support Plan, this is usually the case where a student is at risk of permanent exclusion
Parents/ carers notified by AHT

Please note that in the case of serious breaches of the Behaviour Policy the school has the right to skip stages and place a student on an amber or red report straight away.

7. Investigation of Incidents

When a serious incident occurs the Head of Year will begin an investigation. A student may be placed for a short period of time in internal isolation whilst the investigation is conducted, and an Investigation Summary Form (**Appendix 15**) completed. Any investigation or decision on sanctions will be conducted fairly for all parties involved. Decisions on sanctions will be made based on the balance of probability rather than beyond all reasonable doubt. Students may receive different sanctions even though they are involved in the same incident. In order to be fair and transparent to all involved when undertaking an investigation, we will not involve parents in that investigation but will speak with them about any conclusions reached. We will only discuss sanctions with the parent/carer for whom that sanction applies. We aim to work in partnership with home to ensure that any issues are resolved as quickly as possible.

- **Malicious Allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of any kind (e.g., sexual violence or sexual harassment) against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, alongside appropriate sanctions, the school will consider whether the student who made the allegation is in need of help or support. If so, a referral to children's social care may be appropriate. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

8. Power of Search

The Headteacher and authorised staff have the power to search students, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item or has broken the law. If a student refuses to co-operate, the member of staff may sanction the student in line with the School's Behaviour Policy, ensuring that they are responding to misbehaviour consistently and fairly. Prohibited items or illegal content include the following:

- knives or weapons;
- alcohol;
- illegal drugs;
- vapes;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images or content;
- abusive images or content (racial, homophobic etc.)
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Searches must be carried out by a member of staff of the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. We can carry out a search of a student of the opposite sex and/or without a witness present where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not

conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student identifies as a different gender from their biological sex an agreement will be reached about the most appropriate sex.

The search may be carried out on school premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the School's Behaviour Policy.

In carrying out a search, staff members must adhere to guidance in the Department for Education document, Advice for schools: 'Searching, Screening and Confiscation 2022' (**Appendix 6**).

9. Use of Reasonable Force

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defence to any related prosecution or other legal action.

'Reasonable' means using no more force than is needed. The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

In school, force may be used for two main purposes:

- To control students
- To restrain students

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive, physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.

Members of staff have the power to use reasonable force to prevent students from:

- Committing an offence
- Injuring themselves or others
- Damaging property and to maintain good order and discipline in the classroom

When using reasonable force, schools must consider the age and needs of students. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Staff members using reasonable force must adhere to guidance in the Department for Education document, Advice for headteachers, staff and governing bodies: 'Use of reasonable Force 2013' (**Appendix 8**).

10. Bullying

The school has an Anti-Bullying Policy which works in tandem with this Behaviour Policy. For details regarding this policy please go to the school website.

- **Online Safety and Cyberbullying**

Any form of cyberbullying is unacceptable. This includes the use of ICT to communicate rude, offensive and anti-social messages or material to another party or parties.

As per the Mobile Phone Policy, students are not allowed to take photographs/ videos of staff without their permission. Students are not allowed to take photographs/videos of staff and upload them onto the internet.

The school fosters a 'no-blame' culture to ensure all students feel able to report abuse, misuse of inappropriate content. Students are asked to use the SHARP system to report all incidents of Cyberbullying.

Please also see the School's Online Safety Policy – found on the school website.

- **Child on Child Abuse**

Students are encouraged to report any incidents to a member of staff. Child on child abuse will not be tolerated and staff are obliged to challenge inappropriate behaviours however minor. All staff receive regular training on identifying child on child abuse early to prevent it from escalating. Staff maintain an attitude of 'It could happen here approach' and are given advice on how to respond and support victims and alleged perpetrators.

- **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. Students 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 and Child Protection Policy for more information – found on the school website.



WHSG Code of Conduct

Communication

1. We treat others with good manners and respect - keep our voices down, avoiding intentionally hurtful comments and questions.
2. The classroom is a positive language zone - no swearing, cursing, insulting, put downs or bullying.
3. We accept teachers' requests - when they ask us to move seats, to get back to work, bring homework or equipment to class.
4. We think before we speak and wait for others to finish.
5. We have respect for school property and equipment

Learning

1. We must bring books, homework, planner and equipment to class.
2. We must be on task and allow others to do their work.
3. We must be on time and move quietly to our seats.
4. Planners are checked and signed weekly by our parents/ carers/carers.

Movement and Safety

1. We move quietly and safely in and out of the classroom.
2. We arrive to School and lessons on time.
2. We carry items with care.
3. We must visit lockers at break and lunch time only.
4. We use the toilet out of lesson time.
5. On corridors, we walk on the left and hold doors for others.
6. We use marked paths on the school grounds.
7. We enter and leave the school from the correct entrance or exit.
8. If arriving late to school we sign in at reception and, if leaving during the school day, we sign out.

Appearance and Personal Standards

1. We respect property belonging to others.
2. We do not eat hot food in trays in classrooms.
3. We put all litter in the bin.
4. Mobile phones/iPods/Airpods/ MP3 players are not used during lessons unless required for our learning.
5. We wear the correct uniform at all times.
6. We know that cigarettes, alcohol, vapes and chewing gum are forbidden on school premises. The possession in school of any illegal substance, article, or weapon (e.g. knife) will be dealt with by the school in accordance with its Behaviour Policy and the school may also refer the matter to the Police, or other appropriate authority.
7. We keep our personal property secure at all times. The school is not responsible for our personal property.

Break and Lunchtime

1. We sit on chairs, not on tables
2. We do not touch any classroom equipment
3. We don't shriek, shout or make other unnecessary loud noises
4. We do not take hot food or hot drinks from the canteen or covered way
5. We never consume food or drink in the school corridors
6. We dispose of litter in the bins provided
7. We do not sit on corridor floors, the lower field or any area marked as out of bounds.

Students who do not respect the form room as a working environment may be banned from their form room.

Uniform

Wherever possible the school has ensured that the uniform can be purchased from high street shops, other retail outlets and internet suppliers. However, where it has been determined that branded or unique items are required from the school's outfitters (Stevensons), the school makes regular price, quality, durability and service comparisons with different stockists and considers important issues such as cost and availability of non-standard sizes. All items of school uniform may also be purchased from our second-hand sale organised by the PFA.



Uniform List:

Item	Compulsory	Optional	Any Retailer	Stevensons	Notes
School Blazer* Blue with embroidered badge	✓			✓	I. The School has researched different blazers so that the item offered by Stevensons is of high quality and durable II. Apart from during PE lessons, or with a teacher's permission, the blazer must be worn at all times III. A house badge must be sewn onto their blazer pocket (issued on Induction day) IV. One non-school pin badge allowed

					V. Sleeves should not be rolled up
Skirt * Navy / green / blue tartan <i>And/Or</i> Trousers ** Navy / green / blue tartan	✓			✓	I. Skirt should be worn on or below the knee II. Trousers should be ankle length
Blouse* Plain blue with reverse collar	✓			✓	I. Long-sleeved (Trutex D.554) or short-sleeved (Trutex D.754). II. The blouse should be tucked in at all times and should not be buttoned to the neck
Socks* Plain white, black or navy ankle, knee-high or over-knee socks <i>Or</i> Tights Navy, black or beige tights – plain knit	✓		✓		I. No socks to be worn over tights II. No leggings
V-Necked Jumper Green with navy-blue trim		✓		✓	
Shoes* Plain black or navy	✓		✓		I. Leather (or synthetic leather) with flat heels and no decoration or brand label. They must not be above the ankle bone and they should not be in the style of

					trainers or plimsolls. For safety reasons, canvas shoes, mules, platforms, fabric, sling-back and open toed shoes are not permitted.
Coat* Smart, plain coloured	✓		✓		II. No denim or leather
Headscarf or Hijab* Lightweight (for religious reasons) - plain black or navy-blue		✓	✓		I. Fastened with safety pins only
Overall Green and long-sleeved for Art		✓		✓	
Apron Navy pinafore style for Food Technology		✓		✓	
Sports T-Shirt Black With school logo	✓			✓	
Sports Skorts Black* Or Sports Shorts Black* Both with school logo	✓			✓	II. It is compulsory to wear either a pair of sports skorts or a pair of shorts, however parents may choose to purchase both
Sports Mid Layer Black With school logo	✓			✓	
Sports Tapered Track Pants With school logo	✓			✓	
Sports Rain Jacket With school logo		✓		✓	

Sports Socks 2 pairs	✓		✓		
Sports Leggings Black		✓	✓		
Football Socks Purple	✓		✓		
Trainers With non-marking soles	✓		✓		
Football Boots Black	✓		✓		
PE Bag Black	✓		✓		

PE Uniform Rules:

- If a student cannot take part in PE due to injury or being unwell, students will need to provide a parental letter as evidence and must still get changed into their PE kit.
- All of the PE items listed may only be worn during PE activities. Neither PE Kit nor PE hoodies should be worn during travel between school and home.



Other Information:

Item	Notes
School Bag	We recommend that students have a rucksack for carrying books and equipment.
Lanyards	The correct coloured lanyard and ID card must be worn at all times.
Jewellery	<p>A watch and one small pair of plain gold or silver circular ear studs in the lobe of the ear are the only jewellery allowed. Students must not have more than one earring in each ear. Other body jewellery, including any form of facial, helix or body piercing are not permitted.</p> <p>We recognise the diversity of our community; discrete, visible religious symbols will be individually considered on request by the parent / carer, in writing to the Headteacher.</p> <p>If a student is seen to be wearing prohibited jewellery, the jewellery will be confiscated immediately and given to Reception.</p>
Hair	<p>Hair should be a natural colour and an appropriate style for school. Long hair must be tied up in practical lessons. Hair accessories should be in school colours and plain – no flowers, bows, etc.</p> <p>At WHSG, we follow the Halo Code which means we recognise and celebrate our staff and students’ identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone’s ability to succeed. For more information regarding the Halo Code please see their website: https://halocollective.co.uk/halo-code-school/</p>
Make-up	Make-up, nail varnish, gel nails or false nails should not be worn. Students will be asked to remove make-up and / or nail varnish using hypo-allergenic make-up removal wipes.

CCF Hooded Tops

Hooded tops may be worn to and from school by members of the CCF when in uniform.

Sixth Form Dress Code

All students at Wallington Girls are expected to exemplify the highest standards. The way we present ourselves each day sets the tone of a working environment and is a sign of our intention to work hard and be the best we can be. As role models and leaders of our school community, all sixth form students are expected to dress and act in a smart and confident manner, which promote the same standards and expectations as the lower school. The dress code below has been drawn up to allow students to dress in clothes which they find comfortable and which show their individuality, in keeping with the above principles.

Dress code

- A tailored jacket or blazer, plain in design, **must be worn at all times**
- A smart skirt (no more than 2 inches above the knee), business like dress or tailored, smart trousers, all of which must be minimal in design. Where trousers are worn, these should be at least ankle-length and not skinny fit. Denim or leggings are not permitted.
- A smart blouse or top. These should be free from logo or slogan, and cover the shoulders and midriff completely.
- If a jumper is worn, this must be smart, fine-knit, plain and worn under the blazer.
- Shoes must be smart and of a dark colour, closed in (both toe and heel) and appropriate for school. Lace-up boots are not appropriate for school (this includes Dr Martens boots).
- If worn, tights should be dark or natural coloured and plain in pattern.
- Hair should be of a natural colour and make up and jewellery should be appropriate for school. The only facial piercing that is permitted is one small nose stud. Nose rings and septum piercings are not allowed. Up to two small piercings in each ear are permitted. Spacers are not allowed.
- Lanyards must be worn at all times and should be school-issued only.
- Coats must not be made from leather or denim.
- Where an item of religious clothing is worn, this should be plain in design, and in the case of an abaya should still be worn under a tailored jacket or blazer.

The final decision as to the appropriateness of a student's appearance rests with the Director of Sixth Form.



HOME-SCHOOL AGREEMENT

Home and School – Working Together

Staff and Governors are looking forward to your child joining Wallington High School for Girls. We are confident they will enjoy their time with us if there is an effective partnership between home and school. We believe that your child will gain maximum benefit from what we offer.

Our aim is to provide first class care, guidance, support and development so that everyone enjoys a positive experience during their time at the school and leaves well prepared for life beyond it.

To support your child, we ask parents/carers to:

- take an interest in what your child is doing at school and to attend parents/ carers' meetings;
- ensure your child attends school regularly (holidays during term time cannot be authorised), on time and properly equipped; WHSG expects a minimum attendance of 97%
- ensure your child arrives at school on time to be in their form room for registration by 8.25am
- support your child to catch up with work on return from an absence;
- support school rules and school policies, in particular on behaviour and homework;
- ensure your child attends any detentions set;
- ensure your child respects school equipment and school environment;
- ensure your child complies with school regulations on appearance and dress;
- provide suitable conditions for your child to do her homework;
- read communications (paper and electronic) from school and, where appropriate, to respond to them;
- communicate with school staff in a courteous manner;
- notify the school promptly of any change of circumstance, e.g., address, emergency contact;
- notify the school if there are personal circumstances which may affect your child;
- monitor your child's planner;
- be respectful of local residents if dropping off/picking up your child near school.

In return the school will do its best to provide:

- a well-disciplined, safe and caring learning environment;
- a stimulating and broad academic curriculum;
- suitable books and equipment
- regular monitoring of your child's progress which will include various reports and a parents/ carers' evening annually;
- opportunities and support for your child to develop their individual skills to the full;
- a wide range of enrichment activities, for example sport, drama, music and visits;
- ready access to school personnel on any matter of concern;
- school dates distributed at least a year in advance.

Continued overleaf.....

**Physical Chastisement
Education Act 2022**

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.

The law UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care. I am aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement (e.g. belt, stick, slipper) has been used or where the use of that force has resulted in visible injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time.)

I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

To indicate your agreement with the above statements, please sign both this parental copy and the copy in the Form Returns Pack and retain this parental copy for your records.

Student's Name: (please print)	
Student's Signature:	
Parent / Carer's Name: (please print)	
Parent / Carer's signature:	
Date:	
Signature on behalf of the school:	(Headteacher)



SIXTH FORM AGREEMENT

At Wallington, we strive to provide the following:

- A healthy, safe and supportive environment to work in.
- Teaching of academic subjects to high standards, punctual start of lessons, access to facilities and resources for study and the encouragement to acquire sound study skills.
- Regular monitoring and guidance of progress.
- Efficient setting, marking and returning of work that has met any deadline set.
- Pastoral support, information, advice and guidance at all times and opportunities to voice any concerns you may have (initially this should be to your Form Tutor).
- Opportunities to take roles of responsibility within the Sixth Form and the school as a whole
- Educational enrichment through carefully planned events, community service, work experience, field trips and so on
- Notification of work to be completed in case of staff absence.
- A comprehensive programme for life beyond school, which includes university application and careers education.
- Home study afternoons subject to satisfactory progress and attendance being maintained

Wallington High School for Girls' Expectations of Sixth Form Students:

1. To take responsibility for personal studies by meeting all work deadlines, preparing thoroughly for assessments, managing and using study and guided learning time effectively and to make every effort to work to your full potential.
2. To attend all lessons, registrations, supervised study periods and enrichment activities and to obtain prior permission from staff before any foreseen absence.
3. To be punctual at all times (*if students are late they are expected to follow the correct school procedures for registering*).
4. To explain any absence with a note from parents/ carers/carers.
5. To be polite and respectful to all members of the school, both staff and students, at all times.

6. To show appropriate self-discipline and consideration for others and to set a good example for others to follow as Senior Members of the school.
7. To act as good ambassadors for the school at all times and to represent the school when required.
8. To comply with the Sixth Form Dress Code.
9. To be onsite at all times during the school day unless at lunchtime or on afternoon home study period (*students must sign out if leaving before 2.50pm*).
10. To take responsibility for the common room, silent study area and other spaces used exclusively by Sixth Formers.
11. To undertake no more than 8 hours per week paid employment during term time.
12. To comply with the School Code of Conduct

Sixth Form students are required to meet the above expectations. Any member of the Sixth Form who **persistently** or **significantly** fails to meet these expectations will be placed onto an appropriate stage of the Sixth Form Disciplinary System:

Stage 1: Verbal Warning, issued by the Head of Year or Director of Sixth Form

Stage 2: Written Warning, issued by the Director of Sixth Form

Stage 3: Final Written Warning, issued by the Director of Sixth Form - meeting with parents/ carers and the setting of targets

Stage 4: Withdrawal of Sixth Form place

Please note that depending on the severity of the breach of expectations, intermediate stages may be passed over.

Standards Cards

Every student in Secondary has a Standards Card. It is a way for members of staff to monitor and record behaviour outside of the classroom. A student may receive a signature for any of the following (list is not exhaustive): coat on inside the building, any infraction of the uniform policy e.g. skirt above knee length, shirt untucked, no lanyard, no blazer, jewellery etc., running or pushing in the corridor, not following the one way system, poor behaviour at lunch or break, talking during assembly etc. If a student receives three signatures, they will receive a 30 minute Centralised Detention and will be seen by their Head of Year, who will issue a new card. If a student fails to produce their card when asked by a member of staff they will automatically receive a 30 minute Centralised Detention. Students will receive a new card at the start of every term. The mobile phone policy is separate from this and the system still remains that the device will be confiscated and taken to reception.

Wallington High School for Girls



STANDARDS CARD

AUTUMN TERM 2022

Name: _____ Form: _____

Sig Date

Reason.....

Sig Date

Reason.....

Sig Date

Reason.....

A student may receive a signature for any of the following **outside of the classroom** (list is not exhaustive): coat on inside the building, running or pushing in the corridor, not following the one way system, poor behaviour at lunch or break, talking during assembly etc.

If a student receives three signatures in a term, they will receive a 30 minute Centralised Detention and will be seen by their Head of Year, who will issue a new card.

If a student loses their card they will automatically receive a 30 minute Centralised Detention.

Students **are not** allowed to use their devices, or have headphones in sight, anywhere in the school unless directed by a teacher to use them for a specific task. If they are seen by a member of staff, they will be confiscated immediately and given to Reception.

When on school premises devices and headphones should be turned off and away. The exception to this rule is Year 12 and 13 who may use their devices in free classrooms, the Sixth Form study area, and the Sixth Form common room.

Devices must not be used in any other part of the school (e.g. corridors). Sixth Form students are reminded that they act as role models to the rest of the school.

Year 7 and Year 8 students must not bring into school mobile phones or watches with internet access or a camera. Any students found with such devices will have them confiscated* and they will receive a 60 minute Centralised Detention. Parents/ carers will be informed.

* See confiscation below

Policy

Students and staff must be aware that:

- Students are not allowed to use cameras to film footage, capture photos or record audio of staff or fellow students without the express permission of a member of staff. Images of staff may not be shared under any circumstances.
- No student is allowed to upload to any external site any media footage taken in school (e.g., video, photos, audio, etc.) taken in school without express permission from the Headteacher.
- If students need to contact their parents/carers, and vice versa, they should speak to Reception. No direct communication with parents/carers is permitted.
- Sixth Form students may only listen to music (at a quiet level) using headphones in the Sixth Form Study Centre. However, students are strongly encouraged to avoid listening to audio when completing a task, as it reduces cognitive capacity. Students may not listen to music using headphones whilst completing a set task in class (e.g., revision).
- There can be no expectation that students will have a device when planning lessons and the use of a device should be avoided where possible. If it is necessary for students to use their device then this must be supervised closely and devices must be turned off immediately upon completion of task.
- Teachers must not set cover work which includes the use of a device. However, KS5 teachers may set work which requires the use of a device to access online resources.

Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Stages

Stage 1: First offence

- The device is confiscated immediately and given to Reception who will add a Negative Point on Class Charts.
- Reception will inform parents/ carers that the device has been confiscated and of the next stage.
- Parents will be asked to collect the device from Reception by 4pm on that day. If a parent is unable to collect the device at this time the device will be stored securely until they can.

Stage 2: Second offence

- The device is confiscated immediately and given to Reception who will add a Negative Point on Class Charts and log a 60 minute Centralised Detention.
- Reception will inform parents/ carers that the device has been confiscated and of the next stage.
- Parents will be asked to collect the device from Reception by 4pm on that day. If a parent is unable to collect the device at this time the device will be stored securely until they can.

Stage 3: More than two offences

- The device is confiscated immediately and given to Reception who will add a Negative Point on Class Charts and log a Headteacher Detention.
- Reception will inform parents/ carers that the device has been confiscated and of the next stage.
- Parents will be asked to collect the device from Reception by 4pm on that day. If a parent is unable to collect the device at this time the device will be stored securely until they can.
- This will result in the student receiving a permanent ban from bringing their device to school for the remainder of the academic year.

Please note that in the case of serious breaches of this policy the school has the right to skip stages including the right to ban a student from bringing their device to school with immediate effect.

The school accepts no responsibility for devices that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

DfE Advice for schools: 'Searching, Screening and Confiscation' (2022)

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2023)

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement)

DfE Advice for headteachers, staff and governing bodies: 'Use of reasonable Force' (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

DfE Behaviour in Schools: 'Advice for headteachers and school staff' (2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

DfE Keeping Children Safe in Education (2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161275/Keeping_children_safe_in_education_2023_part_one.pdf

Before and After School Procedures

1. No student is allowed on the school premises until 7.50am. Students arriving at 7.50am may go to the canteen or straight to their form rooms. From 7.50am, Sixth Form students may also access two additional areas of the school: the sixth form common room and the sixth form study area.
2. After school, all students must use the Student Entrance/Exit (Woodcote Road side gate) between 3.00pm and 4.00pm. After 4.00pm (when reception has closed) students may use the reception/visitor's entrance.
3. Only students who are being supervised by a member of staff may stay on the school site after 3.00pm (the end of the school day). Students must be in an after-school club or supervised activity (e.g., sports matches or homework club).

Exceptions to this are:

- All students (Years 7-13) who may be in the Library (which is supervised until 5pm Monday Friday)
- Sixth Form students (Years 12-13) who may be in the Sixth Form common room or the Sixth Form study area (until 5pm Monday - Friday)

After 4.00pm, any student waiting for parents/ carers to collect them may only wait in the Front Reception.

4. Students wishing to stay on-site between the end of school and the start of an evening event must seek specific permission from the school and be supervised during this time. A member of the Senior Leadership Team will be on site until 4.00pm.
5. Parents/ carers must not drive on to the school site to drop off or pick up students unless in exceptional circumstances (e.g., student is carrying a large musical instrument, or they are on crutches). Parents/ carers may drive on to the school site if picking up a student who is unwell from the First Aid Room.

Before 7.50am and after 4.00pm, no students are allowed on the school premises unless they are supervised by a member of staff.

Appendix 12

Pastoral Support Plan

Student Name:	Form:	Date:
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Reason(s) for pastoral support

Support strategies and date(s) active		
Strategy	By	Date

Current Negative Points	Current Achievement Points	Current Conduct Points	Current Attendance %

The student agrees to:

Parent(s)/carer(s) agrees to:

Head of Year/AHT	Head of Year / AHT Signature:
Parent/Carer:	Parent/Carer Signature:
Student:	Student Signature:

Additional Information:
.
Date of Review
.

Appendix 13

Instructions for the Student

1. This form must be handed to each teacher at the beginning of each lesson, and collected at the end, with the teacher's comment and signature in the appropriate box, and comments related to your targets.
2. At an agreed time, the report should be shown to your tutor, and you will have the opportunity to discuss your day at this point. It should then be taken home to be signed by your parents/ carers.
3. Should this report be lost, it must be reported to your tutor immediately so that a replacement may be given.

Tutor comments

Parent comments

Student comments

All completed reports to be passed to Head of Year



Student Green Report

Name _____

Tutor Group _____ Date Started _____

Report to: _____ Where _____ When _____

Following feedback regarding this student the following targets have been set:

•

•

•

Outcome of the report

- Off report
- Remain on Green Report
- Move to Amber Report

	1		2		3		4		5		
Date	Lesson	Sig	Lesson	Sig	Lesson	Sig	Lesson	Sig	Lesson	Sig	Comments
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
Student Comments											

Behaviour Support Plan

Student Name:	Form:	Date:
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Reason(s) for Behaviour Support Plan:

Support strategies and date(s) active			
Strategy	Who?	Date	
Current Negative Points	Current Achievement Points	Number of Exclusions	Current Attendance %

The student agrees to:

-

Parent(s)/carer(s) agrees to:

-

Head of Year/AHT:	Head of Year / AHT Signature:
Parent/Carer:	Parent/Carer Signature:

Student:	Student Signature:
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Additional Information:

Date of Review:

Investigation Summary Form

Initial Information	
Name of student and form group	
Date / time of incident	
Name of person(s) investigating	
Summary of incident	
Witness(es) present	

Investigation	
Timeline of investigation	
Witness statements summary (log statements on CPOMS)	
Documents referred to	<input type="checkbox"/> Behaviour for Learning Policy <input type="checkbox"/> Mobile Phone Policy

	<input type="checkbox"/> Uniform Policy <input type="checkbox"/> Anti-Bullying Policy <input type="checkbox"/> Child Protection and Safeguarding Policy <input type="checkbox"/> Online Safety Policy <input type="checkbox"/> KCSIE <input type="checkbox"/> Other:
Any additional context	

Conclusion by Investigator	
Summary of conclusion	
Date of discussion with Assistant Headteacher (MGH) if investigation not carried out by them	
Suggested action and/or sanctions decided by Assistant Headteacher	

Headteacher Final Decision	
Headteacher summary	

Sanctions/action	
Signed	
Date	

Summary of Conversations with Parents
Date of conversation: