



The Tiffin Girls' School

BEHAVIOUR FOR LEARNING POLICY

REVISED June 2023

1. The Tiffin Girls' School (the School) vision is to provide 'an intellectually stimulating and outward-facing School, enabling students to flourish and contribute to society'. Our motto of '*sapere aude* – dare to be wise' is embodied in our core values of 'Community' (Collaboration, Celebration of diversity & Active citizens), 'Love of Learning' (Inspiration, Embrace knowledge and Creative & Critical Thinking) and 'Character' (Integrity & Respect, Courage & Resilience and Independence & Initiative). As such, all members of our community are committed to contributing to the ethos of the School in a responsible and meaningful way.
2. This policy is comprised of the following key sections:
 - A. Ethos – Aims and Practice
 - B. Expectations of behaviour
 - C. Rewards – Principles and Practice
 - D. Sanctions – Principles and Practice
 - E. Additional areas of guidance relating to behaviour
3. This policy should be read in conjunction with the following policies: Safeguarding Policy, Attendance Policy, Equality Scheme, E-Safety Policy, Teaching and Learning Policy, Suspension and Permanent Exclusion Policy, Substance Abuse Policy, Anti-Bullying Policy, Student Restraint Policy, Discrimination Incident Policy, Uniform Policy and SEND Policy.

A. ETHOS

Aims

4. This policy aims to:
 - clearly define the expectations we have for each member of the School community;
 - promote a consistent approach to the management of behaviour throughout the School;
 - promote equal opportunities;
 - encourage a positive and supportive atmosphere for learning and teaching so that students can thrive and engage positively with new experiences and understanding;
 - recognise and celebrate the achievements of all students within the School whether they are academic, sporting, creative or pastoral;
 - nurture compassion, kindness, initiative and charity within our community;
 - encourage learning for life; promoting the seamless blending of a positive attitude, personal resilience and rounded knowledge and skills to succeed in a variety of situations;
 - cultivate an appreciation that we can impact or influence other's experience in many ways and that we should be mindful of our presence and actions as part of a School community
 - encourage engagement that is perceptive and allows students to act considerately within the world around them;
 - encourage respect for the physical environment; recognising the importance of sustainability, the impact of the environment on our learning, and the legacy of decisions and actions on our physical world;
 - foster a culture of mutual respect and tolerance between all students and staff and those in the wider community; including those with protected characteristics and those who are part of our lesbian, gay, bisexual and trans community;

- outline our School expectations for appropriate and considerate communication between all groups of students and staff both in person and online, so that language is not used in a way that demeans people's gender identification, sexual orientation, cultural and religious beliefs or their learning difficulties or disabilities;
- foster a willing participation in demonstrating and applying the principles and expectations of our School wide policy for successful behaviour for learning;
- promote an understanding that sanctions put in place are there for the whole School community and ensure a mutually respectful and supportive environment is maintained.

Practice

5. This policy has a wide scope. Its values and expectations are applied during lessons in School, whilst on School visits, in extra-curricular activities and online communications between members of our community.
6. The School is committed to ensuring that all staff, students and parents/carers who visit our site are safe and that they can be confident in how others will interact with them. Where there are health threats that impact on the whole school community, it is expected that all members of the school community will follow relevant guidance and rules as communicated to all staff, students and parents/carers as and when necessary.
7. As a community we implement good behaviour for learning through the following:
 - At the start of each academic year, all students and staff share our behaviour for learning aims and consider how these are realised within our School community;
 - Teaching, support staff and student leaders accept their responsibility actively to demonstrate the Behaviour for Learning policy in practice as is appropriate for their role;
 - Students, parents/carers and staff will have access to the Behaviour for Learning policy through the following forms: staff manual, on the School website and in student planners;
 - The Home-School Partnership is outlined to new parents/carers and students on admission to the School and this reflects our expectation that key policies are upheld by all members of the School community.

B. EXPECTATIONS FOR BEHAVIOUR

8. At the School we have the following expectations for behaviour.

All students will:

- Show mutual respect for fellow students and staff
- Show respect for the School environment by keeping it tidy
- Listen to and follow instructions given by teachers
- Be respectful of others' property and that of the School
- Not make use of mobile phones or smart devices within School unless authorised by a teacher
- Dress smartly for School, adhering to the School uniform expectations for 7-11 and Sixth Form dress code
- Wear lanyards at all times
- Move thoughtfully around the building by ensuring that they walk and do not run, adhering to examination signs, movement signs, keeping to the left on staircases, and opening doors for others.
- Communicate appropriately online and in person and be mindful of the impact that language choices can have on others
- Not bring prohibited substances or weapons into School or be under the influence of alcohol or drugs

Form time/ Assembly

- Arrive on time to registration and follow the correct procedures for being late to School
- Participate positively in form time activities and assemblies, being attentive and respectful of others.
- Move in silence to assemblies and refrain from talking during assemblies

In Lessons

- Be ready to participate fully in learning
- Arrive punctually and appropriately equipped for lessons
- Participate thoughtfully by not distracting others or talking over staff or other students
- Engage positively with all lesson activities and remain on task.
- Submit homework by the due date
- Be courteous by letting a teacher know in advance of the lesson if they have not been able to meet the expectations for a specific task or bring an item of kit
- Follow the School rules for exiting classrooms where there are designated exits via stairwells
- Ensuring they are on time by changing quickly from PE lessons and packing up in a timely manner from practical subjects

Outside of lessons/trips/events

- Adhere to School rules on access to rooms and storage of School bags in the canteen
- Ensure that public behaviour upholds the School's positive reputation
- Eat only in the designated areas
- Behave on all School Visits/Residential Trips as they would at School
- Students on residential visits are required to sign that they will adhere to our School expectations for behaviour.

Movement around School

9. In a large and complex organisation such as a School it is important that everyone upholds School rules. In order to ensure the smooth running of the School, the expectation is that every member of the community will:
- Hold doors open for staff, students and visitors
 - Keep left on staircases and in corridors
 - Respect signage to keep silent during examination periods
 - Respect signage indicating entry / exit / one way
 - Students are NOT allowed to use the lift unless permission is granted by a member of staff.
 - Walk and not run around the School building
 - There should be no eating in the foyer or corridors
 - Students are not to sit in corridors, in fire exits or on stairwells
 - Hot food and drinks should be consumed in the Dining Hall and Quad (not around the building)

Use of tutor rooms

10. It is a privilege that students have the opportunity to use their form rooms before School, at recess and at lunch. It is important that all students recognise that these spaces are first and foremost teaching spaces and should be treated with respect. Whilst using form rooms students should:
- Ensure that they do not sit on tables or window ledges
 - Place all litter in bins provided
 - Ensure that no hot meals are eaten in form rooms
 - Ensure that chairs and tables are rearranged for the start of each lesson
 - Vacate the room in a timely manner to be on time for own lessons
 - Have a suitable padlock that securely fastens each locker
 - Respect the displays and equipment in the room

- Be considerate of the noise level within the room
 - Not use the teacher desk or monitor or whiteboard without permission
11. If students are unable to use these spaces in a safe and appropriate manner they may be excluded from the room for a period of time as determined by the Form Tutor or HoY.

Use of dining hall

12. The School dining hall is a shared and busy space where we must consider the health and safety of all individuals. For these reasons, students must:
- Enter and exit only through the appropriately marked doors before School and during break and lunch.
 - Leave all bags in form rooms before coming to the dining room.
 - Line up sensibly at the doors to the art corridor that lead onto the servery and only move to the inner servery doors when given permission by a member of staff or prefect.
 - Students with lunch passes will be permitted to go into the servery before others.
 - Students should line up considerately within the servery to pay for their food
 - No open food or hot plated food or drinks are to be taken out of the canteen or quad.
 - Clear away their own plates and cutlery, and put food scraps and recyclable material in the appropriate bins.

Assemblies

13. Assemblies are a formal gathering within the School and so we expect all students to adhere to the following:
- Walk in silence from the form room to assembly
 - Refrain from talking during assembly

14. Failure to follow these expectations, may result in a sanction.

Caring for the School environment

15. It is the expectation that class eco representatives will ensure lights are switched off before leaving an empty room and that all waste paper is put in the recycling bin. Chairs are to be tucked away or left up on tables at the end of the day. Tutor bases are to be kept clear of clutter left on the top of storage lockers. The front field, netball courts and the quad are all areas which students enjoy in the warm weather. Picnic benches are provided also. Each person is responsible for tidying away their litter.

Out of lessons procedure

16. If a student needs to leave a lesson, the student should fill in the relevant information about date, period, out-time, reason on the out of lessons page in their planner and should present this to the teacher with her planner open on the 'out of lessons record' page and the member of staff initials his/her consent. On returning to lesson, students should show the teacher the information in their planners that explains where they have been. Students are required to take their planners with them whilst out of lessons as they may be stopped by members of staff to explain why.

Drinking water

17. Students may carry transparent sports-style water bottles in lessons. However, they are not allowed to drink in Science, DT or IT rooms, corridors or public spaces in the School.

Alcohol, smoking and misuse of substances

- 18.** Students are not permitted to drink alcohol, smoke or misuse any substances on School property (including lunch times) or during trips and visits. Prohibited substances and smoking/vaping paraphernalia should not be brought into School. No chewing gum is permitted in School.

Medicines

- 19.** Any medicines brought to School must be lodged with the School office. Students must not store medicines in their lockers. No medicines may be dispensed by the School. All medicines lodged at the office must be in a container clearly labelled with the students' name, form and details of when the medication is needed.
- 20.** The only other general exceptions to this are asthma inhalers and adrenaline auto-injectors which students may keep secure ready for immediate use as needed.

C. REWARDS

- 21.** As a School community, we see reward giving as an integral part of the feedback that young people receive in School life. Praise and rewards demonstrate the School community's appreciation of an individual's contribution to their own and others' learning, their participation, effort and achievement. Additionally, it also allows us to recognise the contributions that young people make to their local, national and global communities. Pedagogically we also recognise that rewards have a motivational effect and promote whole person development when we recognise positive behaviours.

Principles:

- 22.** As a School community we recognise that praise should reflect the School's values of 'Community', 'Love of Learning' and 'Character':
- be given for conscious participation, progress and attainment;
 - recognise a variety of achievements from academic, sporting, creative and citizenship endeavours;
 - reflect positive values, attitudes, actions and sense of spirit;
 - reflect a wide scope for achievement: within lessons, outside of lessons, extra-curricular activities and within the wider community;
 - have an aspirational effect on others.

Practice:

- 23.** Reward giving is implemented through the following:
- Subject teachers consistently recognise participation, effort and achievement within their lessons;
 - Staff should also consistently recognise and celebrate values, actions and behaviour which contribute positively to our community;
 - Lead staff organising extra-curricular activities should consistently recognise the participation and achievement of those involved;
 - Staff can recognise students for praise through the giving of merit stamps, written acknowledgements in newsletters, plasma screen displays, certificates, celebration assemblies, praise letters, postcards and verbal commendation;
 - Termly, each Head of Year will lead year group celebration assemblies;
 - At the end of each academic year, the School recognises sustained achievement, participation and citizenship through year group celebration assemblies;
 - The School also holds formal prize giving ceremonies for students at the end of each key stage;

- Through the Jack Petchey champions scheme we also recognise wider contributions from our School community.
- Students are encouraged throughout their time at the School to take on leadership positions whereby they can represent the interests of other students and give back to the School community in a service role. Roles that they might undertake are: Form Captain, House Captain, School Council Representative, Eco Representative, Charity Representative, Community Representative, Mental Health Champion, Form Associate, Subject Associate, LRC Team Member, Library Archivists, School Officers (Head Girl, Deputy Head Girl, House Officer).
- Headteacher Awards – awarded weekly in relation to the School’s three core values of ‘Community’, ‘Love of Learning’ & ‘Character’. Staff can nominate students for these awards based upon demonstrating behaviours that uphold these three core values.
- Students are informed about the ways that their actions, participation and achievement are recognised as rewards through posters in form rooms, information in the planner and communications from tutors and pastoral staff.
- Half termly reports on rewards are provided to HOY, HODs, SLT so that middle leaders and SLT can review reward trends, and identify students who would benefit from encouragement in this form. Likewise, it provides data that can be used by middle leaders to encourage all staff to recognise and give due praise to students and ensure consistency in how we apply rewards.
- Through SLT meetings, PLG meetings, ALG meetings, Department meetings and working parties, reward/praise giving is evaluated and amended to ensure that positive behaviour for learning areas are highlighted and acknowledged.
- A member of the SLT has the responsibility to ensure that all staff are aware of how to input rewards into SIMS and how this is communicated to students and parents.
- Parents/students are kept abreast of student rewards accrued throughout the year through the WebPortal.

Guidance on Rewards

- 24.** This is intended as a guide only and staff should make use of their professional judgement in deciding which behaviours and accomplishments that they would like to reward. Rewards fit under our values of ‘Community’ ‘Love of Learning’ and Character’. As such, recognition should reference the development of these attributes.

Reward from	Examples might be recognition of:	Range of methods of Reward
Staff in different roles	<ul style="list-style-type: none"> • Participation inside and outside of lessons • Progress • Attainment • Effort • Achievement • Positive values, actions and behaviours towards the School community • Citizenship endeavours • Contribution to the form, year or School community • Positive values, actions and behaviours towards the School community 	<ul style="list-style-type: none"> • Verbal Commendation • Plasma screen display • Classroom displays • Acknowledgement in newsletter • Praise letters for sustained achievement and attainment • HoD Commendations/recognition – post cards, stickers • Headteacher’s Award • Termly Celebration Assembly - HOY Star of the Term • External competition rewards • Merit Awards (Bronze, Silver, Gold, Platinum) • Sports Awards Evening

- Leadership responsibilities
- Participation and achievement in charity events
- Prize Giving (end of KS3, KS4, KS5)
- Jack Petchey Awards

D. SANCTIONS

25. If students do not meet our expectations for behaviour, there are occasions when we may need to support students in understanding the impact of their behaviour. In such situations, we may need to employ sanctions.
26. Sanctions are designed to encourage reflection, restoration and responsibility, helping instil in the young person life lessons that they can draw on to inform their own values and future decision making. As such, sanctions are put in place to help consolidate and reinforce the School values and expectations. These are only ever applied with the spirit of assisting young people to understand and respect other students, staff, the School environment and above all themselves.
27. For the purpose of classifying and managing situations where behaviour necessitates a sanction, the following definitions outline the impact, seriousness and escalation of transgressions.

LOW LEVEL Behaviour:

Behaviour that is disruptive enough to slow the pace of the lesson or safe movement around the School but not serious enough to draw it to a halt or put someone in immediate harm

MEDIUM LEVEL Behaviour:

Behaviour that is deliberately disruptive and actively goes against established rules and expectations. Such behaviour has an impact on others, the School and the environment; and has the potential of causing emotional, physical or mental harm.

HIGH LEVEL Behaviour:

Behaviour that is extremely inappropriate or overtly disrespectful with the deliberate intention of causing harm to others, the School or society. Such actions may have serious and long-term impacts or consequences.

28. There is a possibility that a certain behaviour can result in suspension or permanent exclusion (see paragraph 36). If that is the case, the Suspension and Permanent Exclusion Policy should be followed.

Principles:

29. Sanctions should:
 - Align with the expectations (listed above) we have of the students
 - Enable the safety and care of all members of the School community;
 - Ensure that the School community is harmonious and supports the rights and responsibilities of all;
 - Ensures that we all contribute to a shared ethos and supportive learning community;
 - Follow a process of reflection, restoration and consolidation;
 - Be communicated meaningfully and sensitively by a member of staff so that the young person is fully aware of the reason for the sanction;
 - Allow the young person to appreciate that the sanction is a consequence of a poor choice rather than innate behaviour;
 - Support the reflection of the impact of one's action on others and the School body;
 - Refocus students' understanding that they are a representative of the School and as such should embody our agreed ethos and values;

- Reaffirm that the student is valued as an individual and as a representative of the School and with this comes collective and individual responsibility;
- Provide a fitting sanction to address the poor choice with the goal of consolidating student learning;
- Provide time, space (where needed) and support to fully appreciate the scope of actions and choices within a young person's life;
- Be time bound and allow each young person to start afresh following this learning opportunity;
- Be respectful of a young person's right to address poor choices without being made an example for others;
- Be communicated sensitively to others on a need to know basis.
- Ensure that when students are in School uniform and outside of the School, the same expectations for good behaviour apply
- Not be applied to a whole class as a class detention

Practice:

30. The consistent implementation of sanctions is achieved through the following:

- All students are made aware of expectations for behaviour through the School planner, notices in form rooms and around the School, return to school presentation on the first day of school, assemblies and form time communications.
- All staff are given a copy of the staff manual each year and are expected to revisit the behaviour for learning expectations and specific guidance documents and employ these procedures when dealing with inappropriate behaviour.
- All teachers address behaviour concerns in their own lessons and in the general School environment. Where further support or sanctions are required within lessons this is facilitated through HOD discussion and strategies.
- All staff support with addressing key areas of behaviour when this is identified as a focus by the senior leadership team.
- The HOY takes an overview role in working with individuals on their behaviour for learning, and where necessary they liaise with parents/carers and outside services and issue sanctions.
- Support staff are also responsible for maintaining and recording behaviour for learning concerns.
- Half termly reports on behaviour incidents are provided to HOY, HODs, SLT so that middle leaders and SLT can review behaviour trends, identify students whose behaviour reflects wider pastoral or academic concerns and support staff with their implementation of the behaviour for learning policy.
- Through SLT meetings, pastoral leadership meetings, academic leadership meetings and working parties, key areas for staff development are reviewed and strategies for encouraging behaviour for learning are honed and amended.
- A member of the SLT has the responsibility to ensure that all staff have access to the skills and knowledge to deal with a variety of behaviour for learning concerns and this is delivered at whole School insets.
- Parents/carers are kept abreast of situations in which a student is not meeting our expectations for behaviour for learning and the strategies and sanctions that will be employed by the School. We will always ask parents/carers to work in partnership with the School to foster good behaviour for learning.
- Governors are informed of trends in behaviour for learning and strategies that are employed to ensure a harmonious School community.

Guidance on behaviour sanctions:

Use of Detentions

31. Sanctions at the School are designed to encourage reflection, restoration and responsibility. As a tool to achieve this, detentions have the purpose of consolidating and reinforcing the School's values and expectations by setting aside formal time to reflect and the completion of an appropriate task for the behaviour.
32. The School has defined three categories of behaviour that differ in relation to their severity.
- Low Level Behaviour
 - Medium Level Behaviour
 - High level Behaviour
33. Detailed descriptions of these categories, appropriate sanctions, and who should be responsible for setting the sanction are set out below.

Escalating behaviour:

34. In the first instance, all staff make use of the following in lessons to address low-level behaviour that disrupts the lesson:



Students must be spoken to throughout this process

- Teachers should set the sanction for low level behaviours in their own lessons as set out in this document. This may involve the class teacher setting a teacher detention.
- Subject teacher gives sanction. HoD may be asked for advice and guidance on low level behaviour management.
- HoD/HoY detention is given for: medium level behaviours and persistent low level behaviour concerns - uniform, lates, mobile phone usage, behaviour outside of the lesson, persistent misbehaviour in lessons; persistent incomplete classwork and homework; failure to reach coursework deadlines; persistent organisation and equipment issues.
- SLT detention is given for high level behaviours as per the Behaviour for Learning Policy and failure to attend HoD/HoY detention without an agreed reason.
- HT detentions are given when high level behaviours continue or when there is persistent failure to attend SLT detentions.

Detention Type	Duration	When	Venue
Teacher detention	15 minutes	(break/lunch/after School)	Classroom
HOD/HOY detention	30 minutes	(Wednesday 3:20-3:50pm)	Dining Hall
SLT Detention	60 minutes	(Friday 3:20-4:20pm)	Dining Hall
HT detention	120 minutes	(Friday 3:20-5:20pm)	

Managing detentions:

- Class teacher detentions can be set on any day of the week and do not require parental permission. The class teacher manages the venue and when this will be completed.
- HoD/HoYs detentions should be given in consultation with Subject Teachers/HOD or Tutors/HOY.
- The HoD/HoY detention rota is shared between Heads of Years and Heads of Department
- During a detention, students will be issued with a detention booklet which contains a variety of tasks that students may be asked to complete. Students may be instructed to:
 - Complete a restorative justice reflection sheet on their behaviour or a similar task to facilitate them considering their actions.
 - For Mobile Phone, Uniform infringements and Chewing Gum there are set reading response tasks
- There is an expectation that the subject teacher has taken the time to talk through the behaviour concern, the reason for the detention and the work that they expect the student to complete in the detention.
- SIMS is to be used to record and manage detentions so that this can be centralised.
- Communications to parents/carers regarding students attending detentions will be given by the Tuesday for HOD/HOY detentions and by Thursday lunchtime for the SLT/HT detention
- The tallies that contribute to accumulated LL or ML detentions are reset each term.

LOW LEVEL BEHAVIOUR SANCTIONS:

- 35.** The following details specific sanctions that should be employed for other specific low-level behaviours. In all cases, staff should inform the student about their behaviour and the sanction should be recorded on SIMS.

Behaviour	Sanction/Action	Responsibility
Inappropriate behaviour around school <ul style="list-style-type: none">• Chewing gum• Lack of care for the environment• Queue jumping• Running in the school	Address on the spot/Logged on SIMS	All staff
Inappropriate behaviour during assembly, fire alarm, exams period	Staff warning/logged on SIMS	All staff
Indirect swearing	Staff warning/Logged on SIMS	All staff
Unreasonable lateness	Staff warning/Logged on SIMS	Class teacher
Talking over others (teacher/students)	Class Teacher Detention/Logged on SIMS	Class teacher
Inappropriate behaviour in lessons	Class Teacher Detention/Logged on SIMS	Class Teacher
Showing lack of respect for others	Class Teacher Detention/Logged on SIMS	Class Teacher
2 instances of lack of equipment	Class Teacher detention/Logged on SIMS	Class teacher

Lack of PE equipment	PE Teacher detention/logged on SIMS	Class teacher
2 instances of lack of homework	Class Teacher detention/logged on SIMS	Class teacher
Uniform infringements <ul style="list-style-type: none"> • Rolling up skirts, deliberately wearing a skirt that is too short • incorrect school skirt, shoes, wearing socks over tights, deliberately wearing tights in a state of disrepair • jewellery, inappropriate hair accessories, make-up/nail varnish • wearing PE kit to lessons without permission 	Address on the spot, log in SIMS	All staff
First occasion of non-wearing of lanyard	Address on the spot, interim lanyard to be collected from office, logged on SIMS	All staff

MEDIUM LEVEL BEHAVIOUR SANCTIONS

For all instances of Medium level behaviour – parents/carers must be informed and the following sanctions may be employed. Staff should log all instances of Medium level behaviour on SIMS.

Behaviour	Sanction	Responsibility
Disrespectful, defiant and lying to staff	Logged on SIMS, HoD/HoY detention / report	HoY/HoD
Mistreatment of others/name calling	Logged on SIMS, HoY/HoD detention	HoY
Plagiarism and cheating	Logged on SIMS, HoY/HoD detention	HoD
Dissent – deliberately ignoring school rules	Logged on SIMS, HoY/HoD detention / report	HoD/HoY
Inappropriate use of IT	Logged on SIMS, HoY/HoD detention/ IT revoked	HoY
Causing a safety concern for others	Logged on SIMS, HoY/HoD detention	HoD
Partial non-attendance of lesson	Logged on SIMS, HoY/HoD detention	HoY/SLT
Direct Swearing	Logged on SIMS, HoY/HoD detention	HoD/HoY
Indirect use of derogatory language including: - homophobic, transphobic, biphobic - racism, religious intolerance, sexism	Logged on SIMS, Staff member to explore use of language and intention, HOY/HOD detention, Logged on Discrimination incident log	All staff
Inappropriate physical contact	Logged on SIMS, HoY/HoD detention / internal* / apology letter	HoY/SLT

Graffiti/vandalism	Logged on SIMS, HoY/HoD detention – cleaning sanction	HoY/SLT
Petty theft	Logged on SIMS, Replace goods / HoD/HoY detention	HoY
Smoking/vaping	Logged on SIMS, Internal*	HoY/SLT
Failure to complete teacher sanction	Logged on SIMS, HoY/HoD detention	HoD/HoY
Persistent low level behaviour (5 accumulated LL behaviours)	Logged on SIMS, HoY/HoD report card	HoD/HoY
Deliberate low level behaviour	Determined by HOY for 6+ LLs, orange report	HoY
Repeatedly talking in assembly, fire alarm, exams (2 instances)	Logged on SIMS, HoY/HoD detention	HoY
Non-wearing of lanyard	Logged on SIMS, Address on the spot, HoY/HoD detention	Staff
Persistent uniform infringements or inappropriate 6 th form dress	Logged on SIMS, HoY/HoD detention, report card	HoY
Mobile phone infringement	Logged on SIMS, HoY/HoD detention	All staff
Failure to complete green late report	Logged on SIMS, HoY/HoD detention	HoD/HoY
Being found in restricted or out of bounds areas	Logged on SIMS, HoY/HoD detention	All staff

HIGH LEVEL BEHAVIOUR SANCTIONS

In high-level behaviour situations, parents/carers will be informed, all instances will be logged on SIMS and there may be multiple sanctions and external services involved.

* internal = fixed term internal suspension, e.g. the student is taken off timetable but remains on the school premises

** external = fixed term external suspension whereby the student is not permitted to attend school or permanent exclusion

Behaviour	Sanction/Action	Responsibility
Failure to attend HOD/HoY detention without agreement	Logged on SIMS, SLT detention	SLT
Failure to attend an SLT detention without agreement	Logged on SIMS, HT detention	HT
Instance of direct offensive language used towards others	Logged on SIMS, Instance logged on HBT language log/student contract/internal*/external**/SLT detention	SLT/HoY
Bullying inclusive of <ul style="list-style-type: none"> Homophobic, biphobic, or transphobic Religious intolerance Racism Sexism 	Logged on SIMS, Mediation/behaviour modification counselling/name logged on bullying register/student contract/internal*/external**/ police involvement /formal apology/ SLT detention	HoY/SLT

Possession of drugs, alcohol or smoking/vaping paraphernalia	Logged on SIMS, Internal*/External**/ Involvement of the police	SLT
Being under the influence of drugs or alcohol at school or on a school visit	Logged on SIMS, External**	SLT
Theft of a serious nature	Logged on SIMS, Financial Reparations/ External**	HoY/SLT
Failure to attend a timetabled lesson	Logged on SIMS, SLT detention	HOY/SLT
Truanting from the school site	Logged on SIMS, SLT detention	HOY/SLT
Physical assault	Logged on SIMS, External**	SLT
Bringing a weapon or dangerous implement into school	Logged on SIMS, External**	SLT
Extremely inappropriate use of IT	Logged on SIMS, External**	HoY/SLT
Retaliative behaviour	Logged on SIMS, Internal*/External**	HoY/SLT
Damage to property	Logged on SIMS, Internal*/External**	HoY/SLT
Staff abuse	Logged on SIMS, External**	SLT
Calling the school name into disrepute	Logged on SIMS, Internal*/External**	SLT
Persistent medium level behaviour (3 instances)	Logged on SIMS, Internal*/report card, SLT detention	HoY/SLT
Deliberate decision to cough or spit at another student or member of staff	Logged on SIMS, External**	SLT
Failure to complete orange late report	Logged on SIMS, SLT detention	HOY/SLT
Malicious or deliberate invention of allegations against staff	Logged on SIMS, External**	SLT

36. There may be occasions where the nature of the high-level behaviour necessitates permanent exclusion. In such cases, any decision made to permanently exclude will be in alignment with government guidance on agreed circumstances:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying illegal drugs
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to School rules

37. Further details on permanent exclusion can be found in our Suspension and Permanent Exclusion Policy.

E. ADDITIONAL AREAS OF GUIDANCE RELATING TO BEHAVIOUR

Attendance and punctuality

38. The School believes that punctuality and regular attendance are essential. The following sets out the expectations for attendance, punctuality, leave requests and the sanctions that may be put in place if not followed.

- School hours are 8.30am until 3.15pm. Monday to Friday.
- Students are expected to arrive at School by 8.25am, ready for morning registration at 8.30am. This enables time for them to go to their lockers and be ready to start the School day.
- Students who are late to School and arrive before the end of AM registration should go directly to their form room and their tutor will input their late attendance.
- Students who arrive late to School on an assembly day and before the end of AM registration should sign in at reception and go directly to the assembly venue.
- Students who arrive to School after 8:50 should report to the School office immediately upon their arrival and sign in.
- Students are expected to be on time for all lessons, and will be marked as late by teachers if they are not on time. This will be monitored by individual teachers and further sanctions may be implemented.
- If a student is absent owing to illness, parents/carers must telephone the School by 8.25 am and leave a message on the designated absence line or they can report this absence using the webPortal. If no reason has been given for absence on the day a student has not been present, the School will contact parents/carers for an explanation.
- On return to School, parents/carers should ensure that they have provided written verification for the absence either through the webPortal or in hardcopy. WebPortal letters may only be used for absences up to 7 days after the day the student was away. Letters should be written and signed by a parent and addressed to the form tutor, explaining the nature of the illness. Any letters written by students will be returned to parents/carers who will be asked to confirm the absence themselves. Please note that emails and text messages are not acceptable.
- Permission should be sought for any known absence other than illness and should be requested in advance. Students can do this by filling in an Absence Request form for that day and submitting it to their tutor with additional supporting information if available. Absence request forms are available from the School office or on our School website. These should be submitted to the School at least one week in advance.
- Only in the case of a dental or medical emergency will an Absence Request form be accepted on the day. In this situation, the student should take the form to the HoY for immediate approval before registration.
- If students need to leave School before the end of the School day, they should take the approved Absence Request slip to reception and sign out. Students will be required to keep their Absence Request form (which has been stamped with the School stamp) on them in the event of being stopped by truancy officers or the police.
- Students are expected to leave the premises promptly at the end of the School day unless they are remaining for a supervised after-School activity. If not in a supervised activity, students should be in the LRC until 4.30pm. Sixth formers may be in the Sixth Form Centre until 6.00pm. There are occasions when students will be permitted to stay on after this time to attend a School event but supervision will be arranged by the lead teacher for that event.
- Persistent issues with attendance may result in the involvement of the Educational Welfare Service to improve attendance.

- If a student is late three or more times in the same term, this may result in sanctions below:

Process for Dealing with concerns about attendance

- HOYs monitor attendance weekly and this is discussed in SLT line management meetings. This includes monitoring of attendance percentages and unexplained absences.
- If a student's attendance falls below 95% then attendance is monitored. Often this is for a satisfactory reason e.g. for bouts of illness or for medical reasons. If an unsatisfactory reason is given, further information may be needed from parents/carers or health professionals.
- If attendance falls below 90% parents/carers are contacted by the HOY and there is a discussion in regards to improving attendance.
- If attendance does not improve there may be a need for further support e.g. through Attendance Reports or involvement of the Educational Welfare Officer (EWO).

Sanctions for dealing with punctuality

39. The following sanctions are in place when a student's punctuality for registration falls below expectation.

No. of lates	Action	Further actions
3	Put on Green Report for attendance. 5 consecutive days signing in with form tutor	Failure to complete – HoY detention
6	Extended week of signing in with form tutor using Green Report	Failure to complete – HoY detention
9	Put on Orange Report for attendance. HOY informs parents/carers – 5 consecutive days signing in with HOY at 08.20	Failure to complete – SLT detention
12	Meeting with parents/carers - HoY/SLT 5 consecutive days signing in with HoY at 8:20	Failure to complete – SLT detention
15 or continued persistent lateness	Meeting with student, parent/carer and Headteacher Red Report for 4 weeks signing in with SLT at 8.20 Referral made to Educational Welfare Officer Other sanctions as appropriate	

*The number of lates is wiped at the end of each term.

**Continued persistent lateness refers to a situation when a student is repeatedly identified as late in arriving to School over multiple terms.

*** The number of lates is adjusted by the School in the event of known public transport disruptions.

40. Further information about attendance procedures and actions that may be taken against students and parents/carers who have persistent low attendance can be found in our Attendance Policy.

Guidance for Searching, Screening and Confiscation

41. The following document is designed to inform and guide staff in best practice for searching students, screening students and confiscating items from students. This is based upon the following guidance from the Department for Education *Searching, Screening and Confiscation* February 2014.
- School staff can search a student for any item if the student gives consent.

- Headteachers and staff authorised by them have a statutory power to search students and their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item.
- Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, damage property or another person
- Headteachers and any staff authorised can also search for any item which is banned by the School rules.
- School staff can confiscate the following items: prohibited items, items considered harmful or detrimental to School discipline.
- Under Article 8 of the European Convention on Human Rights students have the right to respect for their private life and therefore in this context have the right to expect reasonable levels of personal privacy. The advice from the Department for Education is in accordance with Article 8.
- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools have a statutory responsibility to make rules on student behaviour and therefore screening can be part of that.

42. The School is proud of our safe learning environment where the need for searching and screening is very rare.

Process for Searching

43. The following process should be undertaken if a member of staff suspects a student has a banned item in her possession.

- i. Establish ground rules for the search with the student, explaining what you are going to do
- ii. Ask for verbal consent e.g. for students to turn out pockets, empty their bag or locker
- iii. Ascertain whether the student is in possession of a banned item. The extent of the search should only include students being asked to remove outer clothing (e.g. a coat), empty pockets, desks, lockers and bags.
- iv. If the student is in possession of a banned item
 - a. Confiscate the item
 - b. If this item is a prohibited item, then parents/carers should be contacted. The police may also need to be contacted if an item is stolen or needs to be disposed of. All contact with the police should be carried out via a member of SLT.
 - c. Apply the appropriate sanction which could include contacting parents/carers, detention or School community service
- v. All incidents should be logged.

44. If a student refuses consent to search then the following process should be followed:

- If there is reasonable evidence to suggest that the student is in possession of prohibited items or items banned by the School rules then the member of staff should inform a member of SLT.
- The student or the student's belongings can still be searched (as above) if there is reasonable evidence to suggest the student is in possession of a prohibited item or items banned by the School rules.

- The extent of the search should only include students being asked to remove outer clothing (e.g. a coat), empty pockets, desks, lockers and bags.
- If a student refuses to cooperate with a member of SLT then it is likely that the Police are contacted for support and advice

Process for Confiscation

- 45.** There is sometimes a need to confiscate items from students when they are not adhering to the School rules. This is most necessary at the School with mobile phones and jewellery.

Mobile phones and other hand-held technologies

- If a phone goes off on the School site or a student is using a phone in School without permission staff will confiscate the phone and hand it into the School office immediately for safe keeping. The student will also be set a thirty-minute detention.
- This is logged by the School office.
- The owner can collect the phone from the School office at the end of the day. The student will have to sign for this on return.
- On a second offence, the student will be required to hand her phone into the office each morning and collect it at the end of the day for a period specified by her HOY.
- For persistent offenders they will be banned from bringing the mobile phone into School. Parents/carers will be informed.

Lanyards

- 46.** Lanyards with swipe cards are to be worn by all students within the school. These swipe cards are essential for entering the school building and gates securely, printing and purchasing food in the canteen and are part of our safeguarding procedures.
- 47.** Temporary lanyards are available for those students that misplace theirs or leave them at home.
- 48.** Failure to wear a lanyard to school can result in a sanction being put in place.
- 49.** The loss of a lanyard is also treated seriously. The reasoning behind this is that such a loss compromises the security of the school and does need to be actively managed to ensure safeguarding of the school site.

Uniform

- 50.** If students are not in the correct uniform, then certain items can be confiscated. This is mostly items of jewellery.
- If a student is wearing a disallowed item of jewellery (e.g. indiscreet earrings, necklaces, bracelets, anklets), then a teacher can confiscate this and hand it into the School office for safe keeping. Items of jewellery are confiscated for a week.
 - This is logged by the School office.
 - The owner can collect the item from the School office at the end of the week. The student will have to sign for this on return.
 - For persistent offenders they will be placed on a Uniform Report by their HOY and may be required to attend HOD/HOY detentions.
- 51.** 'General School Information and Rules' are adapted yearly for publication in the Student Planner and Staff Handbook to ensure that the changing needs of the students and School are met. These documents address the following areas: expected behaviour, sanctions and

detentions, attendance, punctuality, criteria for suspension or permanent exclusion, access to buildings in the School, movement around the School, use of tutor rooms, caring for the School environment, mobile phone and other hand-held technologies, eating and drinking around the School, alcohol, drug and misuse of substances, medicines, School and mufti day uniform expectations.

SCHOOL UNIFORM

- 52.** There is a separate uniform policy that covers wider obligations schools have in regards to uniform. The below information details only the principles that underpin our choice of uniform items and the expectations that we hold for how it should be worn and subsequent sanctions should these expectations not be met.
- 53.** There is a strong ethos behind the wearing of our school uniform which is outlined below:
- The policy reflects agreed standards of student dress that have been consulted on by all stakeholders and is appropriate to the needs of the environment, individuals, activity undertaken within the school day.
 - We recognise that in the wider world of work, a number of professions hold expectations about how employees dress whilst in their employ and so school uniform or dress codes are an appropriate stepping-stone to these expectations.
 - The school uniform policy takes into consideration of how students who are identifying as transgender may dress in a way that is more helpful for how they understand themselves.
 - Wearing a uniform, helps to minimise any real or perceived economic inequalities between families.
 - The price point is taken into account alongside quality and durability when determining providers and items for our uniform.
 - Having a uniform also meets school goals towards sustainability
 - Our uniform policy is reviewed annually and consultation informs any changes that may be made in how it is worn.
- 54.** We hold high standards for how the uniform should be worn by students in Years 7-11, which should be worn correctly both in and outside of School. Students who are unable to wear the correct uniform should bring in a letter from parents/carers explaining the circumstances and show this to their Head of Year who will write in their planner that authorisation has been given for a finite period of time.
- 55.** Students who do not meet our expectations for uniform and attire will be issued with detentions.

Expectations for School Uniform and Personal Appearance Years 7-11

- i. Students choosing to wear a skirt must purchase the school skirt and this should be worn without amendment. They should not be rolled up. Skirts that are shorter than mid-thigh will need to be replaced.
- ii. Students choosing to wear school shorts must wear these without amendments. The short legs should not be folded up. Students may wear a dark belt with the shorts if needed.
- iii. Shirts should be tucked in and skirts should not be rolled up
- iv. Plain, white socks (non-branded and not sports socks), 70-denier opaque black matt tights (not sheer black tights) or neutral-coloured nylon tights should be worn with uniform
- v. Shoes should be black, preferably leather, and provide support and protection for the feet. These should be in a serviceable, sensible style without coloured decorations. Heels should be wide-based and not be more than 4cm high. Open toes, sling backs, platform soles, canvas shoes, trainers/trainer-style shoes and high or narrow heels are not permitted. Boots are also not to be worn in School
- vi. Outdoor coats can be any colour or students may wear their school waterproof PE jacket. Coats are not to be worn around the school. Hoodies and sweatshirts should not be worn in place of a coat. Leather jackets, denim jackets or faux furs are not acceptable as outdoor coats

- vii. Jewellery worn should be discreet. Students may wear a pair of small geometric shaped studs and these must not contain diamonds. The earrings should be a matching pair and only one earring may be worn in each ear. These should be removed for PE. No other piercings are allowed.
- viii. We recognise the diversity of our community; discreet, visible religious or cultural symbols will be individually considered on request of the parent to their daughter's Head of Year
- ix. Hair should be of a natural occurring hair colour.
- x. Head coverings worn for religious reasons are permitted provided they are tied back for health and safety reasons. In Years 7-11 head coverings should be in School uniform colours (dark blue, grey or black). No other items of religious dress, including face coverings, are permitted
- xi. Hair bands and accessories may be any colour. Large or elaborate clips with flowers or other embellishments are not permitted, neither are scarves or bandanas tied around the head
- xii. Make up or nail varnish should not be worn
- xiii. All girls should have a fastened bag or case for books and a sports holdall. Open bags, drawstring or carrier bags are not acceptable
- xiv. Students are not permitted to wear any aspect of their PE kit instead of their School uniform to normal lessons. Students attending fixtures midway through a lesson will be exempted if prior permission is given by PE staff
- xv. A special dress code applies for non-uniform days

56. Further details on School uniform items can be found on the School website.

SIXTH FORM DRESS CODE AND SPECIAL DRESS CODE FOR YEAR 7-11 MUFTI DAYS

- 57.** It is a sixth form privilege not to wear School uniform as we want to support individual and creative expression as young adults and the senior students in the school. The school expects that sixth form students will dress suitably for a working environment and follow the dress code below.
- i. Tops must cover the midriff, i.e. no crop tops.
 - ii. Vest tops with thin straps are allowed but no completely strapless tops.
 - iii. Underwear should not be visible, which would include avoiding tops made of see through material.
 - iv. Students are asked to use their judgement on wearing low tops as to what is appropriate for a working environment.
 - v. No visible tattoos
 - vi. No visible piercings except for ear and nose piercings.
 - vii. As a guide, skirts must be no shorter than halfway down the thigh; students should use their judgement on this as to what is an appropriate length for a working environment.
 - viii. Leggings must not be see-through. (7-11 only: fish net tights must not be worn)
 - ix. Shorts are acceptable but not cycling style shorts
 - x. No torn jeans or tops
 - xi. No offensive slogans
 - xii. No hats or sunglasses to be worn indoors.
 - xiii. Scarves are allowed indoors but not gloves
 - xiv. Sandals are ok but not flip flops
 - xv. Makeup, hairstyles and hair colours are down to the individual student (Sixth Form only).
- 58.** Sixth Form students should also refer to points viii and x in the uniform expectations for Years 7-11 above regarding religious dress.
- 59.** For formal occasions where students are on duty or representing the School, more formal attire is required.