



## Behaviour and Exclusions Policy

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# 1 Aims and Scope

This policy aims to:

- Reflect and uphold the behaviour principles of the school
- Provide a consistent approach to behaviour management
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

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 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 students 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.

## 1.1 Legislation, statutory requirements, and links to other policies

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff \(February 2024\)](#)
- [Searching, Screening and Confiscation advice for schools \(July 2022\)](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2024](#)
- [Suspension and permanent exclusion guidance from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#)
- [SEND Code of Practice: 0 to 25 years - GOV.UK \(January 2015\) updated September 2024](#)
- [Supporting students at school with medical conditions \(December 2015\)](#)

In addition, this policy is based on:

- [DFE guidance](#) explaining that academies should publish their Behaviour Policy and Ant-Bullying strategy online

This behaviour policy should be read in conjunction with the following:

- Anti-bullying Policy
- Attendance policy
- Children Looked After Policy
- Communications Policy
- Complaints Policy
- CCTV Policy
- Data Protection Policy
- Drugs and Alcohol Policy
- Online Safety Policy
- Safeguarding and Child Protection policy
- SEND policy
- School Uniform policy

## **1.2 Ethos**

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.

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 students. The maintenance of respectful personal relationships between individuals of all ages at school is the basis of our high standard of behaviour.

The Statement of Behaviour Principles, which was created after consultation with students, parents/carers, staff, SLT and trustees underpins the behaviour policy along with the School Code.

## **2 Roles and responsibilities**

### **2.1 The Board of Trustees**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **2.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data concerning behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **2.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The Heads of Year (HoY), Heads of Department (HoD) and members of the Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **2.4 Parents/carers and Carers**

Parents/carers are expected to:

- Support their child in adhering to the school rules and student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the for tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents/carers and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 2.5 Students

Students will be expected to:

- Conduct themselves in accordance with the school's behaviour principles and the values of the School Code
- Follow the School Rules
- Engage with the pastoral support and care they are offered in the school

Students will be supported to demonstrate good behaviour and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

## 3 The Behaviour Curriculum and the School Code

The school expects a standard of behaviour which is consistently high.

The **Statement of Principles for Promoting Good Behaviour** (Appendix One) underpin the Behaviour and Exclusions Policy and support the School Code and School Values by promoting a friendly, creative, and purposeful community whose members feel valued and supported and where courtesy and mutual respect are expected from everyone.

The **School Code**, which was developed by students and staff, sets out the expectations of behaviour for members of WGGS:

- 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 Values** underpin all personal development work in the school. They are the qualities which the school wishes all students to develop and exhibit. They are:

- Courage
- Curiosity
- Compassion
- Creativity
- Collaboration

Three further documents provide further, specific guidance and, alongside the School Code, are the foundation of the school's behaviour curriculum:

- The **School Rules** (Appendix Two) provide precise expectations about particular issues. A simple set of classroom expectations is also displayed in each classroom.
- The **Classroom Expectations document** (Appendix Three) produced by a working group of staff, states five simple expectations in all classrooms.

The expectations of students are communicated to them regularly and in a number of ways. For example:

- At the start of each academic year, all students are reminded of key expectations and of the School Values, which the Rewards System is based on.
- Whole-school and year assemblies make explicit reference to the expectations of students and the values outlined in the School Code.
- Displays throughout the school refer to these documents.
- Classrooms Expectations are displayed in each classroom.
- Class teachers refer to the school's behaviour curriculum as they set expectations in their own classrooms and respond to behaviour.

## 4 Student Leadership

### 4.1 Positions of Responsibility in the Sixth Form

Older students are encouraged to act as role models for younger peers, demonstrating the values and behaviours that the school community cherishes. We believe that student leadership and responsibility should be fostered throughout the school, with the Head Girl and Head Girl Team exemplifying this. In February of each year applications are sought from Year 12 students seeking to become Head Girl or to join the Head Girl Team. In March voting, hustings and interviews take place, with the successful applicants being notified in April and a formal handover ceremony taking place at Founders' Day.

#### Head Girl Team

The Head Girl Team leads a team of Senior Prefects and other Sixth Form Prefects who take responsibility for leading and helping at school functions, organising a variety of school initiatives and supporting student voice across the school. They also act as leads for school Music and Sport.

#### Senior Prefects

Senior Prefects assist the Head Girl Team and lead the school prefects across 13 areas of school life.

#### Prefects

Prefects are role models for younger students. They support the school by focussing on key areas of school life and support named members of staff with careers, charities, diversity, Duke of Edinburgh, the library, medical, reading, SEND, the Student Council, subjects, UCAS and wellbeing. They also take visitors around the school.

## **4.2 Positions of Responsibility in Years 7 – 11**

Form Leader

Reps: School Council, Charity, Reading

Eco-Champion

Sports Captain

## **4.3 Student Leadership Across the School**

- Head Girl/ Deputy Head Girls / Head Girl Team
- Senior Prefects / Prefects / Leads / Captains
- Form Leaders / Reps / Champions
- Student Voice committees
- School Council
- Sports Captains
- Leading clubs, societies and activities
- Staff/student working groups
- Peer Mentoring
- Community Service
- Lesson support
- Role modelling positive attitudes and behaviours
- Supporting with extra-curricular activities

This list is not exhaustive and there are many other opportunities for students to demonstrate initiative and leadership across all areas of school life.

## **5 Rewards and sanctions**

### **5.1 Rewards**

Recognising and rewarding positive behaviour is crucial to motivating students to excel. By using praise and rewards the school can model the behaviour that is valued by the entire school community. The WGGGS Reward System is an essential part of behaviour management in the school. It rewards positive behaviour, and is rooted in our five values of:

- Courage
- Curiosity
- Compassion
- Creativity
- Collaboration

Regularly acknowledging and celebrating both individual and collective achievements inspires and motivates students. Highlighting successes encourages similar behaviour in others, and helps support students to have a growth mindset where challenges and mistakes are viewed as opportunities for learning and development, helping to promote resilience and perseverance.

When a member of staff identifies a piece of students work which displays academic excellence, they can nominate that student for a Diamond Award. These awards are issued at the discretion of the Headteacher, who reviews each nomination on its own merits. Achieving a Diamond Award is a prestigious achievement, and not only is the students celebrated by the school, but her work is preserved and showcased for others to see and be inspired by.

Details of the workings of the rewards system are to be found in Appendix Five.

## **5.2 Sanctions**

The school will help students learn how to behave and had a clearly defined behaviour curriculum. We have legal power to apply a wide range of sanctions to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Sanctions can include:

- Issuing of behaviour points
- Detention
- Regular reporting/check-ins
- Removal from lesson(s)
- Withdrawing participation in a school trip or event
- Suspension from school
- Permanent exclusion from school

If a student does not meet our behaviour expectations, staff follow a stepped approach. The steps should normally be used in order, with escalation to the next step if behaviour does not improve. This is to ensure a consistent and clearly understood system of behaviour management.

- Whilst parent/carer consent is not required for a member of staff to set a detention, parents/carers will be informed when students receive an after-school detention.
- Any consequence that involves an after-school detention will happen a minimum of 24 hours after parents/carers and students are notified via the Bromcom platform.
- Students will not be kept behind at the end of the day for more than 15 minutes unless parents/carers have been notified.
- At the start of every detention, clear behaviour expectations are read to students. Details can be found in Appendix Seven. Any student who does not meet those expectations will fail the detention and be instructed to leave. Parents/Carers will be contacted and an escalated sanction will be given to the student.
- The school runs 30 minute detentions at lunchtimes, a 60 minute detention on a Wednesday and a 120 minute detention on a Friday.
- 60 minute detentions run from 3.25pm – 4.25pm and 120 minute detentions run from 3.05pm – 5.05pm.
- Reasonable adjustments will be made during detentions for students with additional needs, based on their plans.

- Detentions will only be moved or rescheduled where there are clear extenuating circumstances that have been agreed by the Director of Key Stage; for example, if the student has a medical appointment.
- The school will make alternative arrangements as a reasonable adjustment for identified students to the place and time a detention is set, or alternative sanctions if required. These arrangements will be based on discussions with the student's parents/carers and not the students.
- Where there is a clear safeguarding concern regarding a student attending a detention, or a student has known caring responsibilities after school, alternative sanctions may be used.

There are two documents to support with managing behaviour and sanctions. The behaviour flow chart (Appendix Four) and the Rewards and Sanctions breakdown (Appendix Five)

In instances of severe misbehaviour, it may be appropriate to move immediately to step two, three or four.

**Stage One** – the class teacher (or form tutor, if the poor behaviour arises in form time)

The class teacher should explain to the students why their behaviour is inappropriate and what they need to do to meet expectations. The teacher may also use some of these approaches based on their professional judgement:

- Use of the behaviour flow chart (see Appendix Four)
- Keeping a student behind after a lesson, including at the end of the day, for no longer than 15 minutes to address poor behaviour. This will not be recorded on Bromcom, and parents/carers will not be notified unless the teacher feels that it is necessary.
- Contacting a parent/carer.
- Liaising with the SEND department.
- Adjusting class seating plans.
- Offering positive reinforcement as behaviour improves.
- Placing the students in a lunchtime detention for 30 minutes or an after-school detention.

**Stage Two** – the Head of Department (or Head of Year, if the poor behaviour arose in form time, or outside of lessons)

The HoD or HoY will work with the class teacher or form tutor to address the poor behaviour. The HoD or HoY may use a range of strategies including:

- Contacting parents/carers.
- Providing positive reinforcement and praise as behaviour improves. Liaising with the SEND department.
- Placing the students in a Departmental or Year Detention.
- Placing the students on report.

- Placing the student in a Middle Leader's Detention. This takes place on a Wednesday, lasts for one hour and is managed on a rota basis by Middle Leaders. Parents/carers will be informed by email via Bromcom.
- Use of the department exit strategy (see 4.3 and Appendix 7)

### **Step Three – Senior Leadership Intervention**

The classroom teacher or form tutor may call for SLT support as part of the behaviour flow chart. This may include strategies such as:

- Use of SLT call out to support reintegration back into a lesson following a behaviour incident.
- Use of SLT call out to remove a student from a lesson (see 4.3 and Appendix Six).
- In consultation with the HOD/HOY, placing the student in an SLT Detention. Parents/carers will be informed by email via Bromcom.
- Placing a student on a Pastoral Support Plan.

### **Stage Four – Headteacher**

In the event of very serious breaches in conduct, continued disruptive behaviour or actions that bring the reputation of the school into disrepute the Headteacher may decide to exclude a student, either for a fixed term or permanently. The school processes for exclusions are set out in Appendix Seven.

The school may choose to exercise discretion in how these sanctions are applied, to respond to pastoral or safeguarding concerns. The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **5.3 Removal from classrooms**

Removal from a lesson is considered a serious sanction. It should only be used when necessary and once the strategies on the behaviour flow chart have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

- At WGGS, students may be removed from a classroom under the procedure known as on call assistance. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. It is to be distinguished from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.
- A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and taken to a different supervised classroom within the department.
- The student will be supervised in that classroom for the remainder of that lesson with additional support in place from relevant staff as required. Students will be supported to reflect on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
- Parents/carers will be contacted before the end of the school day to inform them that their child has been removed from a lesson.
- If the student is currently actively supported by a social worker (under a CiN or CP plan), the social worker will be notified of the removal from a lesson. If the student is looked-after, the Virtual School will also be contacted and their PEP will be appropriately reviewed and amended.
- The Head of Department will be required to follow-up the incident with the class teacher, student and parents/carers. If required, the Head of Department will facilitate a mediation meeting between the student and class teacher prior to the student returning to the lesson.
- Follow-up to a removal from a lesson will be organised as promptly as possible to ensure maximum impact. However, a student may need to be supervised by the Head of Department for the next timetabled lesson in that subject if it is not possible to organise a required mediation in the given time frame.
- Any student who is removed from a lesson as a result of on-call assistance may receive a minimum of a 120 minute SLT detention depending on the severity of the incident.

Appendix Six sets out the various circumstances in which removal is likely to arise, and the responsibilities on staff in each case.

### **5.4 Investigations into instances of reported poor behaviour**

- When an incident is reported it is investigated by relevant members of staff.

- Investigations can be complex, involving a number of students with varying degrees of clarity on what has happened. It is important to recognise that time will be needed to gather all of the relevant information.
- Relevant staff will review any available CCTV footage (this is for school use only) as well as get students to give their account of what has occurred. Students may need to be temporarily removed from a lesson in order to do this and the school does not need the permission of the students' parents/carers to carry out this process.
- Students will be spoken to separately to avoid collusion and there will be at least one member of staff present in the room. Each student will be required to write an accurate, factual and chronological account (statement) of the incident or, if required, a member of staff will write the account based on what the student has said. A copy of the witness statement pro forma can be found in Appendix 10.
- The member(s) of staff present will read out the account to the student once completed and may need to seek clarification from the student around the information supplied. Any additional information will also be recorded.
- The member of staff will check that the student understands the process and provide an opportunity for them to ask clarifying questions.
- The student will then sign and date their account and the present member(s) of staff will countersign.
- If a student is to be sanctioned following an investigation then parents/carers will be notified once a decision has been made. If there are safeguarding concerns then the school may contact parents/carers before this point.
- All statements will be scanned by a member of staff, added to the school's safeguarding system CPOMS, and then destroyed.
- Not all reported incidents will need student accounts to be written down, some can be dealt with through conversations and this will be down to the professional judgement of the member of staff dealing with it.

## **5.5 Off-site direction**

Off-site direction may be considered by the Headteacher as a response to persistent or serious breaches of behaviour standards. The Headteacher has the power to make off-site direction under Article 5 of the Articles of Association.

### **1.1.1. During a period of off-site direction:**

- A student may be directed to attend Alternative Provision (AP) or another school full-time. Alternatively, the student may attend Alternative Provision/another school for part of the week and attend the home school for the rest of the week.
- The student must be dual-registered
- The governing board must keep the placement under regular review

Any off-site direction will be made with the child in mind, and a judgement be made that the off-site provision is the best place to support that child's behaviour, as well as any SEN or health needs.

### **1.1.2. Implementing off-site direction**

Before a student is moved to off-site provision, the following should be defined and agreed:

- The proposed length of time needed. This depends on the student's needs and levels of attainment.
- Measurable targets that the student can work towards during their time in off-site provision. These targets should be both pastoral and educational.
- Arrangements to return the student back to school and support them to reintegrate.

The student must continue to receive a broad and balanced curriculum that supports reintegration into mainstream school.

Parents/carers must be informed of the off-site direction. The Local Authority must also be informed if the student has an EHCP.

### **1.1.3. Monitoring the off-site direction**

The placement must have regular reviews. The regulations don't specify how often these must take place – this is decided on a case-by-case basis, although they must be frequent enough to provide assurance that:

- The off-site education is achieving its objectives
- The student is benefiting from it

Parents/carers, and the LA where the student has an EHC plan, can request that the governing board reviews the placement. The board must comply with the request as soon as is reasonably practical, unless there's already been a review in the previous 10 weeks.

### **1.1.4. Reintegrating the student following off-site direction**

At the end of the placement:

- A report should be obtained, from the provider of off-site education, on the student's achievements during the placement, including academic attainment and progress, attendance records and evidence of change in behaviour.
- The student's views on the placement should be sought.
- A plan should be agreed to reintegrate the student into their home school.

If the placement doesn't end with reintegration into the school, WGGS will:

- Work with the provider to make sure that the student can move on into "suitable education, or employment alongside part-time study or training".
- Collect and record information about the student's next destination as part of its planning for alternative provision intervention

### **1.2. 'Managed moves'**

Managed moves occur when a process is initiated which leads to the permanent transfer of a student to another mainstream school, as part of a behaviour management process.

Managed moves should be:

- Done strictly in the child's best interest.
- Voluntary and agreed by all parties.
- Offered as part of a planned intervention.
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy.

The school will take care to ensure that parents/carers don't feel pressured into accepting a managed move. Doing so is considered off-rolling and is unlawful.

Managed moves will normally occur where a student is at risk of permanent exclusion and the school has exhausted all reasonable strategies to try and bring about a change of behaviour. They may also be used for a student who has received a permanent exclusion following a single, serious offence but has otherwise a good behaviour record.

If the school is to use a managed move, it will follow the Hertfordshire Protocol for Managed Moves.

## **6 Zero tolerance approach to child-on-child sexual violence and sexual harassment**

The school will ensure that all incidents of child-on-child sexual violence and sexual harassment are met with a suitable response, and never ignored. The school takes a zero tolerance approach and makes clear that this behaviour is never acceptable and will not be tolerated.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. This might involve reports of physical behaviour, specific acts of sexual violence, comments, jokes, taunting, displaying pictures/photos/drawings of a sexual nature and online sexual harassment.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for incidents of child-on-child sexual violence and sexual harassment will be determined based upon the specific nature of the offence but may result in Permanent Exclusion in the most serious cases.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Any report of child-on-child sexual violence and sexual harassment will be recorded on CPOMS and managed by the safeguarding team in line with current DfE guidance.

Education about child-on-child sexual violence and sexual harassment forms part of the PSHE curriculum.

## **7 Off-site behaviour, online behaviour, and criminal behaviour**

### **7.1 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour: could have repercussions for the orderly running of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.2 On-line behaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school.

Sanctions will only be issued on school premises or elsewhere when the student is under the lawful control of a staff member.

### **7.3 Criminal activity**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team will normally make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the students code of conduct and the school expectations poster
- Develop a positive relationship with students, which may include:
  - Greet students in the morning/at the start of lessons
  - Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promoting good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

### **8.2 Restrictive interventions**

This section outlines the school's approach to restrictive interventions including the use of reasonable force, in accordance with the Department for Education (DfE) guidance 'Restrictive interventions, including the use of reasonable force, in schools' effective from April 1, 2026. 'Restrictive interventions' in the guidance is used as an umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. This section focuses on the use of reasonable force as a restrictive intervention in school.

The school prioritises creating a positive, inclusive culture and using de-escalation strategies to minimise the need for restrictive interventions.

Restrictive interventions, including reasonable force, are used only when necessary, proportionate, and for the least amount of time required to manage an immediate risk. Restrictive interventions are never used as a form of punishment or to enforce routine compliance and should be used in a way that maintains the safety and dignity of all concerned.

All staff members have the legal power to use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing significant disruption to the school environment

Examples of where contact with a pupil is appropriate and does not rise to any questions under this section include contact to give first aid; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or Games sessions.

Wherever possible restrictive interventions should be preceded by verbal instruction to preclude the need for intervention, and de-escalation strategies. During any intervention, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

Examples of de-escalation strategies include removing stimuli that may be causing distress; changing body language, facial expression, and/or tone of voice; supporting the pupil to express their emotions before getting overwhelmed; distracting the pupil in something that interests them.

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may be disproportionately affected by restrictive interventions. Where relevant to the needs of a SEND student, the school will work to identify individual triggers for SEND students, co-produce plans with parents to include tailored de-escalation strategies and make reasonable adjustments to the school environment to reduce the potential for distress for SEND students.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any other known specific vulnerabilities of the pupil, including mental health needs or medical conditions.

All instances of restrictive intervention by staff will be reported by the staff involved on CPOMs.

The school will document every significant incident of reasonable force in writing as soon as practicable, ideally on the same day. The school will notify parents or carers of every significant incident promptly, usually within the same day. The trustee body will regularly review data to identify patterns and ensure interventions are used fairly and only when necessary.

### 8.3.1 Searching and confiscation: the safeguarding context

The school will consider all issues of searching and confiscation in a safeguarding context. This means it will need to balance:

The need to safeguard all students by confiscating harmful, illegal, or disruptive items

- The safeguarding needs and wellbeing of students suspected of possessing these items

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item as defined in the Education Act. These are:

Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

A search may also be carried out for any item identified in the school rules for which a search can be made, or if the student has agreed.

### 8.3.2 Staff authorised to perform searches

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher herself. Authorised staff will normally be the SLT and members of the safeguarding team, who will be trained to ensure that searches are carried out consistently.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

### **8.3.3 Before a search**

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will ensure they are aware of any pastoral context for the student to be searched, seeking advice from a member of the safeguarding team if the student is unknown to them. The student to be searched may be supervised, away from others, whilst this happens.

An appropriate location for the search will be located. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. Refusal to allow a search, with reasonable grounds, may be considered defiance and will result in appropriate sanctions

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead or a Deputy DSL, to try to determine why the student is refusing to comply. It is important, at this stage, that another adult is involved. It is possible that the authorised person attempting the search initially will be the DSL or a deputy. In this case, they should contact another member of the safeguarding team to ensure shared decision making.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 7.3.1.

### **8.3.4 Processes during the search**

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 7.3.1) and items identified in the school rules.

### **8.3.5 Informing the DSL**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 7.3.1.
- If they believe that a search has revealed a safeguarding risk.

All searches, including incidents where no items are found, will be recorded on the school's safeguarding system, CPOMS.

### **8.3.6 Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 7.3.1). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **8.3.7 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **8.3.8 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the students involved. Staff retain a duty of care to the students involved and should advocate for their wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before the strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school cannot get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

A staff member will always inform the student's parents/carers once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present?**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than two people, other than the student and appropriate adult, will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

### **8.3.9 Confiscation**

Consistent with the DfE's latest guidance on searching, screening and confiscation, any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Parents/carers will be given an opportunity to collect confiscated items or request that we dispose of them. If a member of staff seizes a prohibited item from a student, they should inform the Headteacher immediately.

- Controlled drugs must be delivered to the police as soon as possible.
- Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- Alcohol, tobacco, cigarette papers or fireworks may be disposed of safely.
- If a pornographic image has been found, this may be disposed of unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view

any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images

- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained, or disposed of.

We will also confiscate any items which are harmful or detrimental to school discipline or are not part of the school uniform policy. These items will be returned to students after one week, including a weekend, and/or after discussion with senior leaders and parents/carers, if appropriate.

In the case of mobile phones, if one is seen, heard, or found it will be confiscated and held by the Headteacher for one week, including a weekend. The school makes its position regarding students' mobile phones very clear and allows students to call home from the school office. The school also provides supervised study for one hour each day for any students who needs to stay on site for a parent to collect them.

Government legislation does allow for schools and headteachers to confiscate property. The school is required to ensure that students and parents are informed of the school's policy and that measures are put in place to enable students to remain safe.

#### **8.4 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

- Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and student accused of misconduct.
- Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **9 Student support**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **10 Equality Duty and SEND Students**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. The school will therefore monitor closely data about the impact of its behaviour system to ensure that no group is disadvantaged.

In line with our policy on looked-after and post-looked-after children, the school will seek to avoid using exclusion as a sanction for such children, as it increases the existing risk of them failing to engage with the school community.

### **10.1 Recognising the impact of SEND on behaviour**

The school recognises that student behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND need affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of student with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

## **10.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **10.4 Students with an education, health, and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **11 Student transition**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school will liaise closely with feeder schools during the transition of students from primary to secondary, so as to build on established good practice in managing behaviour for individual students.

## **12 Training**

Our staff are provided with training on managing behaviour, including leading investigations and proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 13 Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including middle and senior leader detentions and removal.
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students and other stakeholders on their perceptions and experiences of the school behaviour culture

This data will be monitored in the following ways:

Heads of Year will receive data about punctuality, and leader detentions on a weekly basis. This will allow them to identify patterns for individual students.

The Headteacher and Deputy Head with responsibility for behaviour will review data each term. They will ensure they review data about the impact of the Behaviour Policy on specific student groups. They will consider the data:

- At school level
- By age group
- At individual student level
- By protected characteristic

The Directors of Key Stage 3 and 4 will also review behaviour data each term, to identify students incurring repeated sanctions. They will ensure that appropriate support is in place for these students, and that it is logged

Data will be reviewed each term by the SLT and shared with Trustees in the Trustee's Report.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

# APPENDIX 1: Statement of Principles for Promoting Good Behaviour

## Introduction

*Legislation requires that a statement of principles promoting good behaviour be provided by the Board of Trustees. It has been developed and agreed by the Board of Trustees after consultation with parents /carers, pupils, staff and staff unions. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.*

*Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.*

## Principles

The Behaviour Policy aims to create a safe and supportive environment that promotes teaching, learning, and high standards of attainment. To achieve this, it is essential to establish and communicate **clear expectations** to all members of our student community, ensuring everyone understands their roles and responsibilities. Older students will be encouraged to act as **role models** for younger peers, demonstrating the values and behaviours that the school community cherishes. This approach not only reinforces **positive behaviours** but also fosters a supportive and aspirational environment.

Prioritising the recognition and rewarding of positive behaviour is crucial to motivating students to excel. By using **praise** and **rewards**, the school can model the behaviour that is valued by the entire school community. Additionally, fostering a culture of **respect** among all members and actively promoting **inclusivity** ensures that everyone feels valued and safe, encouraging mutual respect and understanding.

Encouraging student involvement in **community service** and the **extended curriculum** is vital for enhancing their sense of belonging and responsibility. By participating in these initiatives, students can develop a deeper connection to their community, learn the value of contributing to the common good, and build essential life skills. This engagement not only benefits the school and wider community but also fosters a sense of **pride** and **accomplishment** in students, reinforcing their role as active, responsible members of society.

Regularly acknowledging and celebrating both **individual** and **collective achievements** inspires and motivates students. Highlighting successes encourages similar behaviour in others. Supporting a **growth mindset**, where students view challenges and mistakes as opportunities for learning and development, promotes resilience and perseverance.

Holding students **accountable** for their actions is important in guiding them to understand the consequences of their behaviour on others. Consistent application of **consequences** helps to demonstrate that misbehaviour is not acceptable. Alongside this, providing strategies for students to **manage** their emotions and behaviours effectively fosters self-discipline and responsibility.

Ensuring that **support systems** are in place for students facing challenges is vital. These systems help students access necessary resources and support. Providing mechanisms for **constructive feedback** and opportunities for students to **reflect** on their behaviour encourages self-assessment and personal growth.

Promoting **transparent communication channels** for students, staff, and parents to discuss concerns and celebrate achievements ensures that everyone feels **heard** and **valued**. The policy should include a clear, structured framework of rules, rewards, and consequences that allows staff to treat similar behaviour in a **consistent** manner.

The policy must comply with equality legislation, making **reasonable adjustments** for vulnerable pupils and promoting equality, eliminating discrimination, and fostering good relations. Balancing both collective and individual needs is essential, applying rewards and consequences with **discretion** and **sensitivity**. Different applications should be rare and justified, especially for behaviours that pose risks.

## **Review**

This statement of principles and the resulting Behaviour Policy will be reviewed every three years and consultations sought if it is to be updated.

## APPENDIX 2: The School Rules



### The School Rules

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

All students are expected to uphold the expectations and values of the school.

#### **Timekeeping**

- Students are not allowed on site until 8am.
- Students in Years 7 - 13 must be in their Form Rooms for registration at 8:30 am
- If students arrive at school after 8.30am they must report to Reception to sign in as late. Any student arriving after 8.45am or 2.15pm without a valid reason will be issued with an unauthorised absence for the AM or PM session.
- Students must attend all their timetabled lessons on time.
- Students must not enter areas designated as out of bounds unless permitted by a supervising adult.
- Years 12 and 13 may leave the school site during lunchtime only and must sign in and out on Inventory. Additional study privileges come into place, with parental consent, from the second Autumn term of Year 12 until the end of Year 13.
- If students need to leave school at a time when they are required to be on site, their parents/carers/ carers should contact the Attendance Officer. Students must sign out at Reception before they leave and sign in when they return to school. Students in Years 7 – 9 must be collected in Reception by an adult named contact.
- Students staying in school at the end of the school day, must go to study club, unless in a prearranged activity with a member of staff present.

#### **Personal Conduct**

- Students must wear the correct school uniform in school and when taking part in school activities and school trips, unless otherwise directed. If students are temporarily without the correct full school uniform, a parent should contact their child's form tutor to explain the reasons and the student issued with an exemption slip. Where non-uniform items are worn, students will be asked to remove them and the items can be confiscated (this includes jewellery). Failure to comply may result in arrangements being made for the student to go home to change and then return to school.

- Students in Years 7 – 11 may bring a mobile phone into school and if used, seen, or heard during the school day the mobile phone will be confiscated for one week, including a weekend. Smart watches may not be worn or used during the school day.
- Students in Years 12 and 13 may use their mobile phones in lessons with teacher permission, in the Tennet Centre, and in the library with headphones during study periods. At all other times if used, seen, or heard during the school day the student will be asked to put away the mobile phone, headphones or smart watch. The school reserves the right to confiscate a mobile phone for one week, including a weekend if a mobile phone or smart watch is being deliberately used.
- If students must bring medications (other than emergency medications such as EpiPens, insulin or inhalers) to school, they must be left with the Medical Team, not carried around the school.
- On school trips, students who rely on emergency medication must always carry these with them.

### **Readiness to Learn**

- Students should always enter classrooms in a quiet and orderly manner. If it is necessary to wait outside a classroom (e.g. science labs) they should do so sensibly without causing an obstruction.
- Classroom disruption is unacceptable as it affects the learning of others.
- Students may only leave a lesson with the permission of a member of staff.
- Students should ensure they bring all necessary equipment to lessons.
- Students should bring a charged device to school each day, which must be used in accordance with the Acceptable Use Policy.

### **Respect for Others and the School**

- Students must not steal.
- Students must not act violently or participate in violence of any sort towards other people or property, ‘students should keep their hands and feet to themselves.’
- Students must not be involved in any form of bullying, verbally, sexually, physically, or online, either as perpetrators or bystanders.
- Offensive language should not be used – if a comment is loud enough to be heard it is loud enough to face a consequence.
- Students should not demonstrate prejudice-based or discriminatory behaviour (e.g. taunts, gestures, graffiti or physical abuse)
- Students are not permitted to engage in sexual activity during school time, on the school site or when taking part in school activities or trips.
- Students should not run, block doorways, corridors or behave in any way that is a danger to others.
- Students must follow the one-way systems.

- Students should help keep the school clean and tidy, this includes putting litter in the bins, emptying bins at lunchtime, keeping walls and furniture clean and unmarked and taking care of displays. Students must not remove or damage school property.

### **Forbidden Items and misconduct**

- Students must not bring, be in possession, use or supply inappropriate items including but not limited to chewing gum, smoking or vaping equipment, tobacco-based products, alcohol, 'legal highs', drugs or other illegal substances, weapons, aerosols, fireworks, laser pens, energy drinks, skateboards/ scooters (electric or non-electric), stolen items, articles of a pornographic nature or other items that may be harmful or offer threat to the health and safety of others on the school site, or on any school related activity. The school may undertake a search for any of these items.
- Persistent defiance of school staff and/or the school rules, bullying, abuse, discriminatory behaviour, theft, any illegal activity and bringing the school into disrepute are all offences which are likely to lead to serious sanctions.

WATFORD GRAMMAR SCHOOL FOR GIRLS

# EXPECTATIONS



**Wear your uniform correctly**

**Arrive to school and lessons on time**



**Have the correct equipment, kit and homework**

**Bring a fully charged device to school everyday**



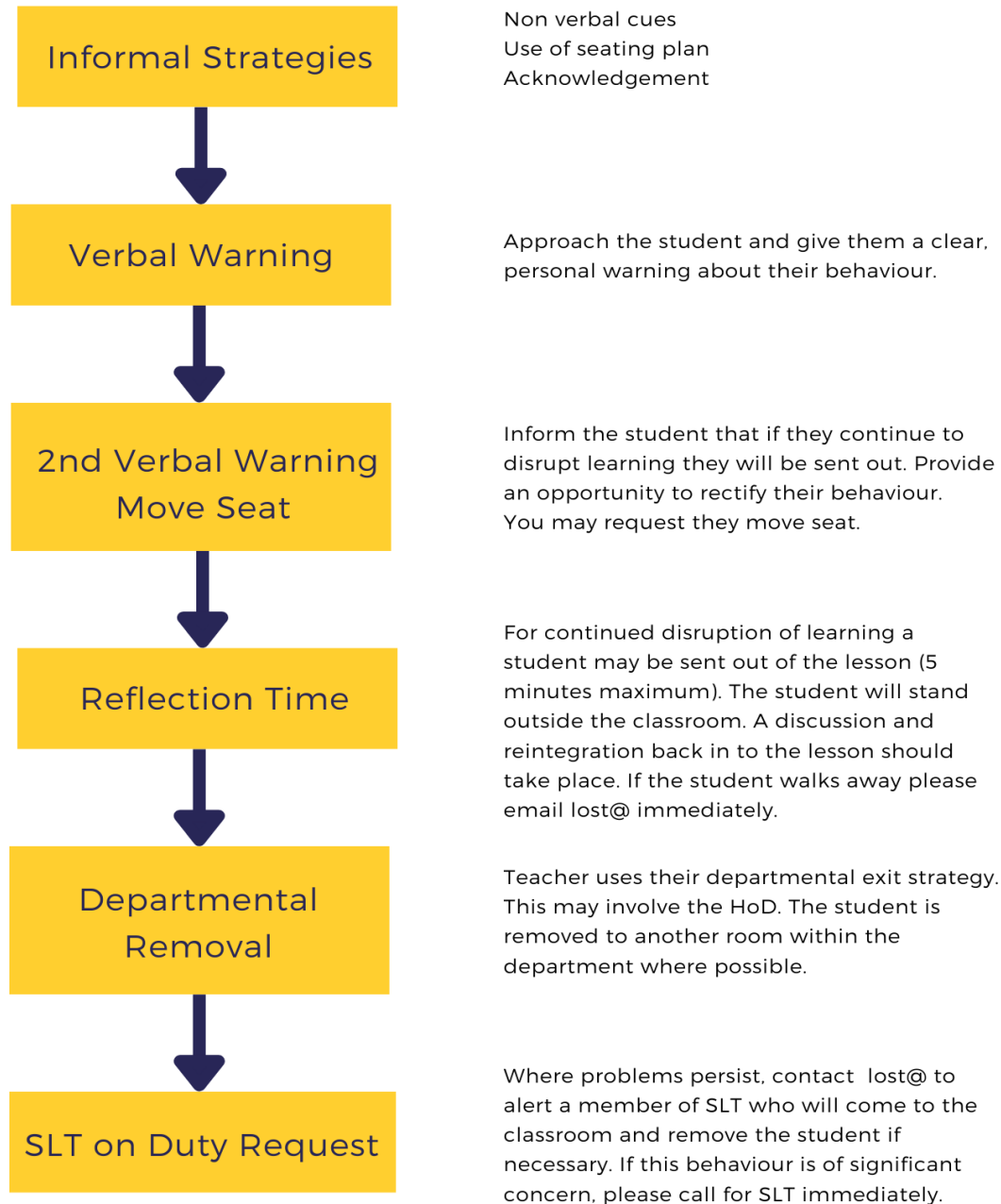
**Be respectful to others, have good manners**



Sperate Parate  
*'I can do it and I will do it'*

## APPENDIX 4: Behaviour Flow Chart

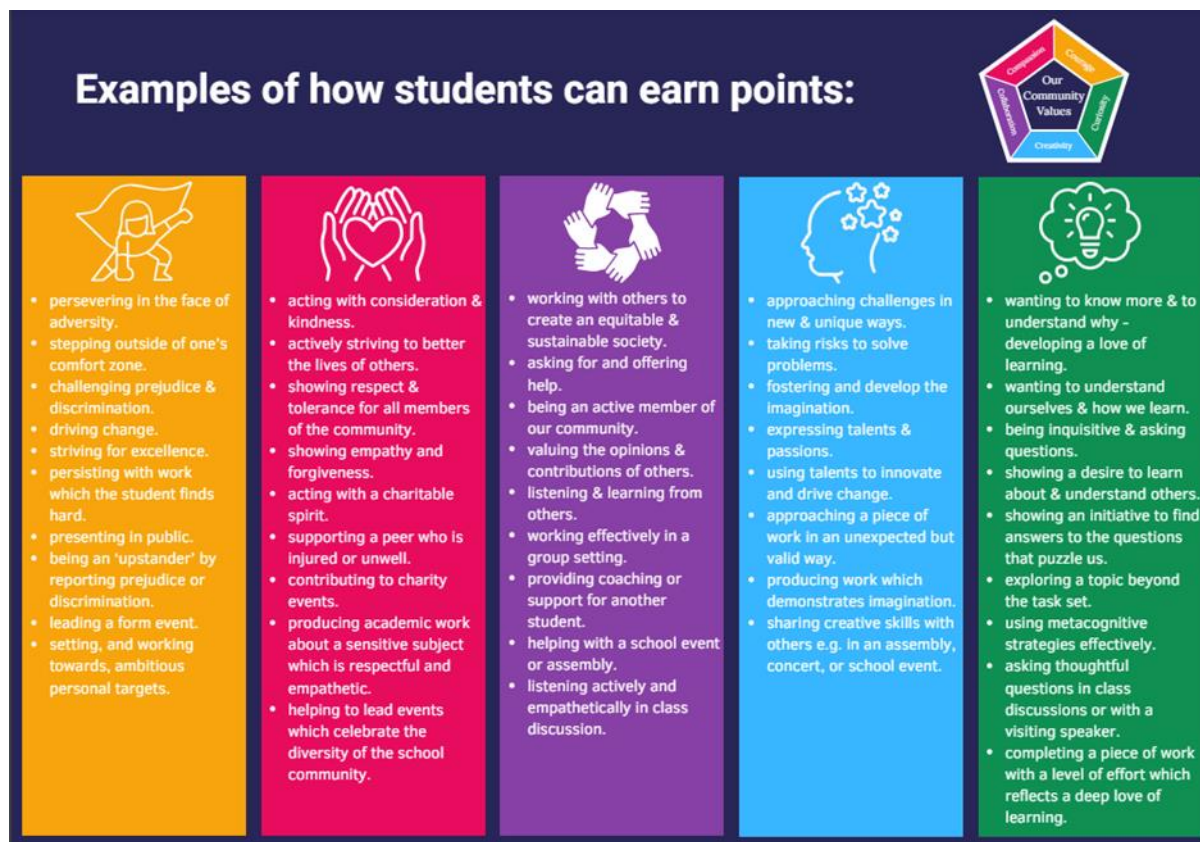
# Behaviour Flow Chart



## APPENDIX 5: Rewards and Sanctions

### Reward Points

**Examples of how students can earn points:**



**Our Community Values:** Courage, Creativity, Compassion, Collaboration, Change

- Courage (Yellow Panel):**
  - persevering in the face of adversity.
  - stepping outside of one's comfort zone.
  - challenging prejudice & discrimination.
  - driving change.
  - striving for excellence.
  - persisting with work which the student finds hard.
  - presenting in public.
  - being an 'upstander' by reporting prejudice or discrimination.
  - leading a form event.
  - setting, and working towards, ambitious personal targets.
- Compassion (Pink Panel):**
  - acting with consideration & kindness.
  - actively striving to better the lives of others.
  - showing respect & tolerance for all members of the community.
  - showing empathy and forgiveness.
  - acting with a charitable spirit.
  - supporting a peer who is injured or unwell.
  - contributing to charity events.
  - producing academic work about a sensitive subject which is respectful and empathetic.
  - helping to lead events which celebrate the diversity of the school community.
- Collaboration (Purple Panel):**
  - working with others to create an equitable & sustainable society.
  - asking for and offering help.
  - being an active member of our community.
  - valuing the opinions & contributions of others.
  - listening & learning from others.
  - working effectively in a group setting.
  - providing coaching or support for another student.
  - helping with a school event or assembly.
  - listening actively and empathetically in class discussion.
- Change (Blue Panel):**
  - approaching challenges in new & unique ways.
  - taking risks to solve problems.
  - fostering and develop the imagination.
  - expressing talents & passions.
  - using talents to innovate and drive change.
  - approaching a piece of work in an unexpected but valid way.
  - producing work which demonstrates imagination.
  - sharing creative skills with others e.g. in an assembly, concert, or school event.
- Creativity (Green Panel):**
  - wanting to know more & to understand why - developing a love of learning.
  - wanting to understand ourselves & how we learn.
  - being inquisitive & asking questions.
  - showing a desire to learn about & understand others.
  - showing an initiative to find answers to the questions that puzzle us.
  - exploring a topic beyond the task set.
  - using metacognitive strategies effectively.
  - asking thoughtful questions in class discussions or with a visiting speaker.
  - completing a piece of work with a level of effort which reflects a deep love of learning.

- Staff can award reward points using Bromcom. Each individual event logged by staff will equate to the award of one reward point for positive conduct. Rewards are issued to all students based upon the number of points that students receive throughout the year, and are based on certain thresholds.
- Reward points are linked to the five values of the school. A student is, for example, awarded a point for courage if they have challenged themselves, or for compassion if they have cared for others.
- Exemplification helps staff be clear about what sorts of behaviours represent each of the values which helps ensure consistency when they are rewarding students.

As students accumulate reward points, they will receive rewards as follows:

- Once a student has 10 points of a particular type (e.g. 10 courage points) they receive praise from their form tutor and a communication from the school is sent home.
- Once a student has 30 points of a particular type, they receive praise from their Head of Year and a postcard.

- Once a student achieves 50 points, the Headteacher is notified, and they are rewarded with a special badge that is to be worn on their school blazer. The badge indicates the specific value and the student's year group (e.g. Year 7 Courage), meaning that they will be able to receive a badge each year as they progress through their school career.

When a member of staff identifies a piece of students work which displays academic excellence, they can nominate that student for a Diamond Award. These awards are issued at the discretion of the Headteacher, who reviews each nomination on its own merits. Achieving a Diamond Award is a prestigious achievement, and not only is the students celebrated by the school, but her work is preserved and showcased for others to see and be inspired by.

## Sanctions

### Departmental Detention:

Duration of 30 minutes at lunchtime (1.30pm – 2.00pm). The day of detention will depend upon the department.

### Year Detention:

Duration of 30 minutes at lunchtime (1.30pm – 2.00pm). The day of detention will depend upon the Year group.

### MSA Detention:

Duration of 15 minutes at the end of the school day (3.25pm – 3.40pm). This will take place on a Wednesday.

### Middle Leader Detention:

Duration of 60 minutes (3.25pm – 4.25pm) every Wednesday.

### Senior Leader Detention:

Duration of 2 hours (3.05pm – 5.05pm) every Friday.

- All detentions will be recorded on Bromcom, our electronic Management Information System.
- Parents/carers will be informed about Middle Leader and SLT detentions via email.
- Attendance at detentions is compulsory and failure to attend for an authorised reason will lead to an escalation of the sanction (e.g. unauthorised absence from a Middle Leader Detention will mean automatic escalation to a Senior Leadership Detention).
- Detentions will not be rearranged for clashes with in-school or out of school activities. Detentions will only be rearranged in exceptional circumstances.
- After-school detentions will follow the procedure set out in Appendix Seven.

## WGS Stopped Approach to Behaviour

<i>WGS track uniform violations, lateness to school and to lessons and unauthorised absences daily, and sanctions are set automatically when thresholds are met. The thresholds are listed below:</i>		
Uniform Violation	Wearing incorrect items of uniform	Recorded on Bromcom 5 Uniform Violations = Alert sent home, HoY Detention 10 = MLD Detention 15 = SLT Detention For every further 5 entries an SLT detention will be set.  This will be reset each term.
Lateness	Arriving late to school or to lessons	Recorded on Bromcom 5 lates = Form tutor alert sent home 10 = HoY Detention 15 = MLD Detention 20 = SLT Detention For every further 10 lates an SLT detention will be set.  This will be reset each term.
Unauthorised Absence	Arriving to school after 8.45am or to period 5 after 2.15pm on a Friday or 2.35pm on all other days, without an authorised reason	Recorded on Bromcom 30 minutes cumulative lateness = HoY detention 60 minutes = MLD Detention 120 minutes = SLT Detention  This will be reset annually.

<i>The WGS stepped approach to behaviour:</i>		
Level	Example Behaviour Event	Possible Outcome
Stage 1 Classroom Teacher / Form Tutor	Lack of correct equipment Low level disruption Defiance Failure to follow instructions Inappropriate behaviour Inappropriate language Poor work ethic Eating in lesson Chewing gum Failing to complete homework Lack of PE kit Mobile phone, smart watch, headphones seen Littering	<ul style="list-style-type: none"> <li>• Verbal warning or reminder</li> <li>• Held behind for up to 15 minutes</li> <li>• Department detention</li> <li>• Discussed with parent/carer</li> <li>• Item confiscation</li> <li>• Referred to HoD / HoY</li> </ul>
Stage 2 Head of Department (HoD) Head of Year (HoY)	Repeated Stage 1 behaviour Failure to attend a Department or Year detention Persistent disruption of a detention Persistent disruption during more than one lesson Failure to follow the instructions of a HoD or HoY Truancy from a lesson Bullying Inappropriate use of social media Removal from lesson by Head of Department or Head of Year Rudeness to staff Being in the vicinity of smokers/vapers Prejudiced behaviour	<ul style="list-style-type: none"> <li>• Parent / carer meeting</li> <li>• Subject or Year report</li> <li>• Removal of lunchtime</li> <li>• Item confiscation</li> <li>• Middle Leader detention</li> <li>• Referral to SLT where Middle Leader intervention fails.</li> </ul>
Stage 3 Senior Leadership Team (SLT)	Repeated Stage 2 behaviour Failure to attend MLD Detention Failure to follow SLT instructions Damage to property Possession or use of smoking/ vaping equipment Inciting others to fight and/or attending a fight Inciting others to steal Serious abuse of social media Serious inappropriate behaviour or language (including discriminatory language) Sharing a toilet cubicle with another students/students Truancy from school	<ul style="list-style-type: none"> <li>• Parent / carer meeting</li> <li>• SLT duty callout</li> <li>• SLT removal from lesson</li> <li>• Item confiscation</li> <li>• Director of Key Stage report</li> <li>• SLT detention</li> <li>• Referral to Headteacher</li> </ul>
Stage 4 Headteacher	Repeated Stage 3 behaviour Failure to attend SLT Detention Any extreme or serious infringements of the school rules including: >Theft >Fighting >Physical assault >Sexual misconduct, harassment and violence >Verbal abuse including the deliberate use of discriminatory language >Threatening behaviour >Swearing at or about a member of staff >Behaviour that compromises the safety of others >Behaviour that seriously disrupts the school day and/or brings the school into disrepute >Possession of prohibited items >Use or threat of use of a prohibited item >Criminal offences	<ul style="list-style-type: none"> <li>• Parent / carer meeting</li> <li>• Item confiscation</li> <li>• Internal suspension</li> <li>• Suspension</li> <li>• Off-site direction</li> <li>• Permanent exclusion</li> </ul>

## APPENDIX 6: Responsibilities During Instances of Removal

Circumstance	Responsibilities
<p>A student is removed from a single period by a Middle Leader (HoD or HoY) in response to concerns about behaviour in that subject.</p>	<p>The Middle Leader is responsible for:</p> <ol style="list-style-type: none"> <li>1. Ensuring that the student is supervised and has work during the period removed.</li> <li>2. Logging on Bromcom (notification sent to parents/carers, DHT, DoKS, HOD, HOY).</li> <li>3. Checking if the student has a social worker or is CLA. If they are the DoKS must notify the social worker, and in the case of CLA, notify Mr Moore.</li> <li>4. Ensuring that a suitable plan is in place to enable the student to return to subsequent lessons in the subject. This may require the use of a restorative conversation with the class teacher, further sanction, a departmental report.</li> </ol>
<p>A student is removed from a lesson by SLT on call in response to poor behaviour in the lesson.</p>	<p>SLT on call responsible for:</p> <ol style="list-style-type: none"> <li>1. Ensuring that the student is supervised and has work during the lesson of removal.</li> <li>2. Logging on Bromcom (notifications sent to parents/carers, DHT, DoKS, HOD, HOY)</li> <li>3. Checking if the student has a social worker or is CLA. If they are the DoKS must notify the social worker, and in the case of CLA, notify Mr Moore.</li> </ol> <p>HoD responsible for:</p> <ol style="list-style-type: none"> <li>1. Ensuring that a suitable plan is in place to enable the student to return to subsequent lessons in the subject. This may require the use of a restorative conversation with the class teacher, further sanction, a departmental report.</li> <li>2. Updating parents/carers about the plan and consequence and facilitating a restorative conversation between the student and teacher prior to the next lesson.</li> <li>3. Updating Bromcom with the relevant consequence which might involve an SLT detention (liaise with line manager).</li> <li>4. Ensuring that a plan exists to reintegrate students into lessons at the earliest opportunity.</li> </ol> <p style="text-align: center;">•</p>
<p>A student needs to be removed from a series of lessons (consecutive lessons on a day, or consecutive lessons in a subject) because of behaviour.</p>	<p>SLT responsible for:</p> <ol style="list-style-type: none"> <li>1. Agreeing the removal and judging it to be appropriate and proportionate.</li> <li>2. Ensuring that arrangements are in place for the students to be supervised and to receive work, and for the parents/carers to be informed.</li> <li>3. Ensuring that a plan exists to reintegrate students into lessons at the earliest opportunity.</li> </ol> <p>The SLT is likely to ask others ( HoY) to undertake the actions indicated in points 2 and 3.</p>

## APPENDIX 7: Behaviour Expectations in After-School Detention

### As the start of the detention:

- Students must stand in silence in a line outside of the designated detention room which includes the main hall, MB1, MB2, MB4 and the Tennet Centre.
- Please remind students to visit the toilet at the start, as they will not be permitted to leave once the detentions has begun.
- Students must enter the room in silence when invited to do so, place their mobile phone on the teacher's desk screen side down and sit in the seat that the member of staff supervising the detention directs them to. They must remain in silence while the attendance register is completed.
- Students will be allocated a seat at one of the tables in the centre of the room. Students in Year 7 – 11 are not allowed to use their own device.
- Students in Years 12 – 13 are allowed to use their own device and will be allocated a seat on the back row. They should sit with their backs to the teacher so that their screens are visible.
- Students must have work to do for the duration of the detention and should also bring a reading book.

### Registration

- Students who arrive after 3.35pm on a Wednesday and 3.15pm on a Friday will not be permitted entry to the detention. An escalated sanction will be given to the student and parents/carers will be notified.
- Students should be marked with an 'N' code if they are in school but have truanted the detention. Students can be marked with an 'I' code if the detention needs to be rescheduled without escalation (e.g. because of absence from school that day).

### Expectations during detention

The following is then read to the students before they begin to work:

- We will now begin the detention, it will last 60/120 minutes.
- You must not speak to or attempt to communicate with other students.
- You must not distract other students from their work.
- You must work for the entire duration of the detention; if you run out of work, you must read a book.
- You are not permitted to play games or browse the internet.
- You are not permitted to use headphones unless given permission by the member of staff in charge.
- All electronic devices including mobile phones must be placed face down on the teacher's desk.
- Your bag should be placed on the floor, and any outdoor clothes must be removed.
- If you have a question, you should raise your hand and wait to be spoken to.
- You should not ask to leave the room unless it is an emergency.
- You will not be permitted to visit the toilet during the detention.
- You must act upon any instruction from a member of staff without comment or argument.
- If you fail to meet any of these requirements, you will fail the detention and be asked to leave immediately, at which point you will receive an escalated sanction and home will be contacted.

### At the end of the detention

- Students must turn off the devices and place the chairs on top of the tables.
- Students must not talk until they leave the detention room.

## APPENDIX 8: Use of mobile phones, smart watches and headphones

**The rules regarding the use of mobile phones, smart watches and headphones are as follows:**

- Mobile phones and other smart technology, including smart watches and personal headphones are not to be used, seen or heard anywhere on the school site. They must be switched off and, in a locker, or bag at all times during the school day including at break and lunchtime and at any time during school hours. During an after-school detention mobile phones must be handed over to the supervising member of staff. Items may only be turned on once the owner/user once the school day is over.
- Year 7 students must leave their mobile phone in their locker for the duration of the school day.
- The only exception to the above is that Sixth Form students are permitted to use their mobile phone and headphones when working in the Tennet Centre or the school library or
- if a student has been given permission to use headphones by the SENCO as a reasonable adjustment to meet their needs. Sixth Form students are not, however, allowed to use them in any other areas of the school or in front of younger students.
- If a Sixth Form student is seen using a mobile phone, smart watch or headphones outside of authorised areas, a member of staff will instruct them to put them away. If a mobile phone or smart watch is being deliberately used by a student outside of the permitted areas (for example to message or make a phone call) then the item will be immediately confiscated.
- Contact between a student and a parent/carer during the school day must be carried out via reception only.
- Mobile phones and headphones may only be used during the school day with the express permission of the supervising member of staff in the event of exceptional or unforeseen circumstances, such as a medical need (such as monitoring blood sugar levels for diabetes), arranging transport after out-of-hours practices or rehearsals.

**As with all personal property, mobile phones, headphones, smart watches and any other electronic devices are brought into school at the owner's risk.**

### **Sanctions**

- Failure to follow our expectations with regards to mobile phones and smart watches will result in immediate confiscation of the item. The student will be required to hand it over straight away.
- The item will be given to the Headteacher who will confiscate the item for a period of one week, including a weekend. The owner of the item will be able to collect it from the Headteacher between 3.20pm – 4.00pm on the last day of the confiscation period.
- If a student refuses to hand over their mobile phone or smart watch, they will be receive a sanction for defiance and a parent/carer will be notified.

## APPENDIX 9: Suspensions and Exclusions

### 1 Legislation and statutory guidance

This appendix is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outlines schools' powers to exclude students:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014

### 2 Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a student is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

### 3 Process to be followed by the Headteacher when a student is suspended or excluded

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to exclude a student will be taken only:

- in response to serious or persistent breaches of the school's behaviour policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

A school pro-forma document will be completed in the case of any suspension or exclusion to ensure that all of these factors have been considered.

The headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the student and will inform the student of how their views were taken into account when making the decision.

### **3.1 Informing parents/carers**

If a student is at risk of suspension or exclusion the headteacher will inform the parents/carers as early as possible, to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a student, the parents/carers will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents/carers (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own

expense) and to bring a friend. They will also be informed that they have a right to request this meeting to be a remote one.

The headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the student needs in order to identify the person they should report to on the first day

If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

### **3.2 Informing the governing board**

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### **3.3 Informing the local authority (LA)**

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the student lives outside the local authority in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

### **3.4 Informing the student's social worker and/or virtual school head (VSH)**

If a:

- Student with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Student who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible

This is to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

### **3.4 Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or is yet to begin, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation

- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The student will be allowed back in school

### **3.5 Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways such as Teams or Oak Academy may be used for this. If the student has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

## **4 The governing board**

Responsibilities regarding exclusions are delegated to Curriculum Committee.

The Curriculum Committee has a duty to consider parents/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances.

For suspensions of less than 5 days in a single term, if the parents make representations, the representations will be considered by a member of the Curriculum Committee within 50 days of receiving the notice of suspension. A note *may* be put on the student's record but there is no power to reinstate the student.

For suspensions of more than 5 days and less than 15 days in a single term, if the parents make representations, group of 3 members of the Curriculum Committee will review within 50 days of receiving the notice of suspension.

For suspension of more than 15 days, or when a public exam will be missed, a delegated group of 3 members of the Curriculum Committee will meet within 15 days of receiving the notice of suspension.

Within 14 days of receiving a request, the governing board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for student in their final year of compulsory education who do not have any further public exams to sit.

### **4.1 Monitoring and analysing suspensions and exclusions data**

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students, and why this is taking place
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For students who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

## **5. Considering the reinstatement of a student**

Where the student has been suspended for more than 5 days, but not more than 15 days, in a single term, and the parents/carers make representations to the board, a group of 3 members of the Curriculum Committee will consider and decide the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. The board may also consider and decide on reinstatement if the parents/carers do not make representations.

The Curriculum Committee or delegated Sub Committee will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the Curriculum Committee or delegated sub-committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Curriculum Committee or delegated

Sub Committee may consider the suspension or permanent exclusion and decide whether to reinstate the student.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents/carers (and, where requested, a representative or friend)
- The student if they are 18 years old or over
- The headteacher
- The student's social worker, if they have one
- The VSH, if the student is looked after

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

This meeting will normally be in person. However, there are various circumstances in which it may be remote, and these are outlined in section 7.

The Curriculum Committee or delegated Sub Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the Curriculum Committee or delegated Sub Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the student and their peers
- Any evidence that was presented to the governing board

They will decide whether a fact is true 'on the balance of probabilities.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student's educational record, and copies of relevant papers will be kept with this record.

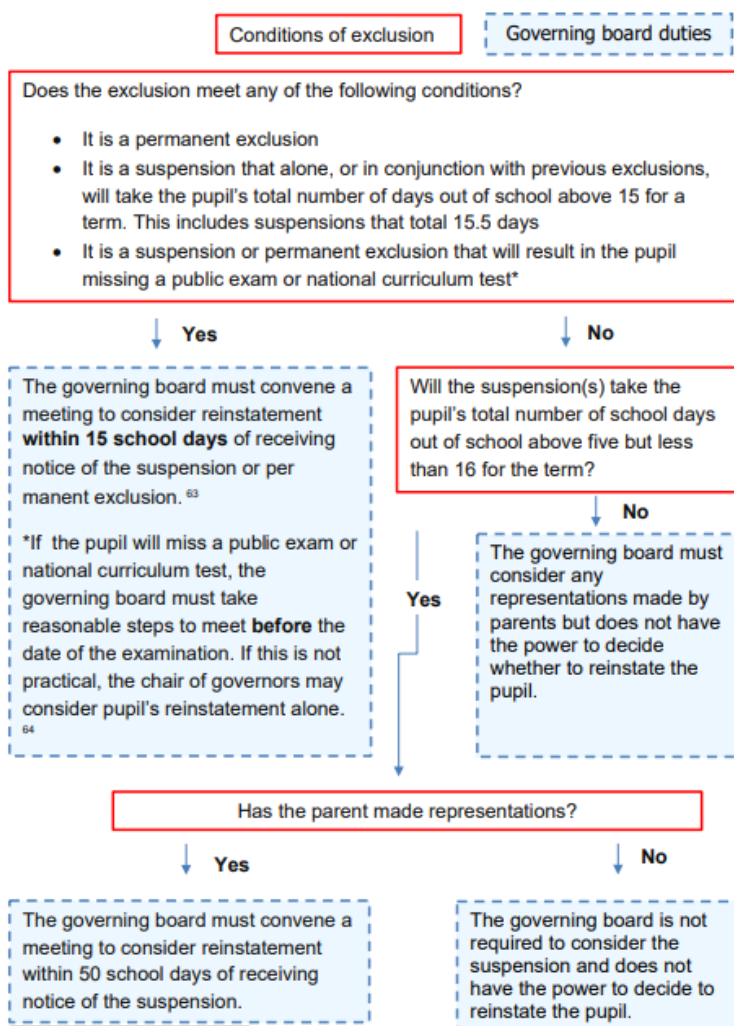
The Curriculum Committee or delegated Sub Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the student, if they are 18 or older
- The headteacher
- The student's social worker, if they have one
- The VSH, if the student is looked after
- The local authority
- The student's home authority, if it differs from the school's

Where an exclusion is permanent and Curriculum Committee or delegated Sub Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded student has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.
- That parents/carers may request the Independent Review meeting to be a remote one.

## A summary of the governing board's duties to consider reinstatement<sup>62</sup>



<sup>62</sup> Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

<sup>63</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>64</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.

6

### Independent review

If parents/carers apply for an independent review within the legal timeframe, the Local Authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by Curriculum Committee or delegated Sub Committee of its decision to not reinstate the student or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

- A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school trustee category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel. The categories to be included are:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school trustee or volunteer
- Current or former school trustees who have served as a trustee for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust of the excluding school
  - Are the headteacher of the excluding school, or have held this position in the last 5 years
  - Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
  - Have, or at any time have had, any connection with the academy trust, governing board, parents/carers or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
  - Have not had the required training within the last 2 years
- The panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other student and people working at the school.

Taking into account the student's age and understanding, the student or their parents/carers will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the student's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the student's permanent exclusion.

This meeting will normally be in person. However, there are various circumstances in which it may be remote, and these are outline in section 7.

Following its review, the independent panel will decide to do one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the governing board to place on the student's educational record

## **7 Guidance for remote meetings to consider suspensions and exclusions**

Governing Board meetings to consider a suspension or exclusion, and Independent Review Panel meetings, will normally be held in person. However, parents/carers have a right to request that these are held as remote meetings.

A meeting may also be remote in exceptional circumstances, for example school closure due to:

- Floods
- Fire
- Infectious illness / disease

If a remote meeting is to take place, the arranging authorities should:

Confirm that all the participants have access to the technology which will allow them to:

- Hear

- Speak
- See
- Be seen
- Make sure all the participants will be able participate fully
- Make sure that the remote meeting can be held fairly and transparently

If the governing board or arranging authority aren't satisfied that a remote meeting can be held fairly and transparently, then they should consult with parents/carers/carers to decide how a face-to-face meeting can be arranged.

If technical difficulties arise during the meeting, the meeting should be rearranged in person without delay.

Even if a meeting is held in person, social workers and Virtual School Heads may attend remotely, so long as they can participate fully.

## **8 School registers**

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of [the governing board's/name of committee of the governing board's] decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a student's name from the register.

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

### **8.1 Making a return to the LA**

Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The student's full name
- The full name and address of any parent with whom the students normally resides
- At least one telephone number at which any parent with whom the students normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents/carers have told the school the student is moving to another school

- Details of the student's new address, including the new address, the name of the parent(s) the student is going to live there with, and the date when the student is going to start living there, if the parents/carers have informed the school that the student is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the student's name.

## **9. Returning from a fixed-term exclusion**

### **9.1 Reintegration strategy**

Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the student, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents/carers, and other relevant parties.

### **9.2 Reintegration meetings**

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers if they cannot or do not attend.

The school expects all returning students and their parents/carers to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

## **10. Monitoring arrangements**

The school will collect data on the following:

- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students, and why this is taking place
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site

The data will be analysed each term by the Assistant Head with responsibility for Behaviour and the Headteacher and reported in the Trustees Report.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

# APPENDIX 10: Witness Statement Pro Forma



## Witness Statement

**Important information to be completed:**

Date of statement:		
Time of statement:		
Student name		
Student signature:		Date:
Supervising staff name:		
Supervising staff signature:		Date:

Write down the name of any other witnesses to the incident:

**\*\*FOR SUPERVISING STAFF MEMBER\*\***

Have you acted as scribe for the student?

Circle: YES NO

Have you checked for student understanding by reading the statement back to the student?

Circle: YES NO

Have you provided the student with an opportunity to ask questions?

Circle: YES NO



## **APPENDIX 11: Details on Specific Rules 2025 - 2026**

The following list gives more information about key expectations and rules that we reinforce. When rules are broken students receive a sanction in line with our stepped approach to behaviour.

The following are listed in alphabetical order rather than degrees of severity.

### **Alcohol and drug related offences**

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by a sanction. In cases where illegal substances are involved the police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will result in at least a suspension. Any involvement in the supply or intent to supply illegal substances is extremely serious and will likely lead to permanent exclusion.

### **Break and lunchtime**

Students are not permitted to be in buildings on the North site during break and lunchtime unless otherwise directed by staff. Staff reserve the right to disperse large groups of students (both inside and outside) where their conduct does not meet our behaviour for learning expectations.

### **Electronic devices and school computers**

Electronic devices, such as laptops, are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. They must not be used outside of lesson times when on the school site (e.g. before school, at break or lunchtime) unless directed to do so by a member of staff. *Students are expected to sign the 'ICT Acceptable Use Agreement' and follow its guidelines. Sanctions will be applied for failure to adhere to this document based on the severity of the misconduct.*

### **Damage or vandalism to property**

The member of staff at the scene or carrying out an investigation should assess if the act was accidental or deliberate. Reckless or deliberate damage/vandalism will receive a sanction based on the severity of the incident. Students will be billed for any subsequent costs incurred for replacement or repair.

### **Deliberate classroom disruption**

Classroom disruption is unacceptable as students have a right to learn and the teacher has a right to teach. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with the stepped approach to behaviour.

### **Failure to follow instructions without argument or comment**

In order to safeguard the whole school community, one rule actually overrides all others and is absolute. Students must accept the authority of every member of staff and follow, without question, any instruction given to them unless they honestly believe that to do so would put

theirs or someone else's safety at risk. Acts of defiance will not be tolerated and will result in sanctions up to and including permanent exclusion.

### **Failure to follow the School Code (which includes unkind/hurtful behaviour, bullying, discrimination and harassment)**

All members of the school community should be free from all forms of unkind/hurtful behaviour, bullying, discrimination, harassment. Everybody must recognise and value that every individual is unique and treat people fairly and equally. People should therefore be kind and accept and respect individual differences and must not be unkind/hurtful, bully, discriminate against or harass any other person. Those who fail to follow the Behaviour Principles and School Code will be given a sanction based on the type, frequency and severity of the incident.

### **Hair, make-up and nails**

Hair must be natural colours only. Make-up must not be worn. Tattoos, false eyelashes/eyelash extensions, nail varnish, false nails, gels and acrylics are not permitted. If a student is unable to rectify the infringement when requested, it will be arranged for them to be collected by a parent/carer so that the infringement can be rectified and the student then returned to school. If a student refuses to rectify the infringement, they will be issued with a sanction depending on the level of defiance for failing to follow instructions.

### **Improper conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action and sanctions up to and including permanent exclusion from school.

### **Inappropriate language**

Swearing or the use of any inappropriate language or gestures is not permitted. Any student heard or seen casually swearing will receive a sanction. This will be escalated in instances where a student swears or uses inappropriate language about another student. If it is directed at or about a member of staff it can lead to a suspension.

### **Jewellery**

No jewellery is permitted except for a watch and one small stud in each ear. Items of religious significance can be worn but must be done so discretely. All other ear, facial, tongue or body piercings are not permitted. Studs must be removed during all practical PE lessons for health and safety reasons. Putting tape over piercings is not an option as it does not negate risk. If wearing any additional jewellery, the student will be asked to remove the item, which will then be confiscated for one week, including a weekend. Students can collect their jewellery from the member of SLT supervising the Wednesday detention at 3.30pm and the Friday detention at 3.05pm. If a student refuses to hand over the item, they will be issued with a sanction depending on the level of defiance, for failing to follow instructions.

### **Lates**

Arriving to school and to lessons on time is very important. Therefore, if a student arrives late to registration and/or a lesson without a valid reason, it will be recorded on the Bromcom

register (including the number of minutes late), the number of lates will be cumulatively totalled and a sanction imposed as per the stepped approach to behaviour.

### **Mobile phones, headphones and smart watches**

Any mobile phone, smart watch and/or headphones must be switched off and, in a bag, or locker always during the school day including at break and lunchtime. Sixth Form students are permitted to use their mobile phone and headphones/earphones when working in designated study areas. A student can also use headphones if they have been given permission by the SENCO as a reasonable adjustment to meet their needs. Failure to comply will result in the item being confiscated for one week, including a weekend.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of cooperation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **Offensive conduct to member of staff**

This type of behaviour is very unusual and very serious. Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

### **Offensive weapons or materials**

An offensive weapon is anything used as a weapon or to intimidate others. Bringing banned items into school that are dangerous offensive weapons such as fireworks, knives and blades including replica items or offensive materials i.e. pornographic, racist or extremist propaganda will likely result in permanent exclusion.

### **Other banned items**

Chewing gum, energy drinks, laser pens, medication unless by prior agreement (excluding epipens and inhalers) razors/loose blades (e.g. a blade removed from a pencil sharpener), water pistols, spinners or similar gadgets\* are banned from the school site and sanctions imposed. \*Unless a student has been given permission by the SENCO to use one of these as a reasonable adjustment to meet their needs.

### **Out of bounds (unless accompanied by a member of staff)**

Students are expected to be always in designated areas including at break times and before and after school. Students caught off-site during the school day or in an out of bounds area will be dealt with through the school's stepped approach to behaviour. The following areas of the school site are out of bounds (marked with a red spot on the site plan at the end of this appendix):

- All laboratories and specialist areas (Art, Technology, Sports facilities)
- Behind the Fuller Life building and any wooded areas surrounding the school fields
- The public footpath running between North and South sides of the school
- The kitchens
- Staff corridor/offices

- Medical room without permission
- The cycle sheds, except for leaving and collection of cycles
- The vicinity of motor vehicles (except from the South Playground)
- All roof spaces, windows and fire escapes
- Any area where building work is taking place
- Any area where signs restrict access e.g. during mock or public examinations
- The courtyard area by the swimming pool
- The car park by the drama and music cabins
- Any areas determined as inappropriate by the SLT

### **Smoking and Vaping**

Cigarettes, vaping devices and associated paraphernalia are banned items in school. Smoking or vaping is not allowed on the school site or in school uniform off site. Students who are caught smoking or vaping will be sanctioned. Being in the vicinity of smokers or vapers will also incur a sanction as detailed on the consequences ladder.

### **Theft**

All cases involving theft including taking property without permission will be investigated. Each case will be considered taking into account all factors and the police will, in most cases, be informed. The most likely sanction for theft is a suspension. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission from a senior member of staff.

### **Toilets**

Where possible, students should try to use the bathroom facilities before registration, at break time, lunchtime or at the end of the day. Students will not be allowed to visit the toilets during a lesson unless a student has a yellow card allowing them to do so. Students should only go to the bathroom to use the facilities and if at any time there is more than one student in a cubicle a serious sanction will be given.

### **Truancy**

Students caught truanting from lessons, from school or repeatedly refusing to give reasons for absences will receive a sanction in line with the school's stepped approach to behaviour.

# APPENDIX 12: Site Plan (areas assembly marked in red are out of bounds)

## WATFORD GRAMMAR SCHOOL FOR GIRLS SITE PLAN

