



Watford Grammar School for Girls

Behaviour Policy

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Committee Responsible	Education

Behaviour means how one acts or conducts oneself, especially towards other people.

Further details of procedure are given in other school policies e.g. Rewards, Anti-bullying, Attendance, eSafety, Safeguarding, and Child Protection, equality, and Drug and Alcohol Education

Aims of the policy

The aims of the Behaviour Policy are

1. To support the continued achievement of the Core Aims of the school
2. To maintain a safe, calm working environment for pupils and staff
3. To reinforce to pupils that their actions affect others and are not without consequences
4. To set out clearly the measures available to staff to deter and deal with misbehaviour in and out of school
5. To equip the pupils with an understanding of social skills

School Aims

We aim to ensure that everyone

- Is respectful and caring towards others within the school and wider community, has an open, tolerant mind and the ability to make and understand moral judgements.
- Achieves a sense of confidence, resilience and personal responsibility.

(extract from WGGS Aims, Ethos, Vision and Values Statement)

The school believes that good discipline is essential for effective learning to take place and for this reason we maintain high standards of behaviour which are founded on the principle of mutual respect between adults and pupils. The maintenance of respectful personal relationships between individuals of all ages at school is the basis of our high standard of behaviour.

The School Code see Appendix 1

The School Code, which was drawn up after consultation with members of the school community is the basis of the school's Behavioural Policy. It specifies the expectations the school holds overtly for the conduct of all members of the school community. It provides guidance for the pupil's own attitudes, decisions and actions. The code is published every year in the girls' homework planners.

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when students are representing the school or are the responsibility of the staff. It applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules still apply. This includes Year 11 and Sixth Form students, who remain subject to school jurisdiction even if off site, for example on lunchtime exeat, or when allowed off site if not being taught or in transit to another institution. The school reserves the right to investigate and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students, bringing its reputation into

disrepute. This includes misuse of social media and poor behaviour which is witnessed by staff or is reported to school by a member of the public.

This policy applies to students of other educational institutions when they are on site, as well as to Watford Grammar School for Girls students whilst attending other institutions for educational purposes.

Managing behaviour

It is the collective responsibility of all staff to expect, manage and model high standards of behaviour. The most effective form of behaviour management is the planning and delivery of high quality teaching, and a broad and challenging curriculum and pedagogy that engages a pupil to learn. Through encouragement of exemplary behaviour and academic success, the expectation of good behaviour and adherence to the School Code, pupils learn personal responsibility and to make good judgements. The school therefore encourages staff to give verbal praise for behaviour they believe reflects the Aims and Ethos.

An outline of rewards in the school can be found in the Rewards Policy.

In that event that a pupil's behaviour does not meet the expected standard then sanctions may be necessary.

- 1. In the first instance any discipline problem should be addressed by the teacher directly involved, such as the subject teacher or teaching observing poor behaviour outside the classroom.** *If a sanction is used the teacher must record the action taken on SIMS.* This will allow the form teacher, the Head of Department and the Head of Year to build up a picture of whether issues with a pupil are in one subject, at one time of day or across all of her lessons.
- 2. Should the pupil continue or repeat the discipline problem, the member of staff may issue a detention.** If the detention is for longer than 15 minutes after school, then parents should be given at least 24 hours notice. *The detention should be recorded on SIMS and the Head of Department or Head of Year informed.*
- 3. If the pupil's behaviour continues to be unacceptable,** or she does not attend the teacher's detention, the matter will be escalated to the Head of Department or Head of Year, where appropriate.. They will either issue a departmental detention or put the pupil on departmental/form report, whichever is deemed most suitable. At this point the pupil's parents and the Head of year will be formally notified via email/letter or phone call home to the parents.
- 4. In very rare cases where the pupil behaviour continues to be unacceptable** or in extremely rare cases of behaviour that causes a danger in a classroom, the pupil should be removed from the situation. Staff may call upon a HOD, HOY or member of SLT for assistance. *If a pupil is removed by another teacher then the pupil will be set an after school detention and parents informed.*
- 5. If a pupil persistently behaves in an unacceptable way** and fails to respond to either rewards or sanctions then the HOY should intercede. Pupils may be placed on report and be offered support such as counselling. The support of parents is key to the success of

changing a pupils' behaviour and should be involved in developing targets. If it is believed that further unacceptable behaviour may lead to exclusion, then the pupil should be placed on a Pastoral Support Plan. The PSP should be led by the HOY and last up to 16 weeks.

6. In some circumstances a pupil's behaviour may require them to be kept separate from their peers and placed in **internal exclusion**. This may be due to an ongoing investigation or persistent disruptive behaviour in a lesson or to as a step before exclusion. In these cases a suitable venue and work will be provided. Pupils may also be placed in internal exclusion for breaks or lunchtimes to prevent incidents of poor behaviour.
7. In the event of very serious breaches in conduct, continued disruptive behaviour or actions that bring the reputation of the school into disrepute the **Headmistress may decide to exclude a pupil**, either for a fixed term or permanently. The school has adopted the most recent DfE guidance on exclusions, which came into effect from September 2017. The school processes for exclusions is set out in Appendix 2.
8. 'The Standard of Behaviour Expected on Formal Occasions' (Appendix 3) is read and explained to the girls, before the Founders day and Prize Giving ceremonies.
9. For a minority of pupils this Behavioural Policy may not be appropriate due to safeguarding concerns. Please see the safeguarding policy.

Statutory Requirement - Searches, screening & confiscation

Background - Legal Framework The Education Bill (2011 – DOE) In the light of changes under the Education Act 2011 there is a need for all schools to have clear policies covering:

1. Screening
2. Searching and confiscation

Screening

- The school has a statutory power to set rules on searches and screening and has have a duty as an employer to manage the safety of staff, students and visitors
- The school may, without prior warning, require students to undergo screening by a hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Screens will only be conducted with the authorization of the Headteacher and in the presence of a senior member of staff or a member of the student support team.
- If a student refuses to be screened, the school will immediately seek the support of the Safer Schools Officer or contact the Safer Schools police team for support. The school may refuse to have the student on the premises.
- If the school refuses the student entry to the school, the school has not excluded the student, but the student's absence should be recorded and treated as unauthorised

Items as outlined in the School Rules are prohibited and as such will be confiscated if found during the screening process

Prohibited items (include but are not limited to):

- Weapons
- Alcohol
- Smoking equipment, 'legal highs', drugs or other illegal substances.
- Fireworks

- Pornographic or other inappropriate images
- Stolen items
- An article which the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- An article which a member of staff, reasonably suspects, has been used to cause personal injury to, or damage to the property of, any person
- Any other item which the School Rules identify as an item for which a search may be made.

If a pupil is found or suspected of having one or more of the above in their possession then **staff have the power to search students:**

If the Headteacher or DSP feel that a student may be at a risk of serious harm and it is (as a matter of urgency) then a search may be carried out without the presence of another member of staff. The school stands in line with this position; however, carrying out a search without a witness present will potentially damage the evidence trail (chain of evidence) and should only be done as a last resort. Therefore, in the event that a search is required the following guidelines should be followed where possible:

Searches should only be carried out in the presence of at least one member of the SLT. There should be at least one member of staff present of the same sex as the student. Any prohibited items found will be marked in an envelope and placed in the school safe. At the Headteacher's discretion any illegal substance will either be disposed of or passed on to the Police. Weapons or knives and extreme or child pornography must be handed over to the police. Whilst there is no legal duty to inform parents of searches, the school will try to notify parents/carers if their child has been subject to a search. Consideration of pupils with SEND needs should be made.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Guidance for staff on confiscation of student property

A person who seizes an item that is a prohibited item must either:

- Retain the item and hand it in to the Headteacher (such as a mobile phone)
- Dispose of the item (cigarettes, alcohol, chewing gum)
- Deliver the item to a police officer as soon as reasonably practicable [weapons, stolen items, drugs etc.]
- Return the item to its owner or via the parent/guardian (i.e. jewellery, make-up, aerosol spray)

Statutory Requirement - Guidance on the use of restraint (reasonable force)

Legal Framework The Education Bill (2011 – DOE) forbids corporal punishment, but allows all teachers to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground

- Restrain a student at risk of harming themselves through physical outbursts
- To prevent students from damaging property

It is illegal to use force as a punishment.

Injury (or harm to self or others) is ‘actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning’. The legal framework states that any member of the teaching staff can use physical contact and reasonable force, when the situation deems it absolutely necessary. All school staff have a duty of care towards students and the use of reasonable force may be (in extreme cases) the only way to keep members of the school community safe:

‘The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.’

(Education Bill 2011; Department for Education advice)

The school stands in line with this position, however, where possible, designated members of staff should be called upon at the nearest opportunity.

Principles Relating To the Use of Physical Restraint

- Physical Restraint must only be used as a last resort when other strategies have failed. It must serve to de-escalate or prevent a violent or potential violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Staff should have good grounds for believing that immediate action (Physical Restraint) is necessary to prevent a student from seriously disrupting learning, significantly injuring herself or others, or causing serious damage to property.
- Where possible, Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, and the student should be warned orally that physical restraint will be used and why it is being used unless she desists.
- Physical restraint must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in physical restraint.
- When it becomes necessary to restrain a student, the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm.
- The age and competence of the student must be taken into account in deciding what degree of intervention is necessary. Reasonable adjustment should be made when dealing with students who are registered disabled or have a Special Educational Need
- Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.

Restraint must not involve deliberately painful or dangerous procedures. It must:

- 1) Never interfere with breathing, blood supply or genital areas;
- 2) Never hold the head, throat or fingers.

The hold must be discontinued as soon as the situation is deemed safe.

- As soon as it is safe, restraint must be gradually relaxed as the student regains self-control.
- A student must never be asked to restrain another student.
- Parents/carers will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school

Appendix 1:

The School Code

(This code has been created by students and staff to be a guide of how to be a member of WGG.S.)

- Aim high and set yourself targets and goals.
- Value each other as individuals.
- Treat people with kindness.
- Take responsibility for school property and the possessions of others.
- Have pride in your uniform.
- Find opportunities to be charitable.
- Be the best that you can be.
- Behave as a role model to others- lead by example

The School Rules

(These rules have been created by staff and Governors of the school.)

- Pupils must register at 8:40 a.m and 3.40 p.m. on a Monday, Wednesday and Thursday and 3.10 p.m. Tuesday and Friday.
- If pupils arrive at school after 9.00 a.m they must report to Reception. If pupils arrive during a day of a Main Hall assembly they must sign in at reception.
- Pupils in Year 7-10 must remain on the school site at break and lunch time. If pupils need to leave school at other times, a note from their parents should be sent to their tutor. Pupils must sign out at Reception before they leave and after they return to school.
- Year 11 and 12 may leave the school site during lunchtime.
- Year 13 may leave the school site during non-lesson times.
- If Pupils are absent from school their parents must ring the school absence line each morning of their absence or send an email to school.
- Pupils must wear the correct school uniform in school and when taking part in school activities and school trips, unless otherwise directed. If pupils are temporarily without the correct full school uniform they should bring a note from home explaining the reason to their tutor.
- Pupils must not bring or be in possession of inappropriate items including chewing gum, smoking equipment, alcohol, 'legal highs', drugs or other illegal substances, weapons, aerosols, fireworks, skateboards, scooters, stolen items and articles of a pornographic nature on to the school site, or on any school related activity.
- Pupils in Year 7 – 11 may bring a mobile phone into school but it must be locked in their locker as soon as they arrive in the school building. Phones may only be removed and used again once they have left the school site.
- Pupils must not record or photograph any person without their permission.
- Pupils in Year 12 and 13 may use their mobile phones in: lessons, with permission of the teacher, the Sixth Form block, in the library with headphones, or in the Food Factory during non-lesson time. At all other times they must be kept out of sight.
- Pupils must not take hot food or drink out of the Food Factory. Hot food or drinks may not be eaten in classrooms or in the corridors.
- If pupils have to bring medications to school, they must be left with the Medical team, not carried around the school. **However, if absent on a school trip epi-pens and inhalers must be taken out to be available to the pupil.**
- Pupils must not be involved in any form of bullying, verbally or physically, either as perpetrators or bystanders.
- Pupils should not run, block doorways, corridors or behave in any way that is a danger to others, or damage school property.
- Pupils are not permitted to engage in sexual activity during school time, on the school site or when taking part in school activities or trips.

Appendix 2 : Exclusions Process

The decision to exclude a pupil will be made by the Headteacher, based on the outcome of an investigation that will involve :

- Taking written statements from those directly involved and witnesses.
- Interviewing those directly involved with another adult present.
- Interviewing where necessary any witnesses in the presence of another adult.
- Reviewing pupil files, previous exclusions during the same academic year will be taken into consideration.
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There are fixed term exclusions and the infinitely more serious is permanent exclusion.

Fixed Term Exclusion

Fixed term exclusions can range from one day to five days depending on the seriousness of the students action. If the exclusion exceeds five days, from the sixth day arrangements will be made for the exclusion to be served in served under supervision in another school.

The normal progression of exclusions is as follows:

1. One day - letter of exclusion to parent giving details of reasons and requesting an interview with parents/guardians before the student is re-admitted to school.
2. Three days - letter of exclusion to parent giving details of reasons and requesting an interview before the student is re-admitted. Student is put on daily report the duration of which is at the discretion of the Headteacher.
3. Five days - letter of exclusion to parent giving details of reasons requesting an interview before the student is admitted. Student is put on a contract and monitored using the daily report system

While excluded, the pupil will be set appropriate work. It is expected that parents will supervise the pupil during their period of exclusion.

For a fixed term exclusion of 6-15 days in a term the parent/carer may request a meeting the Governors should then meet to consider representations between the 6th and 15th school day after receiving notice of the exclusion.

There will be a re-integration meeting with the Headteacher, or in her absence a delegated member of the Senior Leadership Team, to discuss the incident/behaviour pattern before the student returns to the school. At this meeting the student attends in school uniform with a parent/carer to hear the reasons for the exclusion in detail. The arrangement for re-integration and further monitoring and support for the student are also discussed. This meeting is held in addition to the pre-exclusion meeting.

For a fixed term exclusion of 16 – 45 days a Governors' Hearing is called. Again the student is required to attend the hearing in full school uniform with a parent/carer. At the hearing the school's case is put to a panel of Governors and the student and parent/carer have the opportunity to express their views. The Governors then decide whether to uphold the Headteacher's decision to appeal and to make recommendations of further action required to monitor or support the student. Again this meeting is held in addition to the pre-exclusion meeting

Permanent Exclusion

The decision to exclude a student permanently is a serious one and is usually the final step in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success. The permanent exclusion is therefore an acknowledgement by the school that all available strategies have been exhausted. There will however be exceptional circumstances where in the Headteachers judgement, it is appropriate to exclude a student for a one off or first offence. These might include:

- serious actual or threatened violence towards another student or member of staff
- supplying an illegal substance
- carrying an offensive weapon

These instances are not exhaustive but indicative of the severity of the incident and the impact on the well-being and order of the school community.

In cases where the Headteacher has permanently excluded a student a Governors appeal committee will hear representations from the parents/carers of the excluded child as well as hearing the reason for the Headteacher reaching the decision to permanently exclude. After listening to the representatives from both sides they will then consider the case and decide whether to uphold the Headteachers decision or reinstate the student.

In cases where a Headteacher has permanently excluded a student for:

- a) one of the above offences; or
- b) persistent breaches of the Behaviour Policy including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of any substance believed/thought to be an illegal drug on the school premises;

The Secretary of State would not normally expect the Governing body or an Independent Review Panel to reinstate the student. Exclusions, whether fixed term or permanent, are only used in line with DCSF circular 6/94 and any DCSF advice or guidance provided thereafter. All are referred to the Governing Body.

Appendix 3

BEHAVIOUR ON FORMAL SCHOOL OCCASIONS

Please remind the girls of the need to behave properly on important school occasions. The Standard is intended as a guide to establish the required behaviour. It will not be possible to maintain this standard of behaviour without a unified, constant and consistent effort by School Staff to uphold the agreed standard.

At each event, one teacher will be asked to act as Co-ordinator. This will be someone with Middle Management experience, but not the Form Tutor of a Form present at the function, nor one of the Senior Team. It is likely to be a Head of Year, but need not be. This person is known beforehand by all attending as the person in charge of the auditorium before and after the formal part of the proceedings.

Form Tutors or subject teachers will enter and sit with their Forms and be responsible for their behaviour throughout the function. Use a three-step approach to stop misbehaviour:

1. Stare and glare;
2. Tell the culprit to behave properly;
3. Remove the culprit from the Hall and refer her to Senior Staff.

The Co-ordinator, with support from all Staff present, will signal when the audience should become silent. This might be to listen properly to music, or just before the entrance of the platform party. A request by the Co-ordinator for parents to ensure that their mobile phones are switched off may be appropriate.

The Co-ordinator will organise and control the exit of everyone in the auditorium, including parents if necessary.