

# NEWLANDS GIRLS' SCHOOL

## POLICY DOCUMENT



# Behaviour Policy

|                      |                           |               |
|----------------------|---------------------------|---------------|
| <b>LAST UPDATED</b>  | (by) Pastoral Deputy Head | January 2020  |
| <b>LAST REVIEWED</b> | (by) Pastoral Deputy Head | February 2021 |
| <b>POLICY TYPE</b>   | Statutory                 |               |
| <b>REVIEW DATE</b>   | Annually – February 2022  |               |

|                     |   |  |
|---------------------|---|--|
| <b>RESPONSIBLE</b>  |   |  |
| Leadership Team     | Pastoral Deputy Head                          |  |
| Governing Committee | Not needed, as be approved by the Headteacher |  |

|  |  |  |
|--|--|--|
| <b>APPROVED</b>  | Approved by Dr L.V. Ceska,<br>Headteacher – 2 <sup>nd</sup> March 2021 |  |
| <b>UPDATE</b><br>Shared Drive<br>Website (if applicable) | 9 <sup>th</sup> March 2021<br>9 <sup>th</sup> March 2021               |  |

***At Newlands we create confident and responsible young women equipped with the skills they need for the twenty first century. We empower all students to realise their potential as part of a sustainable community committed to lifelong learning.***

# **NEWLANDS GIRLS' SCHOOL**

## **POLICY ON BEHAVIOUR**

This policy is written to work alongside the School Attendance and Anti-Bullying Policies and complies with "Behaviour and Discipline in Schools" DfE January 2016. The school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

Any reference to parents in this policy should be taken to mean parents and carers.

### **The aims of this policy:**

- a. To set out the framework within which we operate in our day to day contacts with each other around the school, on school visits and, in some circumstances, outside the school.
- b. To set out the framework through which pupils learn behaviour, which enables them to fulfil their potential in accordance with our mission statement.

### **1 A consistent approach to behaviour management**

By working in accordance with this policy, we aim to provide a supportive environment in which every individual is valued and is able to fully develop her spiritual, moral and academic potential. We set very clear standards of work and behaviour for pupils. We believe that learning can only take place in an orderly environment: we make it clear to our pupils that staff work hard on their behalf and we expect them to respond in a similar manner.

As adults and role models we recognise that we should aim to:

1. Create a positive climate with realistic expectations.
2. Promote, through example, honesty and courtesy.
3. Provide a caring and effective learning environment.
4. Ensure fair treatment for all regardless of age, gender, race, religion, ability and disability.

### **2) Strong school leadership**

The basic principle underlying our list of School Rules (Appendix 1) is that each individual should treat others as she would wish them to treat her: with courtesy, care and respect. In addition, the school's Golden Rules have been agreed by pupils, parents, staff and governors. The maintenance of good behaviour is informed by a Pupil Incident Report Form (Appendix 2).

### **3) Classroom management**

Staff make frequent use of encouraging language and gestures in lessons and around the school and ensure that positive behaviour, punctuality and regular attendance are recognised. In cases when pupils' behaviour falls below the standards expected, for example arriving late to lessons, not handing in homework on time, not getting on with set tasks, distracting others by talking when the teacher is explaining or demonstrating or interfering with other pupils' work or equipment, teachers employ a 5-stage behaviour management model (Appendix 3).

### **4) Rewards and sanctions**

Although everyone has agreed to our Golden Rules in principle, we recognise that some girls find it more difficult than others to abide by the rules. We also think it is important to recognise good work and behaviour, since positive reinforcement is more effective than punishment. Accordingly, our Golden Rules are underpinned by a system of rewards (Appendix 4) and sanctions (Appendix 5).

Staff may apply rewards and sanctions when a pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school.
- wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Examples of sanctions and incidents are given in Appendix 6.

### **5) Behaviour strategies and the teaching of good behaviour**

Pupils are taught the behaviour expected of them through the pastoral system, assemblies and lessons. Ultimately, the best discipline is self-discipline and we hope that as our pupils go up through the school they will be increasingly able to take responsibility for their own work and behaviour and will need progressively less discipline from us. To help them develop the understanding of their responsibility for this, pupils are given a wide range of opportunities to take responsibility and demonstrate leadership (Appendix 7).

### **6) Staff development and support**

Staff receive training in maintaining good behaviour in the classroom and beyond through our induction and Newly Qualified Teacher programmes and from the support of Heads of Department, Heads of Year and Senior Leadership. They are supported through our referral and 'On-Call' systems.

### **7) Pupil support systems**

Ensuring that each girl is able to stay safe, behave well and fulfil her potential is of paramount importance and is the responsibility of all members of staff. The school has rigorous systems in place to support this aim (Appendix 8).

### **8) Liaison with parents and other agencies**

Parents are partners in maintaining the behaviour and discipline of the school. The aims of the school are stated in the prospectus and we are explicit about what we expect from our girls in terms of work, behaviour and attendance. It is, therefore, reasonable to assume that parents who have chosen to send their daughters here are in agreement with those aims and will support the school in achieving them. When a new pupil joins the school she, her parents and the Headteacher sign two copies of the Home - School Agreement (see Appendix 9). Staff keep parents informed of their daughter's progress in a variety of ways and always contact parents if there is a cause for concern.

The Headteacher, the Designated Safeguarding Lead (and Deputies), the Heads of Year and other staff have contact with outside agencies when appropriate (see Child Protection (Safeguarding) Policy).

### **9) Managing pupil transition**

During our extensive programme of supporting pupil transition, including visits to primary schools by the Head of Year 7 and our Home-school Agreement, our expectations of the girls' behaviour is made clear to pupils and parents. The pastoral team supports the pupils to behave appropriately from when they begin attending Newlands Girls' School.

## **10) Organisation and facilities**

Care for our shared environment is a key aspect of good behaviour and is included in our school rules (Appendix 1). Positive encouragement to girls to take pride in their school site includes displays of work, Eco-Committee initiatives and Key Stage 3 girls taking a turn with cleaning the dining and assembly halls after break and lunchtime. Sanctions may be applied should girls not show an appropriate level of care and respect for their environment.

## **11) Monitoring and Review of Policy**

We will continually be reviewing this policy as we go on learning what works. Informally this Policy will be reviewed at least once a year. Formally it will be reviewed bi-annually by Leadership, Staff, School Council and Governors.

## **12) Links with other Policies (available on the staff shared area and the school website)**

- Teaching and Learning
- Anti-Bullying
- Attendance
- Safeguarding/Child Protection
- Physical Intervention
- Equal Opportunities Policy
- Special Educational Needs and Information Report (SIR)
- Home School Agreement

## APPENDIX 1

### SCHOOL RULES/GUIDELINES

We are a community of over a thousand people, who for each working day share a fairly restricted space. We therefore have to have some basic rules to ensure the maintenance of an orderly environment in which teaching and learning can take place effectively. Our pupils and their parents need to be clear about the framework within which we expect the girls to operate on a day-to-day basis, both for their own sake and for that of others. The basic principle underlying our list of rules is that each individual should treat others as she would like them to treat her: that is, with courtesy, care and respect.

#### The Golden Rules

The school's Golden Rules have been agreed by pupils, parents, staff and governors. They are:

- 1 Follow instructions from all staff.
- 2 Be polite and respectful to all members of the school community.
- 3 Wear the school uniform correctly.
- 4 Be on time.
- 5 Bring the correct equipment and work to school.
- 6 Respect all property and your environment.
- 7 Try your best.

Implementation of the Golden Rules:

- The Golden Rules are displayed in all classrooms and other parts of the school.
- The Golden Rules are especially designed to be brief and easy to learn.
- All Rules are expressed in positive and constructive terms.
- The Golden Rules can be applied to an infinite variety of situations and encourage pupils to take responsibility for their behaviour.

**In addition, we ask our girls to observe the following guidelines:**

#### Morning

- 1 Everyone should go straight to their form room on arrival and must be there by 8.45 a.m.
- 2 Please be quiet on the way to and from assembly or in the Hall at the beginning and end of assembly.

## Buildings

- 1 As you move about the building, please keep to the right in corridors and on staircases; try to keep noise to the minimum and carry your bag so that it does not bang into others.
- 2 Girls are not allowed to eat or to chew in lessons. You may only eat at break and lunchtime. Please remember to put your litter into the nearest bin. If you bring a packed lunch, you may eat it outside in fine weather.
- 3 Classrooms should always be left tidy in readiness for the next lesson. At the end of the day, classrooms should be left ready for cleaning.
- 4 We all share responsibility for our working environment and therefore should care for our classrooms e.g. desks, notice boards and displays.
- 5 The front entrance to the school is for the use of staff, visitors and sixth form students only.
- 6 Student access (Years 7 to 11) to the front office is via the main hall. However, if there is a lesson or activity in the hall, students may then use the main corridor. When an assembly, lesson or activity is on in the hall, students are not to use it as a walk through.

## Grounds

- 1 We must all do our best to care for the school grounds. Please keep to the paths when moving between buildings so that you do not walk mud into classrooms.
- 2 When going through the car park, please walk and take great care.
- 3 If you use the field during the lunch hour, please be considerate of our neighbours: sit 5 metres away from the fence and put your litter in a bin or take it with you.

## Uniform

- 1 All girls in years 7-11 are expected to wear full school uniform to and from school, as well as during the school day. As members of the school community it is expected that your appearance should be neat and tidy.
- 2 Girls may wear a watch to school – their name must be on it. If they have pierced ears they may wear one pair of plain studs. No other jewellery, such as rings, bracelets, nose studs or necklaces or eyebrow rings, is allowed in school.
- 3 Hair should be in a simple style and tied back if it is jaw length or longer. Only natural colours are allowed.
- 4 Make up and nail varnish should not be worn in school.
- 5 Sixth Form students must follow the dress code set out in the Sixth Form Handbook.

## General

- 1 **Money:** you should only bring a minimum of money to school. On no account must money or valuables be left in bags or desks or in the changing rooms.
- 2 **Mobile Phones:** We do not encourage girls to bring mobile phones into school. If they have to be brought into school, they must be left in a secure personal locker throughout the school day. It is the student's responsibility to ensure that their locker is fitted with a secure padlock. If mobile phones are seen during the school day, they will be confiscated. If a girl needs to make a phone call during the school day then the pay phone is available. Sixth Form students may only use their mobile phones within the Common Room or Q Space if using them as a study aid. They should keep them turned off and in a secure place at all other times. Students bring mobile phones and any such valuable item into school at their own risk and the school cannot accept any responsibility for these.

The cameras of mobile telephones with a camera/video facility are not permitted to be used at any time; it is an offence for photographs/videoing of children to be taken on the school site without their parents' prior permission. Such use will mean that the phones will be confiscated and will only be returned to the care of an adult. This expectation will protect the privacy and dignity of all our pupils and students.

Any item confiscated must be handed to the Attendance Officer or Head of Year. The first time this happens, this will be given back to the girl at the end of the school day. If it happens more than once then the girl's parent will be contacted to come and collect the confiscated item.

3 **Bicycles:** if you wish to cycle to school and your parents give written permission you may do so. Please keep to single file on the narrow roads round the school. We would advise you to wear a cycle helmet. Bicycles must be left in the bike shed during the school day. Please secure your bicycle with a lock and chain, keep a record of the frame number and have it insured.

4 **Coats and Scarves:** coats and scarves must not be worn inside the school buildings.

5 **Unauthorised Substances:** girls are forbidden to smoke on the school premises or to bring cigarettes, vapour pens, matches or lighters into school. Any girl who is found smoking or who is with others who are smoking on the school site or on the way to or from school will be dealt with severely and her parents will be contacted. Newlands is a non-smoking environment and this applies to visitors and staff as well as contractors on site.

Aerosols are not allowed in school because inhalation of fumes may cause problems for asthma sufferers.

Any girl who brings alcohol or drugs onto school premises will be dealt with severely and her parents will be called in to see the Headteacher. Each case will be dealt with individually, but you should be aware that such misbehaviour may result in exclusion from school.

6 **Lunch time:** all girls in Years 7-11 must remain on school premises at lunchtime, unless a parent requests permission in writing for a girl to go home for lunch. Any infringement of this rule will be punished.

7 **Travel:** when travelling to and from school, please remember that you represent the school and rules on uniform and behaviour still apply.

We cannot provide an exhaustive list of rules to cover every possible situation. We therefore expect you to use common sense and to abide by the Headteacher's judgement.



**APPENDIX 2  
NEWLANDS GIRLS' SCHOOL  
PUPIL INCIDENT REPORT FORM**

Name:

Form:

Date:

Time:

Location:

Incident:

Staff Reporting Incident:

Incident referred to: HOD ( ) HOY ( ) LT ( )

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**Incident Details** (If relevant, please list any witnesses or other students involved):

Once you have completed this Incident Report Form, it must be passed on for appropriate action. If the incident took place in a lesson it should be emailed to the HOD (copying in the HOY for reference). If the incident took place during recreational time it should be emailed to the HOY. Please pass this information on **as soon as possible after the event.**



## APPENDIX 3

### Classroom Management

The five stages teachers use to deal with disruptive behaviour:

|          |   |
|----------|---|
| Stage 1: | Verbal warning from the teacher.  |
| Stage 2: | Incident is recorded in the planner.  |
| Stage 3: | No improvement. Move to a different part of the classroom. Recorded in planner.   |
| Stage 4: | Still no improvement. Relocated to another classroom. Recorded in planner. Pupil Incident Report Form in (Appendix 3). Phone call or department letter sent home for subject detention.   |
| Stage 5: | Refusal to be relocated. 'On call' senior member of staff sent for. The student may then need to be removed from the lesson and placed into isolation. In most instances at the point of removal an agreed time should be set for the girl to meet with the teacher to apologise and then sanctions should be put in place by the teacher and their department e.g. detention, report, phone call/ meeting with Parents. If the misdemeanour is deemed serious enough for an exclusion from school to follow then the girl will remain in isolation for the rest of the day. Parents will be informed if their daughter has to be withdrawn from lessons for any reason and they will usually be asked to come in to discuss this serious situation. A Pupil Incident Report Form will need to be filled in by the teacher. The Incident will be logged by the Behaviour Support Team on a central spreadsheet. |

## Classroom Management Checklist

|  |   |
|--|---|
| Every Class/Group to have a Seating Plan   | ✓ |
| The School's Golden Rules to be displayed in every classroom and followed          | ✓ |
| For the teacher to arrive before the class.  | ✓ |
| Lessons to begin promptly and the class register taken.                            | ✓ |
| Teachers and Pupils to be prepared for the lesson.                                 | ✓ |
| Lesson Objectives to be clear.   | ✓ |
| All Pupils are enabled to participate fully in the lesson.                         | ✓ |
| Emphasis on the positive, including praise for good behaviour as well as for work. | ✓ |
| Extend and motivate all pupils.  | ✓ |
| Model and teach positive behaviour.  | ✓ |
| Make sparing, fair and consistent use of reprimands and target the right pupils.   | ✓ |
| Use private rather than public reprimands where possible.                          | ✓ |
| Model the standard of courtesy expected from the pupils.                           | ✓ |
| Avoid shouting, sarcasm and threats.   | ✓ |
| Avoid whole group punishments and humiliation.                                     | ✓ |
| Lessons to have a plenary and finish on time.                                      | ✓ |
| Manage an orderly exit from the room at the end of a lesson.                       | ✓ |
| Analyse the classroom management performance and develop further good practice.    | ✓ |
| Share Good practice with colleagues.   | ✓ |

## Appendix 4

### Rewards/Awards System

The rewards/awards system described below concentrates on whole school rewards/awards. In addition to these, many departments have their own rewards/awards system. For details, please see the appropriate department handbook.

The rewards/awards system is ever changing and if you have any good ideas please see the Pastoral Deputy.

- **House Points – (Years 7 – 11)**

To be awarded for:

1. Academic Work (e.g. classwork, homework)
2. Wider Contribution (e.g. presenting in assembly, commitment to the Eco-Committee or School Council, assisting a teacher, representing the school)

House points can be awarded in multiples of 5 or 10; 5 being good, 10 being Outstanding. House points are written in the student planners and are initialled by staff. Form Tutors are responsible for recording house point data logged in student planners on SIMs. Subject teachers are also able to add house points.

- **Reward Assemblies**

*Pastoral Assembly*

- Year groups will have three Reward Assemblies throughout the academic year. House points will be used to reward pupils. Improved and excellent progress reports will be rewarded by each year group, as will rewards for improved and excellent attendance and punctuality. Subject Rewards- nominated by teachers

- **Sports Assembly**

- PE Cups and Colours are awarded for sporting achievement and commitment.
- The achievements of individual pupils, groups or teams are given public recognition through mention in assemblies, displays of work, *Friday News* and reports in the local press as well as on public occasions such as productions, concerts, dance displays etc.

- **Attendance Awards/Rewards**

Key Stage 3 (Years 7 – 9)

- Certificates of attendance are awarded to girls for 100% attendance at each reward assembly.
- The form with the highest attendance in a year group are rewarded in terms 2, 4 and 6 with a non-uniform day/ box of chocolates. The forms with the most improved attendance are also rewarded.

### Key Stage 4 (Years 10 & 11)

- Certificates of attendance are awarded to girls for 100% attendance at the end of the academic year.
- Each term, the form with the highest attendance is rewarded.
- Rewards are given to girls with 100% attendance in terms 2, 4 and 5.
- **Additional Awards/Rewards**

### Key Stage 3 (Years 7 – 9)

- Letters of commendation are sent home following each Progress Report to the girls who have received a high number of excellent effort grades.
- Prizes are given to the girls with the highest number of house points in the form and year group overall.
- The form with the highest number of combined house points receives a small prize at each reward assembly.
- Prizes are given after each Progress Report for improvement in effort.

### Key Stage 4 (Years 10 & 11)

- Letters of commendation are sent home following each Progress Report to the girls who have received a high number of excellent effort grades.
- Prizes are given to the girls with the highest number of house points in the form and year group overall.
- The form with the highest number of combined house points receives a small prize at each reward assembly.

### **Hierarchy of Rewards**

|         | <b>Achievement Examples</b>   | <b>Reward</b>   | <b>Staff Responsible for Issuing the Reward</b>  |
|---------|---|---|--|
| Stage 1 | <ul style="list-style-type: none"> <li>• Good Effort</li> <li>• Good Attitude</li> <li>• Politeness</li> <li>• Good attendance</li> </ul>           | <ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• Comment in Book</li> <li>• Comment in Planner</li> <li>• Stickers/Stamps</li> </ul>   | <ul style="list-style-type: none"> <li>• TA</li> <li>• Subject Teacher</li> <li>• Form Tutor</li> </ul>                    |
| Stage 2 | <ul style="list-style-type: none"> <li>• Good work</li> <li>• Improvement in work/behaviour</li> </ul>  | <ul style="list-style-type: none"> <li>• House Points</li> <li>• Positive phone call</li> <li>• Display of work</li> <li>• Comment in book</li> <li>• Comment in Planner</li> <li>• Stickers/Stamps</li> <li>• Letter home</li> </ul> | <ul style="list-style-type: none"> <li>• Subject Teacher</li> <li>• Form Tutor</li> </ul>                                  |
| Stage 3 | <ul style="list-style-type: none"> <li>• Excellent Work</li> <li>• Continuous Service</li> </ul>  | <ul style="list-style-type: none"> <li>• PE colours</li> <li>• Press Cuttings</li> <li>• Letter home</li> </ul>   | <ul style="list-style-type: none"> <li>• Subject Teacher</li> <li>• Form Tutor</li> <li>• Leadership Team</li> </ul>       |
| Stage 4 | <ul style="list-style-type: none"> <li>• Excellent standard of effort and/or achievement and/or Service over the term and academic year.</li> </ul> | <ul style="list-style-type: none"> <li>• Prefect Status</li> <li>• Deputy/Head Girls</li> <li>• Nationally Recognised Awards</li> </ul>   | <ul style="list-style-type: none"> <li>• Heads of Year</li> <li>• Head of Department</li> <li>• Leadership Team</li> </ul> |

## Appendix 5

### **Sanctions:**

#### **(i) Detentions:**

Staff may put a pupil in detention for times varying from a quarter of an hour to an hour depending on the gravity of the misdemeanour and the age of the pupil concerned. A detention may be given for repeated lateness to school or to lessons, unacceptable behaviour or failure to do work.

At least 24 hours' notice will be given to allow parents to make suitable arrangements to collect their daughter when the detention finishes. It is the girl's responsibility to inform her parents when a detention has been given, although the teacher will also write to her parents or put a note in her school planner. Should a girl be absent on the day of the detention, she must be prepared to do it on the day she returns.

#### **(ii) Lesson/Subject Report**

A girl may be put on report by her Head of Year to monitor work and behaviour if either has been unsatisfactory. Similarly, a girl may be put on subject report by a Head of Department to monitor their behaviour or progress in one or more subjects. Parents will be informed that their daughter is on report and told the reason and length of time for which this will operate.

#### **(iii) Internal Exclusion (Isolation)**

Unacceptable behaviour may result in pupils being isolated during the school day, including at break and lunchtimes.

#### **(iv) Exclusions**

Exclusion of pupils from school is rarely used, and always as a last resort if other sanctions have proved ineffective. However, we cannot allow any pupil to jeopardise the opportunities of other girls or challenge the discipline of staff. A pupil may be excluded by the Headteacher, or a Deputy in her absence, for a fixed period of days. The length of exclusion will depend upon the severity of the circumstances and previous behaviour record. In extremely rare cases a girl may be permanently excluded. In all cases of exclusion, parents will be informed in writing of the reason for the exclusion and the date upon which they should bring their daughter back into school. In the event of a permanent exclusion, the Governors' Exclusions panel will meet to hear why the girl has been thus excluded; the pupil and her parents will be invited to this meeting and may make their representations to the Governors. If Governors confirm the exclusion and parents wish to appeal against the decision they may take the matter to an independent appeals panel.

In the rare event of persistent misbehaviour during lunch time, a girl's parents may be asked to remove her from the school premises during lunch time for a given length of time. This counts as a school exclusion.

Upon return from exclusion, the girl's parents are expected to come in for a reintegration meeting to discuss, with senior staff, how the individual may be helped to modify her behaviour to that which is acceptable so that she can be re-integrated into the school community.

### **(v) Searching Pupils**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The member of staff must be the same sex as the pupil being searched and there must be another member of staff as a witness (if possible they should also be of the same sex as the pupil). The power to search without consent enables a personal search, involving the removal of outer clothing and searching the pockets, but not an intimate search going further than that.

The school is not required to inform the parents before a search takes place or to seek their consent to search the child.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and drugs paraphernalia
- stolen items
- tobacco, vapour pens and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Members of staff can search a pupil for any item if the pupil agrees to the search. The ability to give consent may be influenced by the pupil's age or other factors.

### **(vi) Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. A member of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

### **(vii) Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force means no more force than is needed in the circumstances.

The Headteacher and school staff authorised by her may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, drugs paraphernalia, stolen items, tobacco and cigarette papers, vapour pens, fireworks, pornographic images.

**(viii) Pupils' conduct outside the school gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent that is reasonable" according to the age of the pupil and any other special circumstances that affect that pupil.

Teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Appendix 6

### Examples of Sanctions/incidents

- Truancy from school or from lessons is taken very seriously and always results in contact with parents and a detention.
- Bullying or harassment of any kind will not be tolerated. Any pupil who bullies another pupil will be dealt with firmly and her parents may be called in to discuss the problem. Persistent bullying may result in exclusion. Please also refer to the school's Anti-Bullying Policy.
- Verbal abuse of staff or of other pupils will not be tolerated. In the unusual event of verbal abuse of a member of staff by a pupil, the girl will be taken to a member of the Leadership Team. The girl's parents will be contacted and an appropriate punishment will be imposed. Abuse of another pupil will be dealt with initially by the Form Tutor or Head of Year, but may be referred to a senior member of staff, depending on the severity of the incident.
- Any pupil who is caught breaking a school rule will face the appropriate sanction. If the pupil repeats the same behaviour, then they may receive a verbal warning from the Headteacher. After this warning the pupil could face exclusion if they continue to break the rule.
- Although it is an extremely rare occurrence, physical violence in any form will not be tolerated. Any pupil using physical violence will be taken immediately to the Headteacher and her parents will be contacted.
- Any girl who is caught smoking, or who is with others who are smoking, will be put in detention and her parents will be informed. Any girl caught in this situation on subsequent occasions would face exclusion.
- Any girl bringing an alcoholic drink onto the school premises or consuming alcohol on the school premises would face exclusion and her parents contacted. If any girl is under the influence of alcohol, her parents will be telephoned and asked to collect her from school immediately and will then be expected to bring her back in to see the Headteacher after any exclusion.
- We do not allow aerosols in school because of potential danger, including possible inhalation of fumes, and the particular dangers for those who suffer from asthma. Any girl who is caught using an aerosol will have it confiscated and will be issued a detention.
- Any girl bringing an illegal substance onto the school premises or using an illegal substance on the school premises would face exclusion and her parents contacted. If any girl is under the influence of an illegal substance, her parents will be telephoned and asked to collect her from school immediately and will then be expected to bring her back in to see the Headteacher after any exclusion. In addition, any pupil supplying or attempting to supply other pupils with illegal substances would also face exclusion.



- In the unlikely event of assault upon a member of staff or involvement in a criminal activity the pupil in question will face exclusion.
- In the unlikely case of malicious accusations being made by pupils against school staff, the strength of the sanctions applied would depend on the severity of the allegations and would be decided by the Headteacher, or, if the allegations were against her, by the Governors. In serious cases, the sanction is likely to be permanent exclusion.

## Appendix 7

### Developing a sense of responsibility:

We aim to develop pupils' sense of responsibility in a variety of ways:

- Forms in Years 7-9 do a school duty week each term when they undertake a range of general duties around the school, such as clearing chairs in the dining room, and assisting with cleaning after lunch and break.
- Our pastoral programmes deal with themes such as citizenship, personal responsibility, roles and relationships within the school and the wider community, and thus supports both personal development and the reinforcement of the school ethos.
- The Eco-Committee involves both staff and students and leads on projects to make school and the wider community more eco-friendly.
- Pupils are nominated for, and elected to, the School Council. The Council discusses issues which are important to pupils; they report back to their Year groups. They approach senior staff with proposals or concerns on behalf of the pupils. As a result, charities have been supported and many changes have been made to the environment and uniform.
- Some students in Year 12 are chosen to serve as school prefects for the year; they help with the organisation of school events such as parents' evenings and undertake regular weekly duties in areas such as the library and the computer rooms.
- Subjects have prefects nominated by staff, to help with the organisation of competitions and events, help in junior lessons where needed/when possible and assist with/run clubs.
- Sixth Formers are also expected to take on social involvement in some form. This may involve activities such as helping younger pupils, or coaching junior teams or musical groups. At the same time as developing their own sense of responsibility, the older girls provide good role models for the younger girls.

## Appendix 8

### **Pupil Support Systems:**

For those pupils who find it particularly difficult to manage their own behaviour, a behaviour contract may be put into operation. This agreement will be a Behaviour Support Plan for girls in danger of a fixed-term exclusion or a Pastoral Support Plan for those who have been excluded and are in danger of permanent exclusion. A Behaviour or Pastoral Support Plan is set up to identify small, achievable steps which are regularly monitored and reviewed and to recognise success, no matter how small. It is drawn up in consultation with pupil, parents, and school staff. All parties work together to bring about change in behaviour.

This is a three-way agreement between the girl, her parents and the school on measures that need to be taken to improve her behaviour and the ways in which she will be supported to achieve this. It is made clear to the girl and her parents that breaking the contract and failure to respond to support measures will result in further measures.

The school runs a Student Focus Centre (SFC) to support individual students. This support provision works alongside the other pastoral support in the school and focuses on their emotional and behavioural needs.

The school works with a counsellor from No. 22 who runs groups sessions in school.

The school employs a Parent Support Advisor (PSA) to assist parents who are struggling with a wide range of issues for example, managing behaviour or dealing with mental health concerns.

Pastoral Care is the responsibility of all staff, especially the class teacher of the child concerned. Efforts should be made to build up an understanding of, and relationship with, the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have. All staff have the support of the Headteacher in matters of pastoral care and also have access to Heads of Year, the Deputy Head, Educational Welfare Officer, and other Local Health Authority professional support services where needed.

## **Appendix 9**

### **Home – School Agreement**

When a new pupil joins the school she, her parents and the Headteacher sign two copies of the School Admission Agreement. This sets out what the school will undertake to do for the pupil, what we expect from her in return and what her parents can do to support her in our three-way partnership. The Golden Rules, which form part 1(ii) of this policy, are printed on the back of the Agreement. One copy is returned to the school to go in the girl's file and the other is for the family to retain.