

HIGH SCHOOL FOR GIRLS



Behaviour Policy

Reviewed and Updated: November 2015

This policy has been formally approved and adopted by The Governing Body at a formally convened meeting.

Policy approved:..... Date:

(Chair of HR & Pastoral Committee)

Date of Policy Review:

High School for Girls

BEHAVIOUR POLICY

Ethos of the School.

Good behaviour and discipline are the key foundations of successful education. Without an orderly atmosphere, effective learning and teaching cannot take place. At the High School for Girls everyone should feel valued and they should enjoy celebrating success, be it academic, sporting, personal or social. The School provides a supportive environment that allows each student to become a successful, involved and caring citizen.

Aims:

- To promote an ethos of good behaviour and discipline in the School.
- To develop self-esteem and the self-discipline of students.
- To establish a proper regard for authority and positive relationships based on the development of respect, trust and consideration for others.
- To ensure equality and fairness of treatment for all students.
- To encourage consistency of response to both positive and negative behaviour and to ensure early intervention occurs at times when negative behaviour is evident.
- To promote behaviour improvement as a means of improving learning and teaching.
- To promote a culture of praise and encouragement in which all students can achieve.
- To develop the School as a community of people, involving students, teachers and support staff, parents/carers and governors.
- To provide a safe and effective learning environment free from disruption, violence, bullying and any form of harassment. (See Anti-bullying Policy.)
- To maintain good order on transport, throughout educational visits/other placements, such as work experience or college courses.
- To secure behaviour which does not threaten the health and safety of students, staff/members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.
- To work with other agencies to promote community cohesion and safety.

It is essential that students, staff and parents/carers clearly understand and support this policy. The policy applies to all school activities on/off site and whenever the students are in school uniform or can be recognised as belonging to the school community.

Roles and Responsibilities.

- The Governing Body will establish, in consultation with the Headteacher, staff parents/carers and students, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national, cultural, religious, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their daughter/son both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures.

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be monitored by the Headteacher via the Assistant Heads: Academic and Pastoral Strategic Lead, Years 7-11 and Director of Post-16 to ensure that they are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole school community.

Behaviour Guidelines

Responsibilities of Students.

We expect high standards of students and it is very important that they expect the highest standards of themselves.

What follows is a set of guidelines; students are expected to take responsibility for their own actions.

To and from school students should:

- Remember that they are a member of this school from the time they leave home in the morning to the moment they arrive back in the evening.
- Wear their uniform properly, not modify it as they are representing the school at all times.
- Not bring the good name of the school into disrepute by their actions.
- Expect students from other schools to treat them with respect. They should report any instances of unpleasant or intimidating behaviour to a senior member of the staff.

Around the school students should:

- Queue in an orderly fashion (in twos).

- Always hold the door open for the person behind them and allow members of staff/visitors through.
- Not eat in classrooms (unless permission has been granted for them to do so).
- Never drop litter.
- Go into assemblies in silence and then leave in a quiet and ordered manner.

In lessons students should:

- Arrive promptly at the start of a lesson with the correct equipment.
- Observe safety rules.
- Be silent when a member of staff or another student is speaking.
- Not attempt to pack up at the end of a lesson until told to do so.
- Show courtesy and respect to staff and to each other.
- Take good care of textbooks and other school equipment.
- Take responsibility for their own learning – including keeping on task in lessons, as well as making adequate preparation and completing subsequent follow-up work.
- Take responsibility for catching up on work missed following any absence.

Homework students should:

- Always attempt to complete homework on time/as required.
- Inform staff, as soon as possible, if there are any problems with homework.
- Be encouraged to negotiate with staff after an absence.

In the case of work not handed in on time:

- The deadline may be re-negotiated.
- Any late work may not be assessed and may be recorded as not marked.

In relationships with staff and other students:

- Rudeness, bullying and any form of intolerance will never be permitted and must be reported to a member of staff.
- Students should always allow others to have an opinion, even if it differs from their own.
- If a student is rude, insolent to a member of staff, unkind to other students, she/he should expect to be spoken to.

Uniform.

Uniform is worn to reflect a sense of pride and belonging. Students will be penalised for incorrect uniform through the use of order marks.

- There is a uniform list with which students should comply both for Years 7-11 and for Sixth Form.
- A laminated copy of the uniform list is displayed in all form rooms and is also available on the school website/from the school office.
- Students are given a verbal warning if uniform rules are not adhered to and a uniform card will be signed. If a further offence occurs then a letter is sent home. If the problem persists then parents/carers will be asked to collect their daughters from school. Sixth Form will be sent home once parents/carers are contacted.
- Jewellery – details can be found on the uniform list. If the rules are not followed then one verbal warning is given followed by confiscation of the item/s for at least a term. If jewellery is confiscated, Assistant Head: Academic and Pastoral Strategic Lead Years 7-11 or Director of Post-16 will keep a record of the times and grounds for action. Staff must

notify the Assistant Head: Academic and Pastoral Strategic Lead Years 7-11 or Director of Post-16 and pass over the confiscated item. Parents/carers will be informed by telephone/letter.

School trips and visits and the power to discipline beyond the school gate.

We expect our students to have a positive, caring attitude to each other, other people the surroundings that they find themselves in.

If behaviour on a school trip/visit is deemed unacceptable then the member of staff leading the party will speak to the student(s) involved and a detention will be served on returning to school, after discussions with the Headteacher. If the behaviour is such that further sanctions are required then these will be discussed fully with the Headteacher.

For residential trips and particularly for international visits, the lead teacher will contact the senior member of staff, who is the first/second contact for the trip so that advice is available in a crisis. The senior member of staff will then contact the Headteacher/Deputy Head for advice. If the behaviour is totally unacceptable then parents/carers will be contacted and requested to come and collect their daughter/son.

Many extended school activities take place on school premises and the same standards of behaviour are expected for these as for the activities during the school day. The same measures apply to work experience placements.

There is a Code of Conduct for students travelling to and from school on private coaches and service buses which students must adhere to.

Rewarding students.

A school ethos of encouragement is central to the promotion of good behaviour at all times. Rewards are an integral means of achieving this.

At the High School for Girls the following reward system is used:

Merits in Years 7-11.

Merits will be awarded for evidence of a high standard of work, real effort or for excelling in some way other than school work.

Certificates will be calculated for merits awarded during:

Terms 1 and 2

Terms 3 and 4

Terms 5 and 6.

5 merit marks will lead to a certificate.

5 certificates will earn a £5 voucher.

10 certificates will earn a £10 voucher.

Merits will **not be carried forward** from Terms 2 to 3 and Terms 4 to 5.

It is the Form Tutor's responsibility to record the merits gained by students but it is the student's responsibility to present the merit slip/piece of work to the Tutor for verification.

Bronze, Silver and Gold certificates will be presented at the end of Term 6 and will be awarded to the highest achieving students in each tutor group and the Headteacher's award for the top student in each year group will be presented in the final assembly of the academic year.

Celebration assemblies are held at the end of terms 2, 4 and 6 and highlight positive contributions to the school and the community.

Sanctions.

Sanctions will always be applied in the case of students who are rude, disobedient, inconsiderate or disrespectful towards others. A range of sanctions is shown on the "Stages of Discipline" sheets. The procedures make a clear distinction between the sanctions applied for minor and major offences. The staff who can apply these sanctions are clearly indicated on the sheets.

Please refer to the "Stages of Discipline" sheets (Appendix 1 and 2) - for guidance as to the appropriate sanction to be given for unacceptable behaviour.

Order Marks.

In Years 7-11 students with 3 order marks are given a verbal warning that the next one issued will trigger an after school detention. Mrs Kittle, Student Support, administers order marks and alerts the Form Tutor, Year Co-ordinator and Assistant Head Academic and Pastoral Lead Years 7-11 when a student has accrued 2 order marks to allow the tutor to discuss the misdemeanours with the student. Student Support alerts the Year Co-ordinator when a student is issued with an order mark. The Year Co-ordinator speaks immediately with the student.

Detentions.

We operate strictly within the law on detentions, ensuring at least 24 hours notice is given, in writing, to the parents/carers.

Detentions run fortnightly (Wednesday evening) from 3:40pm to 4:30pm in M3 and exceptionally on Friday evening. Detentions will be issued following the procedures outlined on the classroom /pastoral issues documents. Year Co-ordinators and SLT might also place students in detention for serious misdemeanours. School detentions will be supervised by members of staff on a rotation. Student Support monitors the detention system.

Any student not attending detention will be called to account by Student Support the next day. Depending on the reason for non-attendance an alternative date will be made for either a Wednesday/Friday evening detention.

Students should not lightly have detentions postponed; the school has a right in law to see detentions through no matter how inconvenient to students and parents.

If students have multiple detentions to serve, extra detentions may be run on Friday evenings.

Referral.

In the case of unacceptable behaviour in lessons, the student will be asked to leave the room and report to the main office. The teacher should fill in a referral slip to accompany the student along with suitable work. Student Support will be called to speak to the student, install them in the work area by the Business Manager's office and ensure the student has appropriate work to do. A record of who has been sent to referral should be entered on the 'Referral Log' which is kept in the main school office.

Internal Isolation.

Internal Isolation is rarely used at the High School, but when it occurs a member of SLT who collects/meets the student ensures appropriate work is set and then administers the Internal Isolation. Students are in Isolation for the whole day. They are permitted break and lunch times but these are at different times from the rest of the school.

During these times students should be escorted to the toilet and then to the dining hall to buy lunch. They are not permitted to socialise during these times.

Referrals to Internal Isolation will be made at Stage 3 (Classroom Issues Procedure – Appendix 2)

Exclusion.

In extreme cases, when all other sanctions have failed, a student may be excluded from school for a period of time. If the decision is taken to permanently exclude a student it is seen as the final stage in the process of dealing with disciplinary offences. The 'Stages of Discipline' procedures will have been followed and a wide number of strategies used which have ultimately failed, including the use of a Pastoral Support Programme (PSP). When dealing with all exclusions the Headteacher and the Governing Body adhere to the current DfE advice.

Exclusions may occur, at times, without following the "Stages of Discipline" procedures if the circumstances warrant it. However, these will only occur in extreme circumstances, for eg a student hitting another student/insolence to staff/causing malicious damage to the fabric of the school. This sanction will only be applied by the Headteacher or her Deputy in her absence.

Confiscation.

There may be occasions when confiscation of students' property occurs as a result of an individual having in their possession an item that is not allowed in school or that is being used inappropriately. The item will be given to Student Services, in a clearly marked envelope, for the student to collect at the end of the day. In the case of repeated offences the parents/carers will be informed and asked to collect the item and instructed that it is not to be brought into school again.

Searching Students and their Possessions.

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteachers, not a duty. Reasonable force may be used to execute the search.

From 1 September 2010 the power to search includes for weapons, alcohol, controlled drugs and stolen property.

Teachers can also instruct a student to turn out their pockets, and punish them if they refuse to do so. The police should be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

Screening Students for Weapons.

Appropriately trained school staff or the police can screen students for weapons, using portable "wands" or weapons screening arches. The members of staff with this authority are the Headteacher, Lindsey Lloyd-Owen and John Greenhough.

Use of Force to Control or Restrain a Student.

The vast majority of students at The High School behave very well and make progress in all settings. During the last 5 years there have been no incidents where a student(s) has needed to be restrained. However, in order to fulfil our duty of care to all students, prevent harm and maintain a safe/secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a student for his/her own safety.

Principles:

We may restrain a student, if that student is at risk of causing significant harm to himself/herself, or to other students/adults. There is no legal definition of when it is reasonable to restrain a student. That will always depend on the precise circumstances of the individual incident. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.

We must always take account of any SEN and/or learning disability that a student may experience.

We have two key duties under the Disability Discrimination Act (DDA) 1995:

(a) not to treat a disabled student less favourably, for a reason relating to her/his disability, than someone to whom that reason does not apply, without justification, and

(b) to take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (reasonable adjustments duty).

We would never use restraint as a punishment, or to physically overpower a student who is not putting themselves or others of serious risk of harm. It should be used only:

- in exceptional circumstances where any other course of action would be deemed likely to fail;
- as a last resort, where all other courses of action have failed
- with the minimum degree of intrusion

The staff to which this power applies is defined in section 95 of the Education and Inspections Act 2006. They are:

- any teacher who works at our school, and
- any other person whom the Headteacher has specifically authorised.

It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required.

Where it is possible, more than one member of staff should be involved and, ideally where a member of staff is physically managing a student of the opposite sex, a member of staff of the same sex as the student should be present from the earliest time possible.

At the conclusion of any incident, the student and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward.

All incidents of restraint must be recorded in writing on the relevant form (Appendix 4), passed to the Headteacher within 24 hours and reported to the governing body.

Responding to complaints:

The use of RPI (Restrictive physical intervention) can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Pastoral Care for school staff.

A member of staff will not automatically be suspended following an accusation of misconduct, pending an investigation. Then Headteacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Multi-Agency Assessment.

In the event of a student regularly contravening the school's behaviour guidelines and all attempts at restoring a healthy working relationship have failed it may be necessary to seek further advice from outside agencies. The parent/carer will be included in all decision making and permission gained before a referral is made to the appropriate specialist help.

Review.

- The Headteacher will work with The Teaching & learning Ministry to monitor and review the Behaviour Policy. They will report to the Governing Body on the policy's effectiveness, fairness and consistency.
- The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.
- The outcome of the review and changes to policy, resolutions and outcomes will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Written in November 2009

Reviewed by the Teaching & Learning Ministry – School Parliament (Students) Feb 2015