

# Walderslade Girls' School

## Behaviour and Conduct Policy

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### The Principles

Walderslade Girls' School has a clearly defined and inclusive ethos based on a set of high standards, expectations and traditional values reinforced by clear rules and procedures. The School's Behaviour and Conduct Policy defines the expectations that all stakeholders work effectively to ensure a positive working environment free from prejudice, intolerance and injustice and that behaviour outside school is included within this.

### **Every student has a right to learn and every teacher the right to teach.**

Walderslade Girls' School emphasises positivity and every opportunity will be taken to recognise and celebrate achievement at all levels ensuring consistency, fairness and openness. At Walderslade Girls' School we operate a system of Positive Discipline. The school has a structure of sanctions which range from verbal warnings to exclusion from school as a last resort. However, students are made aware that they are able to step back from and out of an escalating cycle of sanctions at any time if they wish to do so by modifying their behaviour and conduct. Students are given every opportunity to choose their behaviour. The expectation of every student is that they choose positivity and that they are supported in doing so.

### Aims

1. To ensure staff model good behaviour and never denigrate students or colleagues.
2. To promote positive behaviour through the active development of students' social, emotional and behavioural skills.
3. To ensure the Behaviour and Conduct Policy does not discriminate against any student eg on grounds of race, gender, disability, sexual orientation and that it promotes good relations between different communities.
4. To apply sanctions fairly, consistently and reasonably, taking into account Special Educational Needs and Disability (SEND) and the needs of vulnerable students, offering support as appropriate.
5. To keep parents/carers informed of their daughter's behaviour, both good and unacceptable, and where necessary offering support to assist in managing this.
6. To take all reasonable measures to protect the health and safety and wellbeing of staff and students including responses to bullying.
7. To ensure that all students are able to feel confident in lessons and other opportunities are available to them so they achieve their full potential both academically and in the wider curriculum.

## **Roles and Responsibilities**

### **The Governing Body, Headteacher and Staff**

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

They will also ensure that the concerns of students are listened to and appropriately addressed.

### **The Governing Body**

- The Governing Body of Walderslade Girls' School will establish in consultation with the Headteacher, staff and parents/carers the policy for promotion of good behaviour and review the policy on an annual basis.
- It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.
- The Governing Body of Walderslade Girls' School, through the Pastoral Committee and the Personnel Committee, will ensure that appropriate high quality training on all aspects of behaviour management is regularly provided to support the implementation of the policy.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness in consultation with the Headteacher, staff and parents/carers.

### **Headteacher**

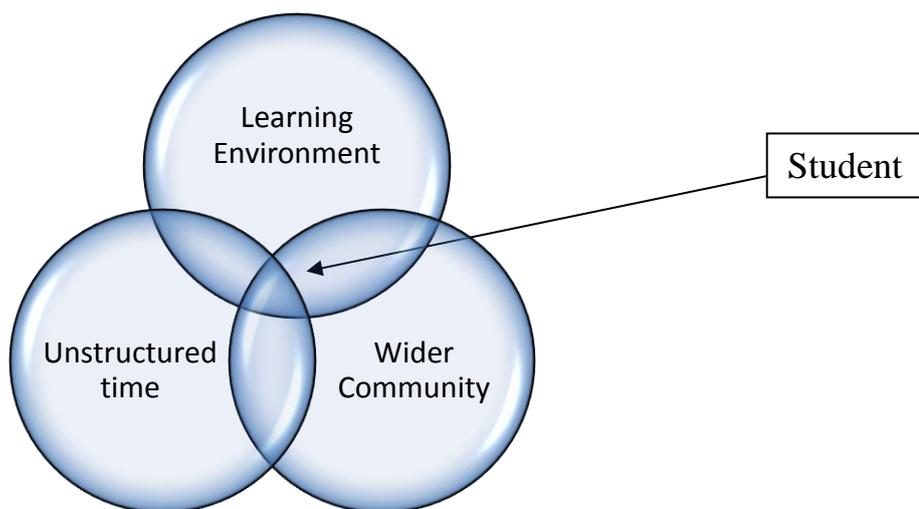
- The Headteacher, supported by the Senior Leadership Team (SLT), will be responsible for the implementation and day-to-day management of the policy and procedures.
- The Headteacher is responsible for establishing clear support structures for staff faced with challenging behaviour.
- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- The procedures arising from this policy will be developed by the Headteacher in consultation with the staff, students, parents/carers and governors.
- The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.
- The Headteacher will keep the Governing Body informed of all aspects of the School's work within this policy.

### **Staff**

- Staff will follow the procedures outlined in the Behaviour and Conduct Policy
- Staff will inform parents/carers when behaviour sanctions are set. This may be by telephone or email

### Student conduct

The student lies at the centre of three strands to their school experience: their learning environment within structured lessons; their time around the school, before and after school, at break and lunchtimes, and between lessons; and finally their experience of and conduct in the wider community. The authority of the school does not cease at the school gates. The Head teacher will issue sanctions for poor and anti-social behaviour within the school community as authorised by the Chief Inspector for Schools and the Secretary of State for Education.



### Expectations of all Stakeholders within WGS

Staff	Students	Parents/Carers
To teach respect by treating students with fairness and consistency.	To respect the authority of adults within the school and co-operate promptly and politely with instructions.	To respect and support the decisions of the school and to communicate with staff in a respectful manner.
To teach and model positive behaviour.	To control and take responsibility for her behaviour.	To support the school regarding decisions concerning their daughters' behaviour, and where possible to reinforce the school's discipline in the home environment.
To provide a challenging and stimulating learning environment and lessons.	To be prepared to listen and learn and participate, allowing others to work and make progress.	To ensure your daughter is fully equipped and prepared to learn effectively.
To ensure students are wearing their uniform correctly.	To wear all elements of the school uniform correctly.	To ensure that your daughter is wearing all elements of the school uniform.

To administer the school rules consistently and fairly.	To follow the school rules at all times.	To support and reinforce the school rules.
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### The Seven C's of Positive Behaviour Management (S. Cowley 2013)

1. **Communication:** effective interaction with students regarding facts, information, attitudes and expectations will support behaviour. Students need to fully understand what is required by them in order to get it right. Teachers should not overload students with what they need to do in both rules and work. Teachers will prioritise or break down what you want they need to do so that it is manageable.
2. **Confidence:** a confident approach to the lessons will enthuse and encourage students to follow suit within their learning.
3. **Carrots and Consequences:** Students will be encouraged within their learning to ensure they get it right, but will also be aware of the consequences of poor behaviour.
4. **Consistency:** Students will experience a consistent approach within their school day. This is inclusive to the language that staff use whilst enforcing the Behaviour and Conduct policy.
5. **Control:** Teaching staff are in control of the learning environment to ensure that all students have the ability to learn effectively. Those students who do not conform to the policy will be removed from the classroom and face a sanction.
6. **Choice:** Staff will use the language of choice with students to enable them to make the right decision for effective learning.
7. **Creativity:** Staff are encouraged to deliver creative lessons therefore stimulating students enabling to engage fully and avoid conflict.

### Start of lesson procedure

1. All staff should be at the classroom doorway during lesson change over.
2. Classes are dismissed and welcomed at the door. NO LINING UP.
3. Students arrive to a productive starter activity and will begin this as soon as they arrive to the lesson.
4. Once the whole class have arrived, the teacher calls for pens down and the formal welcome and start to the lesson. Register to be taken.

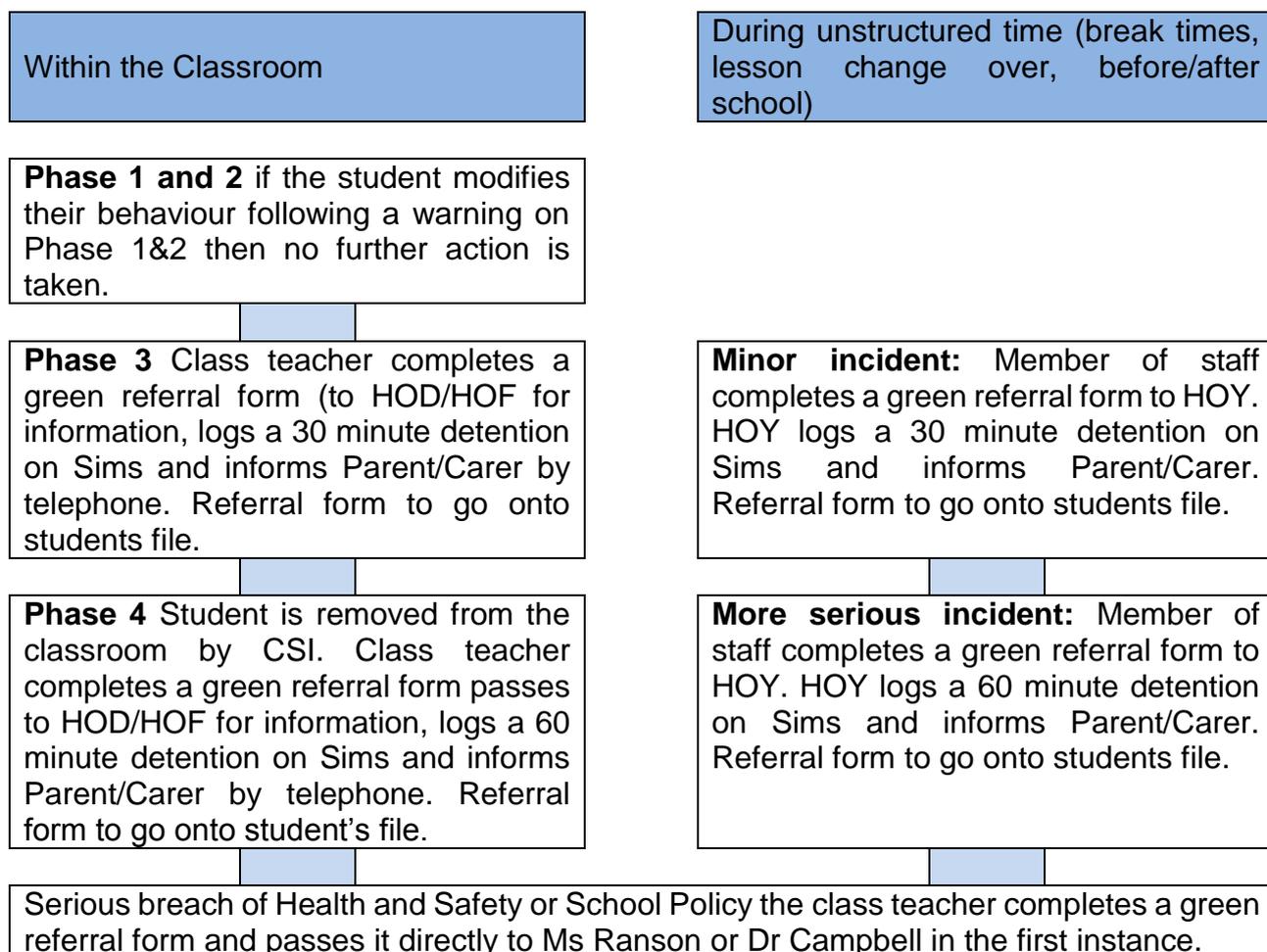
NB. This will not be possible for those staff who have to change rooms therefore, students will be expected to line up in the corridor until the staff member arrives.

## Tariff of Misdemeanors

Phase 1	1 <sup>st</sup> verbal warning
Phase 2	2 <sup>nd</sup> verbal warning
Phase 3	3 <sup>rd</sup> warning and moved seat within the class and behaviour referral form (30 minute Whole School detention)
Phase 4	4 <sup>th</sup> warning, behaviour referral form and removed from the classroom (60 minute Whole School detention or a more serious sanction depending on the seriousness of the behaviour incident)
Phase 5 (persistent poor behaviour across the school)	Intervention from Head of Year. Parent meetings and student to be placed on report (2 weeks) Pastoral Support Plan if appropriate. Internal Exclusion if appropriate
Phase 6	Intervention from SLT. Parent meetings, student will be placed on report. Pastoral Support Plan. Internal/External exclusion if appropriate.

All Curriculum Support Intervention (CSI) removals, Persistent Disruptive Behaviour (PDB) referrals, or other serious incident will result in a 60 minute Whole School detention.

## Referral Process



## Detentions

All detentions will be Whole School detention. These run over two days a week, primarily a Tuesday and Wednesday. The detentions will be staffed by a rota whereby all staff are involved and one member of Senior Leadership Team.

30 minute Whole School detention	60 minute Whole School detention
These will be for any in class issues which have not led to being removed from the classroom. Non completion of Homework.	This is for when a student has been exited from the classroom following a CSI removal, or those who have a Punctuality Detention.

It is the class teachers' responsibility to log the detention and behaviour incident on Sims and inform parents. On the Monday prior to the detention, a School Communications message will be sent via text message as a reminder to the parents. Staff have 48 hours from the initial incident to inform parents of the detention and log appropriately.

A report will be generated and a whole staff email will be sent to inform staff of those students who are in detention for that day. It is the Period 6 teachers' responsibility to escort the relevant students to the Hall at the end of the lesson. If a student refuses to attend the class teacher must present at the Hall and inform the member of SLT who will then administer a day in Internal Exclusion.

If a student is unable to attend a detention due to a medical appointment, parents/carers are required to provide evidence of the appointment.

Walderslade Girls' School does not operate detentions during the school day, for example at lunchtime. All detentions happen at the end of the school day. Those students who are on a reduced timetable complete detentions at the end of their allocated time outside the Headteachers office.

If a student fails to attend the detention, the student will be issued with a day in Internal Exclusion and the original detention will be rebooked.

The detention is an opportunity for students to reflect on their behaviour.

## Internal Exclusion

Internal Exclusion (IE) is where students are removed from their timetabled lessons for a day to work in isolation with a member of staff. The students will be provided with their curriculum work to complete and are expected to do this in silence. They will receive help and support if required. Students remain in IE throughout break-time and lunchtime. Failure to complete the day successfully may result in a Fixed Term Exclusion.

If a student is placed in Internal Exclusion as a sanction, parents/carers will be informed by either the Head of Year, a Head of Faculty or a member of the Senior Leadership Team, however the date of when the sanction will take place will not be confirmed. This is because we look at the impact on the student's timetable and the combination of students within IE. The purpose is to help support modify their behaviour and to complete the day successfully.

As this is an internal sanction, the school does not have to inform parents/carers of the situation, however we will endeavour to ensure parents/carers are informed.

Following the day in Internal Exclusion, the IE manager will place the student on report for two weeks (except those students who are in there for not attending detentions or uniform infringements), and will monitor their return to lessons.

There may be occasion where a student will be placed in IE with immediate effect due to an incident. This is a decision that will be made by a member of the Senior Leadership Team. Failure to attend Internal Exclusion will result in a Fixed Term Exclusion.

### **Mobile Phones and other electrical devices**

The school policy is that mobile phones are not seen or heard during school hours. If a student is seen using their mobile phone they will be asked to put it away. If they refuse to do this, or are persistently being seen with it, staff will confiscate the mobile phone. The member of staff will place the mobile phone at the school Reception where the student can collect it at the end of the school day.

If a student refuses to hand their phone over to a member of staff to be confiscated, they will receive a day in Internal Exclusion.

### **Exclusion from School**

The Headteacher, or those persons who have been given authority in the Headteachers absence, can exclude a child if they misbehave in or outside school. Walderslade Girls' school will inform parents/carers about an exclusion as soon as possible by telephone call and will follow up with a letter explaining how long the student is excluded for and why.

Exclusions can start on the same day but the school can not make parents/carers collect their child straight away. At WGS if a student is excluded and are able to go home before 12pm then that is classed as the first day of exclusion.

### **Parents/carers are risk of prosecution if their child is found in public place during the term of the exclusion**

For the first 5 school days of an exclusion, it's the parents/carers responsibility to make sure their child isn't in a public place during normal school hours unless there is a good reason.

Following the exclusion, students will be welcomed back into Walderslade Girls' School and will have a meeting with a member of the Senior Leadership Team and placed on report for two weeks. In some cases it will not be necessary for parents/carers to attend the meetings, however if they can if they wish.

### **Types of exclusion**

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

### **Fixed period exclusion**

A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at another school in the area.

### **Permanent exclusion**

Although permanent exclusion can be the result of a single extremely serious incident, it is almost invariably the sad result of a long history of a student's inability to conform to the reasonable standards required by the school. In such cases, parents/carers and outside agencies will have been consulted and their support sought. It is also appropriate if a student is thought to present a threat to the safety and well-being of her peers or the staff, or is so chronically disruptive that the progress of other students is inhibited.

In cases of permanent exclusion, parents/carers are informed of the appeals procedure, and will be invited to meet the Governors Discipline Committee within fifteen school days from the date that the committee is notified.

### **Alternative education and exclusion**

Walderslade Girls' School or Medway council will inform parents/carers about any alternative education they arrange. It's the parent/carers responsibility to make sure their child attends.

### **Making a complaint**

If alternative education isn't arranged within 5 days, or you're not happy with the education, you can complain to:

- the school, for fixed period exclusions following the School Complaints Procedure
- Medway Council, Inclusions team for permanent exclusions

### **Additional sanctions**

In addition to the Detention structure and Internal Exclusion there are a number of other sanctions that may be used within the school in line with the Behaviour and Conduct Policy and the Senior Leadership Team

- Subject teacher telephone calls
- Isolation at break and lunchtimes
- Report card

## **Rewards**

Staff will award students individual points for academic achievement and effort within their academic lessons. In addition to this, students can be awarded points for service to the school community and participation in school events such as performances, sports fixtures and Open Evenings. The Head teacher has the opportunity to award students a Gold credit which has a value of 10 points in recognition of outstanding academic achievement, effort and participation.

Students will be awarded 25 points for 100% attendance for each term. Those students who achieve 100% attendance for the whole year will form part of the 100 Club and will be part of a school trip or activity.

The points score will be monitored by Form Tutors and Heads of Year and students will receive certificates or recognition through inter year competitions.

There is a House Trophy for the house with the highest number of point across the year and is presented at the annual Awards Evening.

## **Legislation related to this policy**

Education Act 2002/2011

Behaviour and Discipline in Schools January 2016

Ofsted Framework Spetember 2016

Exclusion from mainstream schools, academies and pupil referral units in England (June 2012, updated February 2015)

## **Policies related to the Behaviour and Conduct Policy**

Equality and Diversity Policy

Anti-Bullying Policy

Cyber-Bullying Policy

Drugs Education and Incident Management Policy

Schools Complaints Policy

Additional Educational Needs Policy

Use of Mobile Phones and Other Electronic Devices

This policy is reviewed every two years.