



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

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Contents

1. ETHOS	4
2. THE NATIONAL CONTEXT	4
3. SCHOOL CONTEXT	4
4. AIMS.....	4
5. ROLES AND RESPONSIBILITIES	5
5.1 THE GOVERNING BOARD.....	5
5.2 THE HEADTEACHER.....	5
5.3 THE SENIOR LEADERSHIP TEAM IS RESPONSIBLE FOR:.....	6
5.4 ASSISTANT HEAD TEACHER (PASTORAL AND WELLBEING).....	6
5.5 THE ASSISTANT HEAD (TEACHING AND LEARNING) IS RESPONSIBLE FOR:.....	6
5.6 THE SENIOR LEADERSHIP TEAM AS LINE MANAGER TO A CURRICULUM AREA IS RESPONSIBLE:.....	6
5.7 ALL STAFF WILL BE RESPONSIBLE FOR:.....	6
<i>Subject Teacher.....</i>	<i>7</i>
<i>Head of Department.....</i>	<i>7</i>
<i>Form Tutor.....</i>	<i>7</i>
<i>Head of Year.....</i>	<i>7</i>
5.8 STUDENTS.....	8
5.9 PARENTS AND CARERS.....	8
6. DEFINITIONS.....	8
7. BULLYING	9
8. CODE OF CONDUCT: PUPILS	9
8.1 BEHAVIOUR MANAGEMENT IN THE CLASSROOM:	10
9. CODE OF CONDUCT: STAFF	10
10. CODE OF CONDUCT: PARENTS AND CARERS	11
10.1 ACTIVE INVOLVEMENT OF PARENTS.....	11
11. REWARDS AND SANCTIONS	11
11.1 LIST OF REWARDS AND SANCTIONS.....	11
<i>Praise and Rewards.....</i>	<i>11</i>
<i>Levels of Intervention.....</i>	<i>12</i>
11.2 OFF-SITE BEHAVIOUR.....	13
11.3 MALICIOUS ALLEGATIONS.....	14
12. BEHAVIOUR MANAGEMENT	15
12.2 PHYSICAL RESTRAINT.....	15
12.3 CONFISCATION.....	15
12.4 PUPIL SUPPORT	15
13. PUPIL TRANSITION	16
14. TRAINING	16
15. MONITORING ARRANGEMENTS	16

16.	LINKS WITH OTHER POLICIES.....	16
17.	LEGISLATION AND STATUTORY REQUIREMENTS	16
18.	APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES	17
19.	APPENDIX 2: REWARDS LADDER	18
20.	APPENDIX 3: BEHAVIOUR MANAGEMENT LADDER.....	19
21.	APPENDIX 4: SANCTIONS LADDER.....	20
22.	APPENDIX 6: SUSPENSION AND PERMANENT EXCLUSION POLICY	22
23.	APPENDIX 7: WG6 BEHAVIOUR FOR LEARNING	33

1. Ethos

The Behaviour for Learning Policy at Wilmington Grammar School for Girls is a statement of good practice and covers all aspect of the School that contribute to the fulfilment of the school's mission and its expectation that we are all striving for excellence. A key aspect of students' progress in schools is tied to the development of their own personal responsibility and contribution to the positive ethos of our community. All members of the school are expected to help maintain an atmosphere conducive to learning and development, with courtesy and mutual respect as basic expectations. As a school, WGSG, has clear core values which underpin our Behaviour Policy and all associated documents.

2. The National Context

The policy has been updated in the light of the guidance issued by the DfE Behaviour and Discipline in Schools, February 2014; Searching, Screening and Confiscation, February 2014; the Education Act 2011 and the guidance issued by the DfE in 2012: Behaviour and Discipline in Schools; Screening, Searching and Confiscation; Preventing and tackling bullying; Use of reasonable force; Dealing with allegations of abuse against teachers and other staff. This policy relates to legislation: The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; Education Act 2011; The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007; Education and Inspections Act 2006; Education Act 2002; School Standards and Framework Act 1998, Education Act 1996, The Schools (Specification and Disposal of Articles) Regulations 2012, The School Behaviour (Determination and Publicising of Measures on Academies) Regulations 2012, and Health and Safety at work Act 1974.

3. School Context

This policy does not stand alone but is to be used in conjunction with other school policies including Rewards, Special Educational Needs, Attendance, Anti-bullying, Equality and Pastoral Care as well as other relevant day-to-day advice in the staff handbook. This policy acknowledges the school's legal duties under the equality Act 2010, in respect of safeguarding and in respect to pupils with special educational needs (SEN).

4. Aims

- To provide a consistent approach to behaviour management
- To define what we consider to be unacceptable behaviour, including bullying
- To outline how pupils are expected to behave
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To outline our system of rewards and sanctions

WGSG promotes equality of opportunity. We are committed to take a positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation, transexualism, and marital status.

Equality of opportunity is related to all areas of the school's work and is a fundamental aspect of the ethos of the school. Behaviour and discipline are the shared responsibilities of all students, staff and parents.

We aim to:

- Enable excellent learning and teaching to take place.
- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent.
- Help ensure the health, safety and well-being of all members of the school.
- Promote the development of positive values in each individual and in the school as a whole, including: trust, self-esteem, self-discipline, responsibility and respect for others.
- Promote the partnership between students, staff and parents.
- Ensure that students review these expectations annually and sign the Home School Agreement in their Student Contact book.

- Ensure that parents and students are familiar with the rewards and consequence ladder and check with behaviours through the SIMS Parent App.
- Ensure that students understand how their behaviour contributes to their House profile.
- Work as part of a multi-agency network to enable students to achieve their potential.
- Use counselling whenever appropriate.
- Utilise parental support and involvement: when conducting reintegration meetings following fixed term exclusions or short-term alternative provision.
- Ensure that we use a collective and common vocabulary of learning (growth mindset).
- Ensure that any response given is determined by the needs of the individuals concerned and the desire for an effective and sustainable outcome.

5. Roles and responsibilities

We recognise that high standards of behaviour and a commitment to learning result from an effective partnership between students, parents and teachers.

ALL staff, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the school, particularly at breaks and lunchtimes. In addition, each member of the teaching staff has a distinct role given the context of their employment:

5.1 The governing board

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

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- Ensuring the strategies devised will satisfy the principles set out by the governing body.
- Ensuring the policy promotes good behaviour, self-discipline and respect.
- Prevents all forms of bullying; including bullying related to race, religion and culture; homophobic bullying, bullying of pupils with SEN or disabilities; sexist or sexual bullying; and cyber-bullying.
- Ensures the policy outlines the standard of behaviour expected of pupils at the school; the school rules and any disciplinary penalties for breaking the rules.
- Ensures that the standard of behaviour expected is included in the school's home-school agreement which the parent must be asked to sign.
- Ensures that the behaviour policy is publicised to staff, parents and pupils at least once per year.
- Ensures the policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.
- Ensuring Behaviour for Learning is viewed as a core principle by all staff.
- The implementation and day-to-day management of the policy and procedures.
- Deciding which staff may impose sanctions.
- Decide on the lead professional for Behaviour for Learning in the Senior Leadership Team.
- Working with other staff, including the Lead Professional on the SLT and the unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations with regard to behaviour leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging behaviour have appropriate support.

- Enabling the monitoring and assessing of the policy's impact to ensure the strategies do not impact disproportionately or unfairly on any students within the school through provision of appropriate systems and support staff.

5.3 The Senior Leadership Team is responsible for:

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring community.
- Working with their designated Assistant Head of Year and Head of Year to support them in their role.
- The day-to-day implementation of the Behaviour for Learning policy and associated strategies, including dealing with incidents in the higher stages of the sanctions process (see the staged sanctions procedure).
- Providing the data with regard to sanctions and rewards.

5.4 Assistant Head Teacher (Pastoral and Wellbeing)

- High standards of behaviour for students throughout the school.
- The AHT will directly support HoY where a centralised response is required. In cases where medium level sanctions have failed to secure the required improvements and in cases of extreme behaviour that require a particularly robust response.
- The AHT is responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints.

Behaviour strategies relevant for this role include: The provision of clear and positive expectations for behaviour, avoid confrontation, defuse tense situations with a calm approach; firm, fair and proportionate sanctions – Level 4 Pastoral Support Plan with parents, agreement of alternative curriculum plan (ACP), fixed term exclusions with associated pastoral support plans, use of training days or Wednesday JPD sessions for detention, Directed Moves, recommendations to Headteacher for permanent exclusion. (Any inclusion/exclusion/ACP must be agreed by the HT)

5.5 The Assistant Head (Teaching and Learning) is responsible for:

- Ensuring all staff have access to appropriate CPD for Behaviour Management.

Behaviour strategies relevant for this role include: The provision of clear and positive expectations for behaviour, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions – Level 4 Pastoral Support Plan with parents, agreement of alternative curriculum plan (ACP), fixed term exclusions with associated pastoral support plans, use of training days or Wednesday JPD sessions for detention, Directed Moves, recommendations to Headteacher for permanent exclusion. (Any inclusion/exclusion/ACP must be agreed by the HT)

5.6 The Senior Leadership Team as line manager to a curriculum area is responsible:

- Reviewing incidents and their causes with the Lead Teacher in order to inform the review of the policy and provide an opportunity for assessing training needs.

5.7 All staff will be responsible for:

- Ensuring that the policy and the procedures are followed fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.
- Creating a high-quality learning environment, modelling and teaching good behaviour, and implementing the agreed policy and procedures consistently.
- Keeping accurate registers of attendance to lessons in all Key Stages.
- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Subject Teacher

- Accountable for creating a productive learning environment in which all students are able to succeed.
- Subject teachers manage issues associated with low level disruption, incomplete and missing work, performance below target, poor attendance, and punctuality.

Behaviour strategies relevant for this role include: Appropriate lesson design – stimulating and challenging learning activities, knowledge of individual provision maps, deployment of learning support, the promotion of inclusive practice, differentiated learning, effective use of the 5Rs and SMSC opportunities to create successful learners, clear expectations for learning and behaviour, provision of effective and prompt feedback, use of praise and rewards, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - break or lunchtime detention, contact with parents, liaison with Head of Department and Form Tutor

Head of Department

- Accountable for supporting subject teachers through the maintenance of high standards of behaviour and learning in that subject.

Behaviour strategies relevant for this role include: Schemes of work, monitoring of standards, work sampling, lesson observation, learning sets and groupings, liaison with SENCO, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - lunchtime or after school detention, subject report, letters to parents, liaison with Subject Teacher and Head of Year.

Form Tutor

- Accountable for the care, support and guidance of students within their Form.
- Form Tutors support high standards through regular checks on uniform & jewellery, equipment and contact books.
- The monitoring of punctuality & attendance.
- The monitoring of academic progress and personal development and high standards of behaviour.
- Through the delivery of a quality PSHE programme which is designed to promote positive relationships, mutual trust and respect.

Behaviour strategies relevant for this role include: Clear expectations of behaviour, providing opportunities for students to understand the views and feelings of others, provide opportunities for students to work co-operatively, helping students become more resilient, promote tolerance, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - Notes to parents in contact book, daily report, liaison with Subject Teachers and Head of Year.

Head of Year

- Accountable for all Students within the Year Group through quality care, support and guidance.
- The Head of Year will support the Form Tutor and Subject Leaders where low level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of unacceptable behaviour where an immediate response is required.

Behaviour strategies relevant for this role include: Active modelling of the social and emotional skills required by students and staff, the provision of clear and positive expectations for behaviour, support for students to become more resilient learners, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions – Head of Year report, school detention, loss of privileges, community service, internal suspensions, meetings with parents, Level 3 Pastoral

Support Plan with parents, engagement with outside agencies: Attendance, Behaviour Management, Alternative Curriculum Pathways, Social Services, Police & Health.

5.8 Students

- Students will in the first instance be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have the responsibility to ensure infringements of the policy are reported.

5.9 Parents and carers

Parents and carers will also be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

If parents wish to make comments about the behaviour of students they can do so via the school e-mail or contact the relevant Head of Year. Parents are expected to:

- Support the School's Behaviour for Learning Policy and any sanctions that may have been imposed (Home School Agreement).
- Work with their child(ren) to achieve and sustain a productive and responsible attitude to learning and to the school community as a whole.
- Work with staff to address issues of concern at school and to help modify unacceptable types and patterns of behaviour on the part of their child.
- Advise staff of issues and concerns outside of the school that may have an impact on their child's performance and relationships within the school.

Supporting behaviour strategies include: Active modelling of the social and emotional skills required by adults and children, the provision of clear and positive expectations for behaviour, avoidance of confrontation, defuse tense situations with a calm approach; support at home for the completion of work; Firm, fair and proportionate sanctions in support of the school that may include loss of specific privileges for a period of time.

6. Definitions

To support staff, parents and students to recognise and understand the expectations and the terms used we have included a clear set of definitions and this policy uses the definitions as laid out below.

Misbehaviour is defined as:

- Behaviour that goes against the core values of the school; Respect and Resilience, Equality, Achievement, Community and Honesty and Integrity.
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Nox-canisters
- 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 pupil)

7. Bullying

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic and transphobic	Homophobic taunts, graffiti, gestures Transphobic taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8. Code of Conduct: Students

The Behaviour for Learning Policy is based upon the core Values of the School and all of the rewards and sanctions are linked in with these core values. We expect students to reflect on the behaviour that embodies these values and strive to achieve it at all times. There is a recognition that students can fall below these high standards and when this happens, they are given time to reflect on their actions in relation to these core values and so work to address them.

Our core values are based on:

Respect and Resilience

Equality

Achievement

Community

Honesty and Integrity

We strive to provide a harmonious community where the diversity of backgrounds is celebrated. As such, students are expected to:

- Conduct themselves in an appropriate manner at all times and especially while representing the school.
- Accept personal responsibility for their actions and any consequences that may arise as a result of them.
- Behave in a courteous, trustworthy and hardworking manner.
- Respect all members of the school community and the school's property and take care of the surrounding environment.
- Report all forms of bullying immediately (including cyber bullying).
- Adhere to the uniform expectations at all time [UNIFORM LIST HERE](#).

8.1 Behaviour Management in the Classroom:

The expectations below are to ensure that all students are able to thrive and to ensure that the learning environment underpins our mission statement that we strive for excellence in all things. The expectation is that staff and students work together to follow these:

1. Start of lessons:

- Line up in silence outside the class.
- Enter rooms sensibly and go straight to your workplace.
- Take out all essential equipment: books, pens, and equipment.
- Place your contact book on the desk in front of you.
- Put any bags under your chair.
- Start the Do Now Activity (DNA) whilst the register is being taken.

2. During lessons:

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question put your hand up to answer, do not call out.
- You must have your contact book, pen, pencil, eraser, as well as any other books, folders, or equipment needed for the lesson.
- If you arrive late without good reasons, you must expect to receive a late mark on Sims.
- You must write all your homework in your contact book.
- Eating and chewing are not allowed. Drinking water from a clear water bottle is permitted.
- You should not leave the lessons without permission from a teacher.

3. End of lessons:

- The bell and the clock are not signals for you, they are for the information of your teacher.
- You should not begin to pack away until your teacher tells you to.
- When told, stand and push in or put up your chair; any litter should be picked up and thrown away.
- Do not leave the room until your teacher tells you to.

Outside of lessons:

- Walk calmly and quietly along the corridors, keeping to the left hand side.
- Queue properly (in particular, for food at break and lunchtime and for the buses after school).

9. Code of Conduct: Staff

All staff, teaching and non-teaching will:

- Be positive role models.
- Help students understand their rights and responsibilities as citizens within the school and the wider society.
- Help students to make the right choices about their behaviour.
- Help students to be confident about their learning and enjoy it.
- Make sure that students listen and are listened to and value others
- Reward and praise positive behaviour.
- Follow the school's behaviour processes and procedures.
- Give opportunities for students to develop interpersonal and social skills.
- Ensure that students know the school's Code of Conduct.
- Inform parents about their child's behaviour and work alongside parents and carers.
- Inform the Form Tutor or Head of Year about serious incidents which are then monitored.

10. Code of Conduct: Parents and Carers

Parents, carers, and families will:

- Support the school and its behaviour policy.
- Promote positive behaviour at home in order to provide continuity between home and school.
- Contact the form tutor in the first instance if concerned about their child's behaviour.
- Contact the Head of Year for further support.

10.1 Active Involvement of Parents

We believe strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. We will therefore seek to involve parents/carers actively on behaviour for learning issues.

Approaches will include:

- Early involvement
- Phone calls
- Meetings
- Letters
- Emails
- Supporting students on reports
- Home school agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication
- SIMS Parent App

Parents are welcome to make an appointment to approach the school for informal or formal discussions about their child's education.

11. Rewards and sanctions

11.1 List of rewards and sanctions

Praise and Rewards

Praise and rewards within the context of challenging activities are recognised as highly motivating for students and staff. "Catching students doing well" is a key concept to successful behaviour management. Successful teachers consistently use appropriate verbal praise as part of their language for learning. The rewards and sanctions are directly related to our core values of REACH.

Positive behaviours will be rewarded with:

- Praise
- Reward points/house points
- Letters/postcards/phone calls home
- Middle/senior leader commendations

- Special responsibilities/privileges
- Reward point milestone celebrations

Rewards are given for 98%+ attendance, good citizenship, significant effort, significant progress, noteworthy attainment and through positions of responsibility

Reward points generate achievement points which are celebrated through weekly and termly updates culminating in formal celebration in house and year group assemblies. House points are also generated through participation in House events and competitions throughout the year with the main event being whole school sports day.

There are four main levels of reward and these provide the framework for our response to praise and rewards to ensure consistency across all staff:

- R1 Day to day achievements
- R2 Continuous achievements
- R3 Major achievements
- R4 Exceptional performance

See Reward Ladder - **Appendix 2**

Levels of Intervention

The majority of students behave well. However, there may be a number of students in each year group who may need to adopt a more productive ethos for learning and as such require a low level of behaviour intervention/review.

A small number of students display more extreme types of behaviour which demands a more robust approach with close monitoring, co-ordinated intervention and at times extra support.

There are four levels of intervention and these provide the framework for our response to praise and rewards to ensure consistency across all staff:

B = Behaviour related incident, W = Work related incident

- B1, W1: **Low level** – teacher/tutor sanction and support
- B2, W2: **Concern** – Head of Year/Head of department sanction and support
- B3, W3: **Major issues** – Senior Leadership Team sanction and support
- B4: **Possibility of permanent exclusion from school** – Head Teacher

See Behavioural Management Structure - **Appendix 3**

1 Low level

- Low level concerns largely associated with learning or behaviours outside the classroom:

Dealt with immediately by the member of staff.

2 Concern – may relate to a number of behaviours

- **B:** Heightened concerns usually resulting from a pattern of unacceptable learning behaviour which has not been modified by the use of lower level sanctions.
- **W:** Heightened concerns in a particular subject area where a student has continued to fail to meet deadlines despite support being offered, or where a student has plagiarised their work.

Addressed largely by subject teachers in conjunction with Heads of Department and Form Tutors informed.

3 Major issues

- **B:** Serious concerns in relation to unacceptable behaviour in and outside the learning environment.
- **W:** Where a student has plagiarised work for an exam.

Co-ordinated by Heads of Year

Liaison with Learning Support who will refer to outside agencies as required to secure professional support

Liaison with the Assistant Head teacher with responsibility for Behaviour and Learning regarding use of internal isolation and suspension (agreed by the Head teacher).

4 Possibility of permanent exclusion from school

Behaviours are sufficiently severe for a permanent exclusion to be a possible outcome.

Co-ordinated by the Assistant Head teacher working with outside agencies and in liaison with Heads of Year.

Final decision on any suspension/exclusion rests with the Head Teacher.

See Consequence Ladder - **appendix 4**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Community service
- Written activity of reflection

We may use the internal isolation in response to serious or persistent breaches of this policy. Pupils may be removed from lessons/social time if they are disruptive, and they will be expected to complete appropriate work or reflection tasks during this time.

11.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. *The School adopts the statutory guidance provided by the DfE.*

Under the Education and Inspections Act 2006, head teachers have a specific power to regulate students' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

- If a student behaves in such a way as to contravene the WGSG School Code of Conduct when out of school but under the lawful control or charge of a member of staff e.g. on a school trip, sanctions should be put into place.
- If a student behaves in an inappropriate way while not under the lawful control or charge of a member of staff e.g. on the way home from school a sanction cannot be imposed at the time but will be put in place when the student is next in school.
- If the student is observed behaving inappropriately by a teacher or by an older student, the observer should point out they have been observed and try to persuade them to change their behaviour but must not put themselves at risk or promote further confrontation.
- If inappropriate conduct is seen by a member of staff or reported to a member of staff/the School then a sanction should be put in place when the student is next in school.

Inappropriate behaviour includes use of ICT and mobile technologies (such as mobile phones, message systems, e-mail, internet sites and chat rooms) for harassing other students or school staff or bringing the school's name into disrepute. The use of defamatory or intimidating

messages/images inside or outside school will not be tolerated and disciplinary sanctions will be applied to perpetrators.

We regulate the behaviour of our students off school premises for the following reasons:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Many extended school activities take place on school premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity. It would be logical to deal with behaviour during off-site extended school activities which are not supervised by school staff in the same way as behaviour during further education college or work experience placements.

When deciding on the sanction we will take account of the following factors:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
 - related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff).
- Whether the misbehavior in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Whether the misbehavior was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

Pupils will be suspended for harassing a member of staff off school premises, including through the internet, bringing the school's name into disrepute, and for verbally abusing members of the public (for example on a bus on the way to/from school).

11.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour management

12.1 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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

12.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

12.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. Pupil transition

To ensure a smooth transition to the school pupils will take part in transition activities and will be supported by their Form Tutor. In addition, staff members hold transition meetings when students join the school during the school year,

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour, a core group of pastoral staff will receive training in proper use of restraint, as part of their CPD process.

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed annually by the Governing Body. At each review, the policy will be approved by the headteacher.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy
- BYOD policy
- Exclusion policy

17. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

18. **Appendix 1: Written Statement of Behaviour Principles**



School Rules

- All students are expected to demonstrate respect, self-discipline, courtesy and punctuality at all times.
- Students should catch up any missed work prior to the lesson (where possible).
- All students are expected to demonstrate care for the school environment.
- There should be no litter and no graffiti either on school grounds or near to the school.
- Students must remain within the school grounds during school hours.
- Phones must be turned off during the school day and not visible unless you are asked to use them as part of our BYOD policy.
- Chewing gum, solvent-based material, Tippex and aerosol sprays are not permitted on the school site.
- Swearing, fighting, making racist/homophobic remarks, malicious allegations against students or staff, or bringing cigarettes (including e-cigarettes) into school will result in immediate sanctions (B3 or B4). Bringing an offensive weapon or prohibited drugs will normally result in a permanent exclusion.
- WGSG is a non-smoking site. Students who smoke in uniform will be issued with a B3 consequence.
- Bullying, including improper social media behaviour, is unacceptable and any incident is dealt with most seriously in accordance with our anti-bullying policy. A record is kept on the student's file.
- All property and clothing should be clearly marked with the owner's name and any student who loses school books or damages school property will be required to pay towards replacement or repair.
- Students must vacate their form rooms by 8.40 in readiness for form time or Period 1. They may wait in the Hall from 7.30 but not go to their form rooms until 8am.
- Students eating in the hall should put away plates etc. and stack chairs (not more than 6 high) at the side of the hall before leaving.
- Students are allowed in form rooms at break and the start of lunch to return their belongings to their lockers and again at the end of lunch to collect equipment for afternoon lessons.
- Assembly is a formal occasion and behaviour is expected to be appropriate
- Students wishing to cycle to school must bring a note from parents. Bicycles must be securely padlocked.
- The following areas are out of bounds:
 - Slopes around the lower manor lawn
 - The wooded area between the upper and lower manor lawn and the meadow (Please keep to the paths)
 - The undergrowth or bushes around lawns
 - The alley between Parsons Lane and Common Lane

The Governors are not responsible for private property on the school premises

The school operates a 'Bring your own device' (BYOD) policy. Please see the IT acceptable use policy for terms and conditions.



19. Appendix 2: Rewards Ladder

	Level 1 – Day to day	Level 2 - Continuous	Level 3 - Major	Level 4 - Exceptional
R	Showing respect and/or resilience	Being a leader of respect activity Consistently showing resilience	No consequence points issued in a double term	No consequence points issued all year
E	Display of equality	Consistent work in equality	Leader of equality	Display of equality outside school
A	On or above target in key assessment	Consistently on or above target in key assessments	On or above target in annual examination	Exceptional achievement – EG top grade in public exam
		Consistent progress	Exceptional progress	Exceptional achievement outside school
C	Displaying community spirit	Representative at school community function	Leader at school community function	Exceptional contribution to school life
		Becoming a school representative or leader	Becoming a junior leader	Becoming a senior leader
		Form with highest conduct points in year group		
H	Displaying honesty and integrity	Termly 98%+ attendance	Double term 98%+ attendance	Annual 98%+ attendance
		Form with highest attendance in year group		
Rewards include	Level 1 achievement	Level 2 achievement	Level 3 achievement	Level 4 achievement
	Verbal Congratulations	Bronze award postcard home FT, certificate Silver award letter home HOY, cake voucher	Gold award REACH role model badge, invite to termly breakfast with Heads of Year, Name in celebration assembly	Platinum award letter home HT, invite to termly lunch with SLT/HT, invited to annual prize giving evening
Subject rewards	Verbal congratulations	Postcards home	HoD commendation	Head teacher commendation
Annual rewards	Reward trips and celebrations are offered to students achieving the desired conducts points for the year and/or for achieving 98%+ attendance			
	Special awards given to students with outstanding conduct and/or attendance for the period of years 7 – 11			

20. Appendix 3: Behaviour Management Ladder



Wilmington Grammar School for Girls Behaviour Management Ladder of Sanctions

Preliminary stage	
Minor breach of code of conduct	Discussion staff and student
↓	
Level 1	
Low level breach of code of conduct	B1 issued by school staff member
Teacher supportive intervention	
↓	
Level 2	
Concern Repeated breach of code of conduct	After school detention issued by HoD or HoY FT/dept report
Departmental/Hoy support plan	
↓	
Level 3	
Major issue Continued breach of code of conduct	SLT detention HOY report Internal isolation/ fixed term exclusion Issued by SLT
Reintegration support	
↓	
Level 4	
Serious issue/concern Persistent or serious breach of code of conduct	SLT Report Fixed Term Exclusion Permanent exclusion Sanctioned by Headteacher
Reintegration support/directed move support	

Respect and Resilience
Equality
Achievement
Community
Honesty and integrity

21. Appendix 4: Sanctions Ladder



	Level 1 B1/W1	Level 2 B2/W2	Level 3 B3/W3	Level 4 B4/W4
R	B1 Breach of code of conduct	B2 Repeated breach of code of conduct	B3 Continuous or Major breach of code of conduct B3 Smoking on school site or to and from school	B4 Persistent or Serious infringement of code of conduct B4 Possession of prohibited items
			B3 Alcohol on the school premises	B4 Supplying of prohibited items B4 Possession of weapons
E	B1 Rudeness to another student	B2 Unkind behaviour to another student	B3 Bullying and/or aggressive behaviour (peer on peer abuse)	B4 Physical violence
		B2 Rudeness towards staff	B3 Sexually inappropriate behaviour	B4 Grievous bodily harm B4 sexual abuse or assault
A	W1 Consequence for not meeting work expectations	W2 Repeated failure to meet work expectations	W3 Truancy from lesson	
	W1 Not properly equipped	W2 Repeated not properly equipped		
C	B1 Form room not meeting expectation	B2 damage to school property	B3 Bad language towards staff	B4 Health and safety concern
		B2 Phone use without permission	B3 Malicious use of social media	
	B1 Library book not returned	B2 Inappropriate use of social media	B3 Theft	
		B2 Library book 4 weeks overdue	B3 Malicious damage of property	
H	W1 Lateness to lesson	B2 Late to school x 2 in 1 week	W3 plagiarism or any other form of cheating in an exam	B4 Unsubstantiated serious or malicious allegations against staff
	B1 Phone visible or in use without permission	B2 60 minutes of accumulative lateness	B3 Persistent absence from school <80% B3 Failure to attend 1 hour after school detention	

Sanctions Include	ALL: 1 behaviour point Conversation with student	1 Hour Detention after school 1.5 hour detention after school	Sanction dependent on specific incident (see below)	Sanction dependent on specific incident (see below)
	Subject detentions at break/lunchtime for missing extended deadline or 2nd piece of work	Thursday: behaviour Tuesday: department <i>Tasks will be given - some written, some community service based depending on the situation.</i>	Sanctions may include: B3: HoY - Pastoral Support Plan. Restorative Justice Intervention	Sanctions may include: B4: DH - Pastoral Support Plan Police involvement
	Other sanctions may include: Confiscation of BYOD Makeup/nail varnish removed immediately	Other sanctions may include: Confiscation of BYOD Daily Reports with FT Subject Reports with HoD Temporary removal from certain classes Restorative Justice Intervention EWO involvement	Engagement with outside agencies Inclusion agreed by the Head of School Fixed term exclusion agreed by the Head of School Alternative Curriculum agreed by the Head of School 1.5 hour after school SLT detention (Thursday) W3: Exam grade cancelled, may involve all exams of a particular board if a public exam.	Directed move Permanent Exclusion by the Head of School
Support Includes	Teacher intervention for work support	Head of Department support plan	Pastoral support plan level 3	Pastoral support plan level 4
	Tutor intervention for meeting expectations	Head of Year support		
	Restorative justice			

22. Appendix 5: Suspension and Permanent Exclusion Policy

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil 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 pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)

3. Definitions

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

Permanent exclusion – when a pupil 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 pupil 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.

directed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a directed move occurs.

4. Roles and responsibilities

4.1 The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil 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 suspend or exclude a pupil will be taken only:

- › In response to serious or persistent breaches of the school’s behaviour policy, **and**
- › If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, 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 pupil to give their version of events
- › Consider whether the pupil has special educational needs (SEN)
- › Consider whether the pupil is especially vulnerable (e.g. the pupil 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 directed moves

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

Pupils 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 pupil and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

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

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

The parents 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' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil 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 pupil, and that parents (or the pupil 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

The headteacher will also notify parents 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 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 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 pupil 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' consent.

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 pupil
- Any suspension or permanent exclusion which would result in the pupil 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 pupil 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.

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 pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil 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 in order to work together to consider what factors may be affecting the pupil'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 pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- 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 pupils 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 pupil'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 pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

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

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents 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 pupil will be allowed back in school

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If

the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil 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 pupil, including the use of online pathways.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the governing body.

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

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 pupil. This provision will begin no later than the sixth day of the suspension.

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

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 directed 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 pupils receive repeat suspensions
- Interventions in place to support pupils 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 pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

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 pupils 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 pupil

The governing body will consider and decide on the reinstatement of a suspended or permanently excluded pupil 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 pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term the governing body must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing body will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing body will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the governing body may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil 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.

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the governing body 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 pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not 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 pupil's educational record, and copies of relevant papers will be kept with this record.

The governing body will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

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

Where an exclusion is permanent and the governing body has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' 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)
- 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 pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents 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 for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents 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

6. Independent review

If parents apply for an independent review within the legal timeframe, the academy trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate the pupil **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 governor

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.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor 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 **member** 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, school, governing board, parents or pupil, 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 (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil 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 pupil'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 pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil'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 pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 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 pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. School registers

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

- 15 school days have passed since the parents were notified of the governing body decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents 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 pupil's name from the register.

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

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

Making a return to the LA

Where a pupil'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 pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil 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 pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil 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 pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

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

Where necessary, the school will work with third-party organisations to identify whether the pupil 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:

- ✓ Regular contact in school with a designated pastoral professional
- ✓ Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- ✓ Informing the pupil, parents 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 pupil, parents, and other relevant parties.

8.2 Reintegration meetings

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

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

The meeting can proceed without the parents in the event that they cannot or do not attend.

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

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and directed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by The Assistant Head Teacher. Mrs Jayne Leamon, AHT will report back to the Head Teacher and reported termly in governors meetings.

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

- At school level
- By age group
- By time of day/week/term
- 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 pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the Assistant Head Teacher every in line with trust policy. At every review, the policy will be approved by the governing body.

10. Independent review panel training

The academy trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

23. Appendix 6: WG6 Behaviour for Learning

The Behaviour for Learning for WG6 has particular aspects that are aligned with WGSG and WGSB for consistency within and across WG6. The general outline of expectations are the same as Behaviour for Learning at WGSG with a focus on following the core values of WGSG as REACH.



All WG6 students are expected to show courtesy, respect and consideration towards all members of the school community so that everyone is able to learn in a safe and comfortable environment. There is also a recognition that students are developing mature approaches and want to be treated more responsibly. Sixth Form students follow a business dress code rather than a school uniform. Positive behaviour for learning is expected all times where WG6 students are notably exceptional role models for younger students in and out of school.

- Be punctual and have good attendance
- Be respectful, ready to learn and well equipped for all lessons
- Abide by WG6 dress code
- Utilize Student Planner to support learning and forward planning
- Meet deadlines for completion of work to a high standards
- Never bring, illegal substances, alcohol, tobacco,

WG6 Behaviour Procedures

All Sixth Form students sign a Sixth Form Contract (copy in their planner and in enrolment documents)

This provides clarity regarding high expectations and positive behavior for learning at the split site Sixth Form.

It is our aim that every member of the Sixth Form community feels valued and respected, and that each person is treated fairly and well. This is in line with expectations for all WGSG students.

Every member of the Sixth Form is expected to behave in a considerate way towards others; remembering the importance of being a role model at all times.

Basic Expectations

Aim for 100% attendance but not lower than 95%

Punctual to all lessons including form time and assemblies.

Responsible behaviour in and around school.

Supporting and respecting the school community at each site.

Utilising all non-contact time in school as study periods.

Completing all work to a very high standard and in line with target grades.

Reward Points

The WG6 Rewards system differs a little from WGSG but nonetheless it is an essential tool in motivating students and establishing a positive climate for learning. Below is a list of the types of rewards/ praise points available and the action required, ensuring the students receive recognition for their academic and non-academic achievements. Sixth Form students have a separate rewards assembly.

ALLOCATION	DESCRIPTION	WHO ENTERS	REWARD
R1	R1 Good work/ effort R1 Good achievement R1 Good contributions R1 Other – description added	Class Teachers Form Tutors WG6 Team	Verbal praise to student Level 1 achievement points added to Sims
R2	R2 High standard of work completed R2 High level of achievement R2 High level contribution R2 Good punctuality over a term R2 Form Tutor Award for the term R2 Other – description added	Class Teachers Form Tutors WG6 Team	Verbal praise to student Level 2 achievement points added to Sims Report data on or above target- names added for reward assembly 50 reward pts - Bronze certificate/ postcard sent home
R3	R3 Consistent high standard of work completed R3 Consistent high achievement – above targets R3 Excellent contribution R3 WG6 Team Award R3 Other – description added	Class Teachers Form Tutors WG6 Team	Verbal praise to student Level 3 achievement points added to Sims Repeatedly on/above targets -names added to reward assembly. 75 reward pts– Silver certificate / letter from Head of Sixth Form
R4	R4 Truly exceptional and consistent effort/ work over a long term R4 Other – description added	WG6 Team	Verbal praise to student. Level 4 achievement points added to Sims Repeatedly on/above targets -names added to reward assembly. 100 reward pts– Gold certificate/ Letter from headteacher

Behaviour Points – help to ensure consistency of expectations across sites with follow up including support

ALLOCATION	DESCRIPTION	WHO ENTERS	SANCTION
B1	B1 Poor work/ No HW B1 Poor behaviour B1 WG6 dress code infringement B1 Poor organisation B1 Other- description added	Class Teachers Form Tutors WG6 Team	For those in study a formal verbal warning issued. Continued poor behaviour will result in the student being removed from study. An immediate break/lunchtime detention is issued
B2	B2 Continued poor work/No HW completed to second deadline B2 Continued poor behaviour B2 Unauthorised use of electronic device B2 Other- description added	Class Teachers Form Tutors WG6 Team	HOD follow up with department sanction or class teacher action
B3	B3 Unacceptable behaviour/work- WG6 Detention B3 Truancy - WG6 Detention B3 Escalation- WG6 Detention B3 Other- description added - WG6 Detention	Class Teachers Form Tutors WG6 Team	Sims Report collated weekly. All lead to after school 6 th form detention
B4	B4 Failing to attend WG6 detention- SLT Detention B4 Other- description added - SLT Detention	WG6 Team	SLT detention
B5	B5 Internal exclusion- description added	WG6 Team	Parent meeting and WG6 report
B6	B6 External exclusion- description added	WG6 Team	Parent meeting Exclusion as agreed with Headteacher, PSP instigated

STAGES of Subject and Pastoral Interventions

STAGE 1- VERBAL WARNING / First report card

Instigated by class teacher, Form Tutor, HOD or HOY and centrally recorded on sims using BFL ladders

- Concern with Attainment or Achievement – Subject report issued by HOD for one subject & dept action taken
- Punctuality/ Academic reports issued following weekly monitoring by Student Support Manager & HOY with Form Tutor action or Department Action as required.

Targets set within a given time frame to see improvements & class teacher or form tutor monitors - usually 1 week

- Class teacher/ form tutor/HOD/HOY contacts home and logs call on sims and action to be taken as appropriate.

STAGE 2- FORMAL VERBAL WARNING (Report Card 2)

Instigated by HOD, Student Services Manager (SSM) or Head of Year & centrally recorded on sims

Student behaviours tracked by Student Services Manager using weekly report

- Attendance/ Punctuality procedure followed as required
- Parents called in to meet with HOD, class teacher, HOY and/or Student Support Manager as appropriate
- Strategies & TARGETS agreed – details added to sims
Share record of discussion/ targets from meeting with parents along with agreed monitoring process.

STAGE 3 – WRITTEN WARNING (PSP 1)

Issued by Head of Year/ Head of Sixth Form where there has been repeated poor behaviour or a failing to show significant alteration in behaviour following previous concerns with attitude, work or following school rules.

- Timeframe issued to ensure agreed targets are met or at least worked towards - usually no more than 6 weeks with a review period built in. In conjunction with attendance/ punctuality procedure as required.
- Internal exclusion or withdrawal of break & lunch time used as a sanction if appropriate
- Home-study will be stopped for Year 13.
- Student Support Manager and/or Head of Year meet with parents and agree specific targets for an individual learning contract or formal educational plan as required
- Recorded on sims and could be used in a reference. Some progress made could see an extended time period given

STAGE 4 – FINAL WRITTEN WARNING (PSP 2)

Issued by Head of Sixth Form

Time frame issued to ensure targets are met – usually no more than 10 weeks with a review period built in at week 6 and warning about subsequent directed move given Head of 6th Form/ Director of WG6 and/ or Headteacher agree a detailed plan with parents and student. Recorded on sims and will be included in a reference

Failure to complete satisfactorily – DIRECTED MOVE