



## WHSG Behaviour policy

### 'Where Teachers Teach and Students Learn'

#### CONTENTS

<b>1 AIMS</b>	<b>2</b>
<b>2 PRINCIPLES</b>	<b>2</b>
<b>3 ROLES AND RESPONSIBILITIES</b>	<b>2</b>
<b>4 REWARDS</b>	<b>4</b>
<b>5 PASTORAL SUPPORT SYSTEMS</b>	<b>6</b>
<b>6 SANCTIONS</b>	<b>7</b>
<b>APPENDIX 1 WHSG Code of Conduct</b>	<b>11</b>
<b>APPENDIX 2a Uniform Code</b>	<b>13</b>
<b>APPENDIX 2b Sixth Form Dress Code</b>	<b>17</b>
<b>APPENDIX 3a Home School Agreement</b>	<b>18</b>
<b>APPENDIX 3b Sixth Form Agreement</b>	<b>19</b>
<b>APPENDIX 4 Example Sanctions</b>	<b>21</b>
<b>APPENDIX 5 BYOD Protocol</b>	<b>27</b>
<b>APPENDIX 6 DfE Searching, Screening and Confiscation advice</b>	<b>28</b>
<b>APPENDIX 7 DfE Exclusion from maintained schools, academies and pupil referral units</b>	<b>29</b>
<b>APPENDIX 8 DfE Behaviour and Discipline in Schools – A guide for Headteachers and School Staff</b>	<b>30</b>
<b>APPENDIX 9 Before and After School Procedures</b>	<b>31</b>

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## **1. Aims**

At 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.

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.

## **2. Principles**

- Students have a responsibility, as part of accepting a place at this school, to follow the code of conduct. Misbehaviour is a choice they make and if making this choice they must accept the appropriate sanctions.
- Through consultation and training this policy must be understood and adhered to by all members of the school community.
- Consistency of approach to all aspects of school routine is essential for the highest standards of behaviour to be met
- A proportional approach will be adopted when dealing with behaviour within the school and each case will be judged on its own merits
- Leadership at all levels within the school will support staff with carrying out this policy
- For all staff and students this policy will be part of induction into the school
- There is a recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs. All forms of prejudice are rejected - race, gender, class, sexual orientation, religion or disability
- Praise and reward holds a key role in the success of this behaviour policy

**Appendix 1 is the school code of conduct which all students must adhere to on the school site and whenever representing the school in uniform or on school visits.**

**Appendix 2a is the uniform code for students in years 7-11**

**Appendix 2b is the sixth form dress code**

## **3. Roles and Responsibilities**

- All Students

All students will act with respect towards themselves, everyone else and the school by following the code of conduct at all times.

- 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 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, 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 Uniform Code; The Anti-Bullying Policy and the Home/School Agreement.

Use SIMS to record instances of misbehaviour.

- Subject teachers

Subject teachers take responsibility in administering the standards of behaviour expected in academic work and behaviour on arrival at, during and on leaving their lessons. They should school systems to communicate praise or concern to parent/carers as appropriate and SIMS to award house 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 or Heads of Faculty or to the relevant form tutor.

- 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.

- Form Tutors

Form Tutors reinforce the standards of behaviour expected at the start of each day by the atmosphere of their form room. They begin the year by going through the Home/School Agreement with the form, ensuring that all understand, and oversee the signing of it. All students are in a House. Enthusiasm and loyalty to the House and school are fostered by 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 have regular checks for comments from staff and parents/carers, discussing issues with the student.

The tutor monitors House Points, Behaviour Points and attendance and punctuality for their form group and judges when to refer issues concerning behaviour up to the relevant Head of Year.

- Heads of Year

Heads of Year (HOY's) have a pivotal role. Despite teaching staff managing lesson-related discipline, Heads of Year will in practice have a very close interest in all things pertaining to students in their care, including academic performance. They will liaise with teachers, heads of subject/faculty, tutors, parents/carers, the Special Educational Needs Co-ordinator (SENCO) and Headteacher, to promote, develop and maintain the aims of this policy. HOY's will also monitor the overall behaviour and achievement of their year group.

Heads of Year lead assemblies which regularly promote and rehearse aspects of the school ethos and expectations.

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 entering 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 rehearse the school's expectations with their daughter on admission, they will talk through any behavioural or academic issues, both positive and negative, that might occur.

While it is not the case that every incident needs to be communicated to parents, the school does seek rapid and close communication with parents via the student planner, school reports, letter, phone or email. In certain circumstances, meetings of staff and parents, with or without their daughter, 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 Emotional Literacy Support Assistant (ELSA), School Counsellor, CAMHS, the Sutton School Nursing Team, Clinical Psychologist or Educational Psychologist. See section 5 of the policy for more information.

- School visit leader

On a school visit the visit leader should, in the first instance, deal with any breach of the behaviour policy.

#### 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 e-mail 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, Wallington Week articles or 'pizza parties' for example.

- House Points

House points (or achievement points as they are called on SIMS) 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 SIMS. House points will be shown on school reports for all year groups.

Any teacher can award up to 3 house points at a time, HOD's/DOF's and HOY's up to 5 and SLT up to 10.

At celebration assemblies held at the end of each term bronze, silver or gold certificates and/or 'Wallington Wings' are given. These are awarded as per the chart below:

<b>Number of Conduct Points (House points with behaviour points removed)</b>	<b>Recognition</b>	<b>When/Where</b>
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.

- Attendance

Each term letters are sent home for students with 100% attendance over the course of the preceding term. For students with 100% attendance over the course of an academic year certificates are awarded at the final celebration assembly of the academic year.

- Jack Petchey Awards

Each month a student is nominated by fellow students for achievement in an aspect of the school vision. These may be to do with 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. (eg 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 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, letter 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 in order that they maintain the highest standards of behaviour. The table below shows the support available to all students:

<b>School-Based Support at WHSG</b>			
<b>Emotional Needs</b>		<b>Academic Needs</b>	
<b>In-house</b>			
<i>Low level</i> <i>For all</i>	Form tutor	<i>Low level</i> <i>For all</i>	Subject teacher/Head of Subject
	Head of Year		Head of Year
<i>By referral</i>	ELSA – Emotional Literacy Support Assistant	<i>By referral</i>	ELSA – Emotional Literacy Support Assistant
	Counsellor		Subject Interventions Counsellor
<i>Assessment required</i>	Educational Psychologist	<i>Assessment required</i>	Special Educational Needs Assessment
	Clinical Psychologist		Specialist Assessor
<b>External Support – If further support or specialist support is needed</b>			
<b>NHS mental health services (CAMHS)</b>		<b>Borough Services</b>	
		<ul style="list-style-type: none"> <li>• Sensory impairment Service</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Behaviour Support Team</b></li> <li>• <b>Learning Support Service</b></li> </ul>
<b>NHS school nursing services</b> <i>In school every Monday lunchtime</i>	

## 6. Sanctions

To respond to misbehaviour a range of sanctions are available to all staff. These can be categorised into red, amber and green by the seriousness of the misbehaviour.

It must be noted that all behaviour issues should be recorded on SIMS. However, SIMS is not the method of referral should sanctions need to be escalated – this should be via communication with the appropriate person.

Behaviour points will be shown on school reports for all year groups.

**Appendix 4 is a guidance document for school staff giving advice and guidance on sanctions, scenarios and escalation.**

- Green – Low Level Misbehaviour

Classroom Level/Immediate Response

Teacher/ Form Tutor employs strategies to resolve issue

- Amber - Failure to comply or repeat offence

Departmental Level/Faculty Level if the misbehaviour occurs in specific subjects only

Head of Year level if the misbehaviour occurs across a range of subjects

- Red - Persistent or serious offence

SLT Level – line manager of department where the issues are of a subject concern

SLT Level – line manager of year group where the issues are across the board

- 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 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 daughter 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.

Green – Tutor or departmental report

The green report should be instigated by a form tutor where a student has 15 behaviour points. If the behaviour points are predominately from one subject area then a departmental report card should be instigated following the same principles as those for the tutor report card.

Amber –Head of Year or Head of Department/Faculty report

Failure to satisfactorily complete the green (tutor or departmental) report will result in a student being placed on amber report.

Red –Year group line manager or SLT subject line manager

Failure to satisfactorily complete the amber (Head of Department, Director of Faculty or Head of Year) report will result in a student being placed on red report.

Should the red report not be completed satisfactorily then the student should be excluded or placed in internal isolation.

- Detentions

Detentions can be set at a teacher's discretion for any duration up to one hour (or two hours in exceptional circumstances). Parents/carers must be given at least 24 hours' notice of the detention and its duration using the detention record in the student planner. It is the student's responsibility to show this to their parent/carer, a signature to confirm this is not required.

Detentions of no more than 10 minutes can be set without parental consent and without 24 hours notice.

Whole class detentions should never be used as a behaviour management strategy.

- Confiscation

BYOD (Bring Your Own Device) The BYOD Protocol can be found in **Appendix 5**

If a device is seen to be used in a way contrary to the BYOD Protocols in the Code of Conduct then it will be confiscated. The device will be handed in to reception who give a behaviour point on SIMS. The student may then collect the device from reception at the end of the school day.

If a second offence is noted by the receptionist then they will call the parent/carer who will be expected to collect the device from reception by 4pm on that day.

If a device is confiscated after 1.05pm then it will be handed in to reception the following morning and held for the day as above.

More than two confiscations under the BYOD protocol device may result in a complete, school-wide ban of the mobile device.

Non-Uniform Items

Items such as incorrect earrings, other jewellery or hair accessories may be confiscated as a sanction. These must be handed in to reception who will record the offence on SIMS.

Repeated offences will result in escalation by the form tutor and/or Head of Year

Prohibited items

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- unauthorised drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the 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 person (including the student).

These will be removed from the student.

Confiscated items must always be handed in to reception in a timely manner – it is the responsibility of the person who confiscated the item until such time as reception receive and log it. Reception store confiscated items securely.

- Power of Search

The Headteacher and staff authorised by them can search a student for any item if the student agrees. Written consent is not required. Where a student refuses to consent to a search then an appropriate sanction, consistent with the behaviour policy, can be invoked.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are listed under ‘Confiscation: Prohibited items’ above.

The Headteacher and authorised staff can also search for any item banned by the school code of conduct which has been identified in the rules as an item which may be searched for.

The person conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

Where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately then there may not be a same sex member of staff and witness.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.

In carrying out the search, seizing items and contacting parents/carers the staff members must adhere to guidance in the Department for Education document ‘Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies’ 2014 **Appendix 6**

- Exclusion

Only the Headteacher, or acting Headteacher, may take the decision to exclude a student either for a fixed term or permanently.

Any exclusion of a student, even for short periods of time, must be formally recorded.

The behaviour of students outside school can be considered as grounds for exclusion.

The decision to exclude a student permanently should only be taken:

- in response to a serious breach i.e bringing in a prohibited item, or persistent serious 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.

Students will be given an opportunity to state their case before the decision to exclude is made. Contributing factors will be taken into account.

In the case of a fixed term or permanent exclusion the Headteacher will follow statutory guidance by the Department for Education ‘Exclusion from maintained schools, Academies and student referral units in England: A guide for those with legal responsibilities in relation to exclusion’ 2016 **Appendix 7**

This policy is based on the principles within the document 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff ' Department for Education January 2016 **Appendix 8**

In any behaviour matter the Headteacher may inform or involve the Police.



# 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.

## Movement and Safety

1. We move quietly and safely in and out of the classroom.
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 in classrooms.
3. We put all litter in the bin.
4. Mobile phones/iPods/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 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. Our form room door must be kept open
2. We sit on chairs, not on tables
3. We do not touch any classroom equipment
4. We don't shriek, shout or make other unnecessary loud noises
5. We do not take hot food or hot drinks from the canteen or covered way
6. We never consume food or drink in the school corridors
7. We dispose of litter in the bins provided
8. 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 will be banned from their form room.

Uniform

All items of school uniform may be purchased from our second-hand sale organised by the PFA or the school outfitters, Cladish & Company Ltd., 29-31 Woodcote Road, Wallington, Surrey, SM6 0LH – Tel: 020 8647 1013.

The school logo is embroidered onto all appropriate clothing by Cladish, who also offer a name embroidery service. Should you wish to name the uniform yourself, please ask where it should be embroidered when you buy the uniform. All items of uniform or personal property must be clearly named.

Compulsory Uniform:

Blazer	Navy blue with school badge and house badge. Students will be given a House badge on Induction Day, which is to be sewn onto their blazer pocket. Apart from during PE lessons, or with a teacher's permission, the blazer must be worn at all times.	Cladish & Company Ltd
Skirt OR trousers	Kilt skirt (navy / green / blue) should be worn on or below the knee. School trousers in the WHSG tartan. The only alteration permitted is shortening if necessary.	Cladish & Company Ltd
Woollen top	Green cardigan with navy-blue trim <b>or</b> green v-necked pullover with navy-blue trim.	Cladish & Company Ltd
Blouse	Long-sleeved (Trutex D.554) or short-sleeved (Trutex D.754) plain blue, reverse collar in polyester / cotton The blouse should be tucked in at all times and should not be buttoned to the neck.	Cladish & Company Ltd
Socks / Tights	White, black or navy ankle, knee-high or over-knee socks. Navy, black or beige tights – plain knit. No socks to be worn over tights	Any retailer

Shoes	Plain black, brown or navy 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.	Any retailer
Overall	Green and long-sleeved for Art.	Cladish & Company Ltd
Apron	Navy pinafore style - for Food Technology.	Any retailer

PE Uniform:

PE Rules: If you cannot take part in PE due to injury or being unwell, you will need to provide a parental letter as evidence and must still get changed into your PE kit.

All of the PE items below may only be worn during PE activities. Neither PE Kit nor PE Hoodies should be worn during travel between school and home.



Games Shirt	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Skort	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Shorts	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Hoodie	Black – name embroidered in lilac*	Cladish & Company Ltd

Games Tracksuit Trousers	Black – name embroidered in lilac*	Cladish & Company Ltd
T-Shirt	Black with school logo – name embroidered in lilac*	Cladish & Company Ltd
Leggings	Black – footless	Any retailer
Sports Socks	White – 2 pairs	Any retailer
Football Socks	Purple	Cladish & Company Ltd
Trainers	White (or mainly white) (with white soles)	Any retailer
Football Boots	Black	Any retailer
PE Bag	Black – name embroidered in lilac*	Cladish & Company Ltd

\*The school outfitter offers a service for embroidering students' names onto the PE kit.

#### Optional Uniform:

Winter Coat	Plain navy-blue or black topcoat. No fur trimming, denim, logos or decorations.
Gloves	Black, navy-blue or dark green
Scarf	Black, navy-blue or dark green
Headscarf or Hijab	Lightweight (for religious reasons) - black or navy-blue – fastened with safety pins only
Boots	In bad weather black or brown boots may be worn to and from school – students must always change into shoes in school
Sports Fleece	Black
Leotard	Black lycra (worn under black T-shirt)
Pursebelt	Navy-blue

#### Other Information:

BAGS:	We recommend that students have a rucksack for carrying books and equipment.
LOCKERS:	Each student will be allocated a locker in which to keep their belongings. New students in Year 7 will need to purchase a school padlock (available to purchase on Induction Day) to keep their things safe within the locker. Lockers must not be defaced in any way.
JEWELLERY:	A watch and one small pair of <u>plain</u> gold or silver ear studs in the lobe of the ear are the only jewellery allowed. We recognise the diversity of our community; discrete, visible religious

	or cultural symbols will be individually considered on request by the parent / carer, in writing, to the Headteacher.
HAIR:	Hair should be a student's natural colour and worn in a neat and tidy 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.
CCF HOODED TOPS:	Hooded tops may be worn to and from school by members of the CCF when in uniform.
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.

### 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 (from September 2017)**

- 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 plain 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.
- 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. Note that facial piercings are not permitted. Up to two small piercings in each ear are permitted.
- Lanyards must be worn at all times and should be school-issued only.
- Coats should be in lockers during the school day and 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 daughter joining Wallington High School for Girls. We are confident she will enjoy her time with us if there is an effective partnership between home and school. We believe that your daughter 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 daughter, we ask parents/carers to:

- take an interest in what your daughter is doing at school and to attend parents' meetings;
- ensure your daughter attends school regularly (holidays during term time cannot be authorised), on time and properly equipped;
- support your daughter to catch up with work on return from an absence;
- support school rules and school policies, in particular on behaviour and homework;
- ensure your daughter respects school equipment and school environment;
- ensure your daughter complies with school regulations on appearance and dress;
- provide suitable conditions for your daughter to do her homework;
- read communications (paper and electronic) from school and, where appropriate, to respond to them;
- 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 daughter;
- monitor your daughter's planner.

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 daughter's progress which will include a full report, two grade reports, and a parents' evening annually;
- opportunities and support for your daughter to develop her 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.

To indicate your agreement with this statement, 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:	
Student's Signature:	
Parent / Carer's Name: (please print)	
Parent / Carer's signature:	
Date:	
Signature on behalf of the school:	(Headteacher)



## Wallington High School for Girls

### 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.
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 2.50 p .m.*).
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 - 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.

Examples of how poor behaviour can be addressed (these are not exhaustive lists):

<b>1. Behaviour - Classroom Level</b>			<b>Recommended Sanction/s</b>
<b>Examples of matters dealt with by the subject teacher</b>			<b>All should be given the appropriate behaviour point on SIMS</b>
Late with no reason	Talking when asked not to	Off task	<ul style="list-style-type: none"> <li>➤ Recorded late in SIMS</li> <li>➤ Verbal Reprimand</li> <li>➤ Note in planner</li> </ul>
Not following instructions	Wearing headphones in class	Out of seat with no reason	<ul style="list-style-type: none"> <li>➤ Write name on board as 1<sup>st</sup> warning</li> <li>➤ Confiscation of item</li> </ul>
Disturbing others	Silly behaviour in class	Inappropriate dress/make up in class	<ul style="list-style-type: none"> <li>➤ Note in planner</li> <li>➤ Move seats</li> </ul>
No work completed in class	No homework completed	No books or equipment	<ul style="list-style-type: none"> <li>➤ Work to be brought next day/next lesson</li> <li>➤ Subject teacher detention</li> <li>➤ Phone home/Parent/Carer contact</li> </ul>
Shouting out	Using inappropriate language in class	Swearing under breath	<ul style="list-style-type: none"> <li>➤ Brief time-out</li> <li>➤ Lunch time detention</li> <li>➤ Warning of HOD/DOF Report</li> </ul>
Inappropriate use of ICT – minor	Smelling of smoke	Using mobile 'phone/i-pod in class other than with permission to use it for learning activities	<ul style="list-style-type: none"> <li>➤ Confiscation of item as per BYOD policy</li> <li>➤ Removal of ICT privileges</li> <li>➤ Brief time-out</li> </ul>
Eating/drinking in class	Chewing gum	Leaving classroom inappropriately at end	<ul style="list-style-type: none"> <li>➤ Stay behind at end of lesson</li> <li>➤ Clean up classroom/desks</li> <li>➤ Parent/Carer contact</li> </ul>

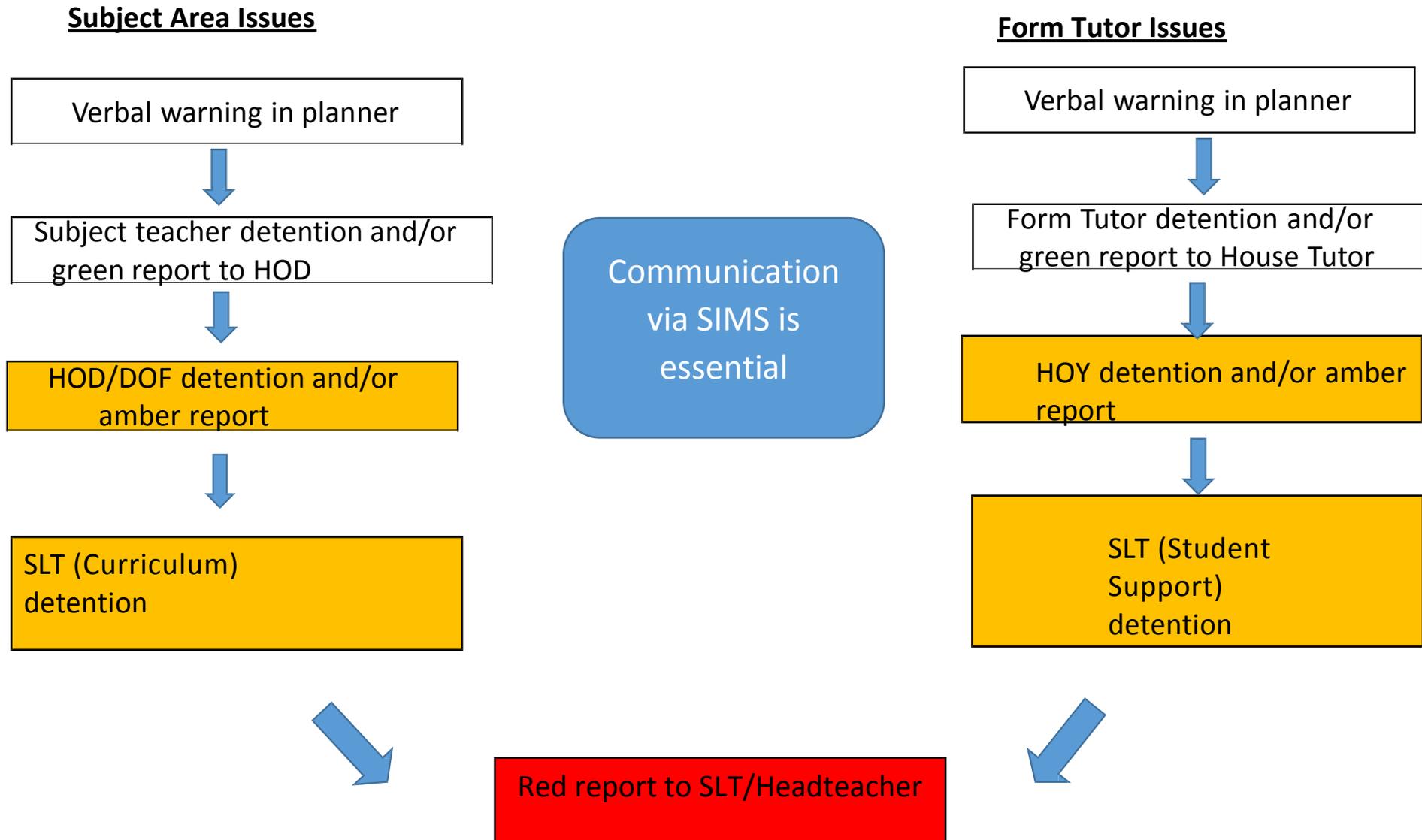
Whole-class detentions should be avoided as a sanction

<b>2. Behaviour - Department/Faculty Level</b>			<b>Recommended Sanction/s</b>
<b>Examples of matters where the subject teacher must escalate for support from the Head of Department. The HOD may escalate to the DoF.</b>			<b>All should be given the appropriate behaviour point and be written up on SIMS</b>
Cheating in class test	Persistent failure to bring books/equipment	Persistent lack of homework	<ul style="list-style-type: none"> <li>➤ HoD Detention</li> <li>➤ HoD/DoF amber report</li> </ul>
	Throwing objects in class	Persistent disruptive behaviour	<ul style="list-style-type: none"> <li>➤ Detentions</li> <li>➤ HOD/DOF Detention After School</li> <li>➤ 'Parking' arrangement</li> <li>➤ Internal Isolation</li> </ul>
Aggressive behaviour	Walking out of lessons	Vandalism	<ul style="list-style-type: none"> <li>➤ Detentions</li> <li>➤ HOD/DOF Detention After School</li> <li>➤ Internal Isolation</li> </ul>
In possession of smoking materials in class	Failure to attend detention with the class teacher	Swearing/'Kissing Teeth' (not directed at anyone)	<ul style="list-style-type: none"> <li>➤ HOD/DOF Detention</li> <li>➤ Parents informed and meeting with parents/carers and student organised</li> </ul>
Answering back to the teacher/Rudeness	Refusal to put 'phone/iPod away or to hand over item to member of staff	Repeated GREEN Zone infringements	<ul style="list-style-type: none"> <li>➤ Internal Isolation</li> <li>➤ Parent/carers meeting</li> <li>➤ Discussion with HOY (by HOD/DOF) regarding a possible pattern of behaviour</li> </ul>

<b>3. Behaviour - SLT Level</b> Examples of behaviour where referral to the line managing SLT member is necessary or which go straight to SLT due to their seriousness			<b>Recommended Sanction/s</b> All should be given the appropriate behaviour point and written up on SIMS
Verbal abuse of staff	Failure to bring work/books/equipment over a long period of time	Truancy or leaving the school site without permission	<ul style="list-style-type: none"> <li>➤ SLT Detention</li> <li>➤ Internal Isolation</li> <li>➤ Community Service over a period of one or more weeks</li> <li>➤ Fixed-term exclusion</li> </ul>
Verbal abuse of peers	Copying/cheating in end of year exam	Falsifying another student's name/signature or using another student's electronic ID card on any form of signing-in/out sheet/register/electronic system	<ul style="list-style-type: none"> <li>➤ SLT Detention</li> <li>➤ Internal Isolation</li> <li>➤ Fixed-term exclusion</li> <li>➤ Red report</li> <li>➤ Two-hour detention</li> </ul>
Failure to attend HOY/DOF detention	Buying/selling items from/to other students on the school premises	Vandalism/graffiti, including outside of school and while wearing school uniform	<ul style="list-style-type: none"> <li>➤ Internal Isolation</li> <li>➤ SLT Detention</li> <li>➤ Fixed-term exclusion</li> </ul>
Serious examination misconduct or plagiarism in Coursework/Controlled	Encouraging non-WHSG students onto the school site	Swearing/'Kissing teeth' at a member of staff or another student	<ul style="list-style-type: none"> <li>➤ Internal Isolation</li> <li>➤ Fixed Term Exclusion</li> </ul>
Smoking/drinking on site or to/from school	Gambling	Repeated AMBER Zone infringement	<ul style="list-style-type: none"> <li>➤ Internal Isolation</li> <li>➤ SLT Detention</li> <li>➤ Fixed-term exclusion</li> <li>➤ Permanent Exclusion</li> </ul>
Bullying	Fighting/Threatened violence	Serious breach of Acceptable Use Policy (AUP)	<ul style="list-style-type: none"> <li>➤ Internal Isolation</li> <li>➤ SLT Detention</li> <li>➤ Fixed-term exclusion</li> <li>➤ Permanent Exclusion</li> <li>➤ Parental meeting with student, Headteacher and Governors</li> </ul>

Assault on a member of staff or another student	Involvement with unauthorised drugs or solvents	Bringing an offensive weapon on site	<ul style="list-style-type: none"> <li>➤ Permanent Exclusion</li> <li>➤ Involvement of outside agencies e.g. police, police liaison officer</li> <li>➤ Parental meeting with student, Headteacher and Governors</li> <li>➤ Managed Move</li> </ul>
Sexual abuse or assault	Serious Health and Safety offence	Theft	

#### 4. Flow Chart for sanctions



## 5. Behaviour Outside the Classroom

Behaviour Outside the Classroom including to and from school Examples of behaviour where.....			Recommended Sanction/s All should be given the appropriate behaviour point and written up on SIMS
Using inappropriate language on the corridor	Eating on the corridor	Inappropriate dress/make up in the corridor	<ul style="list-style-type: none"> <li>➤ Take the student name (see the planner if unknown) and record a behaviour point on SIMS</li> <li>➤ Send to reception where a behaviour point will be given and make-up remover provided</li> </ul>
Found in out of bounds area	Poor behaviour in the break or lunch queue	Excessive noise on the corridor	<ul style="list-style-type: none"> <li>➤ Take the student name (see the planner if unknown) and record a behaviour point on SIMS</li> </ul>
Phone/headphones in use on corridor	Pushing other student/s	Using locker at lesson changeover	<ul style="list-style-type: none"> <li>➤ Confiscation of phone/headphones</li> <li>➤ Take the student name (see the planner if unknown) and record a behaviour point on SIMS</li> </ul>
Refusal to follow staff instruction	Rudeness to a staff member	Fighting	<ul style="list-style-type: none"> <li>➤ Take the student name (see the planner if unknown) and report the incident to the HOY</li> <li>➤ Community service supervised by the HOY</li> <li>➤ Internal isolation</li> <li>➤ Fixed-term exclusion</li> </ul>
Dropping litter	Ignoring exam signage	Making negative comments about the school on social media	<ul style="list-style-type: none"> <li>➤ Take the student name (see the planner if unknown) and report the incident to the HOY</li> <li>➤ Take a statement and pass on to the form tutor for action which may escalate to the HOY</li> <li>➤ Internal isolation</li> </ul>
Seen smoking on the way to school	Being rude to member/s of the public	Silly behaviour on the bus/train	<ul style="list-style-type: none"> <li>➤ Take a statement and pass on to the form tutor for action which may escalate to the HOY</li> <li>➤ Internal isolation</li> </ul>
<p>In the case of repeated poor behaviour outside of the classroom the HOY should escalate in the same way as a HOD/DOF to their SLT line manager Whenever a student is permitted to be on the corridor during lesson time she will have an out of lesson pass or a note signed by the teacher</p>			

## WHSG BYOD (Bring Your Own device)

Students should keep mobile devices and earphones in their blazer pockets or bags unless given permission in a teaching class (and for learning purposes only), or they are in an area at a time when use of them is permitted.

Photography or filming is not allowed at any time without the express permission of a member of staff.

Devices must not be connected to any mobile data networks while on site (3G, 4G etc), only filtered use of the BYOD network is authorised.

Phones should be kept on silent at all times.

### Network Rules

- Whilst they are allowed to connect to the BYOD network, students are only allowed to use their devices when instructed to or in the designated areas.
- The students bring their devices into school on the understanding that it is at their own risk and they are responsible for their own device.
- The BYOD will be filtered so that certain websites and apps are inaccessible; use of the network is also monitored.
- Confiscation of devices and withdrawal of access to the BYOD network can be applied as a sanction for misuse, as outlined in the Behaviour Policy.

### Lesson Time

- In delivering the curriculum, there can be no expectation that students will have a device/smart phone. If it is a necessity then an IT suite should be used or the school tablets booked.
- Mobile/portable devices are only to be used within lesson time for learning purposes and permitted by the teacher in charge of the lesson.
- Students are not allowed to use cameras to film footage, capture photos or record audio of staff or fellow pupils without the express permission of a member of staff.
- When devices are in use within lessons, students are allowed to use them only for the task set by the teacher.

### Break/Lunch Times (and before/after lesson hours)

- For years **9 – 13 only** devices are allowed to be used at break/lunch times and before/after lesson hours in classrooms, the Hall and the top field. And at all times in the library, Sixth Form study area and Sixth Form common room. However it is still the case that no photography or filming is allowed without express permission of a member of staff.
- No Student is allowed to use a device, or have headphones in, while walking through corridors of the school and around the buildings, or whilst in the canteen.
- Audio from devices should be through headphones only.
- **Years 7 and 8** may not use their phone at any time whilst on school premises other than for learning purposes in a lesson with the permission of the teacher.

**APPENDIX 6 DfE Searching, Screening and Confiscation advice**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

**APPENDIX 7 DfE Exclusion from maintained schools, academies and pupil referral units**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

**APPENDIX 8 DfE Behaviour and Discipline in Schools – A guide for Headteachers and School Staff**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.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 7.50 am, 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 2.50pm and 4.00pm. After 4.00pm (when reception has closed) students may use the reception/visitors entrance.
3. Only students who are being supervised by a member of staff may stay on the School site after 2.50pm (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 4pm Monday – Friday)
- Sixth Form students (Years 12-13) who may be in the Sixth Form common room or the Sixth Form study area (until 4pm Monday - Friday)

After 4.00pm, any student waiting for parents 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 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 may drive on to the school site if picking up from the First Aid Room a student who is unwell.

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