



**WHSG Behaviour Policy**  
**‘Where Teachers Teach and Students Learn’**

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**Ratified**  
**To be reviewed**

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## **1. Aims**

At Wallington High School for Girls (WHSG) we subscribe to a culture where the highest standards of behaviour are upheld by all students in order that they achieve more both academically and socially. Where behaviour is of the highest standard, learning is of the best quality and learning time is maximised. Our students should be able to flourish as scholars and good citizens and allow them to embody the values of the school

When referring to 'behaviour' in this policy, this covers all aspects of conduct whilst students are representing our school. Good habits of conduct by our students is an underpinning factor in the success of our school and expecting this, and supporting it, is what this policy aims to do.

## **2. Principles**

'Parents and children deserve safe, calm learning spaces and teachers deserve to be equipped with sensible strategies that maximize learning, safety and flourishing. (Tom Bennett 2015)

This school prides itself on promoting the values of ensuring that WHSG provides 'an outstanding education that aims to develop courageous, curious, compassionate and creative individuals'.

The intention of this Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the staged system of rewards and sanctions and relay how they are fairly and consistently applied.

Overall the policy will:

- Promote self discipline as part of encouraging students to see that accepting a place at this school mean they will adhere to a code of conduct.  
Encourage good behaviour across the school. Through its implementation, we aim to ensure that students understand that misbehaviour is a choice they make and if making this choice they must accept the appropriate sanctions. Through consultation and training this policy must be understood and adhered to by all members of the school community.
- Consistency of approach to all aspects of school routine is essential for the highest standards of behaviour to be met
- A proportional approach will be adopted when dealing with behaviour within the school and each case will be judged on its own merits
- Leadership at all levels within the school will support staff with carrying out this policy
- For all staff and students this policy will be part of induction into the school
- There is recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs. All forms of prejudice are rejected - race, gender, class, sexual orientation, religion or disability
- Praise and reward holds a key role in the success of this Behaviour policy

## **3. Roles and Responsibilities**

### **• All Students**

All students will act with respect towards themselves, everyone else and the school by following the Code of Conduct at all times.

### **• School Prefects**

Sixth Form Prefects will carry out a duty around the school and take responsibility for a designated area. Prefects are encouraged to act as role models of excellent behaviour and appearance, and whilst on duty are also given the authority to challenge students who are not conforming to the school Code of Conduct.

- **All staff**

All staff are responsible for ensuring that the expectations of student behaviour, set out in this policy, are fulfilled. Staff should be very familiar with all school policies related to student conduct; the School Code of Conduct; the Uniform Code; The Anti-Bullying Policy and the Home/School Agreement.

- Staff have statutory authority to discipline students whose behaviour is unacceptable, breaks the rules or who fail to follow instructions (sections 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline students at any time the student is in School or elsewhere under the charge of the teacher; this includes School visits
- Teachers can also discipline students when misbehaviour occurs outside of school hours
- Teachers can confiscate students' property
- Teachers and all other staff must deal immediately with any reported or witnessed incident of bullying. Whether the incident is reported to, or is discovered by, a teacher, the same teacher must respond to it. See the School's Anti-bullying policy for details on how the School deals with reported incidents of bullying.
- All staff are responsible for setting sanctions in accordance with the Behaviour policy and using SIMS to record instances of misbehaviour.

- **Subject teachers**

Subject teachers take responsibility in administering the standards of behaviour expected in academic work and behaviour on arrival at, during and on leaving their lessons. They should use the school systems to communicate praise or concern to parent/carers as appropriate and SIMS to award house points and/or record behaviour incidents. In accordance with this policy, subject teachers are responsible for referring any behavioural concerns, academic or otherwise, to Heads of Department or Heads of Faculty or to the relevant form tutor where appropriate. Subject teachers must ensure that if a behaviour incident occurs in their classroom they have a responsibility to ensure the matter is resolved.

Teachers are expected to draw on the principles of good practice within their classroom practice:

- Subject staff also have a responsibility to apply the Behaviour policy in a consistent and fair manner- taking in the needs of individual students as they apply rewards and sanctions
- Setting high expectations for academic work as well as for behaviour. Students will be challenged if these are not met
- Seating plans are created at the teacher's discretion and will reflect the best working environment we aim to create in all lessons
- Staff may employ a range of behaviour for learning strategies to allow all students in a class to focus on their learning at all times. This includes challenging low level disruption.
- Sanctions should be applied consistently to sanction the individual students who have exhibited poor behaviour rather than whole teaching groups

- **Heads of Department and Directors of Faculty**

Heads of Department and Directors of Faculty are responsible for maintaining academic standards in the subject areas within their remit and for supporting their subject staff with overall student behaviour in their classes in the first instance. It may be their role to liaise with parents as necessary regarding the behaviour of a student within their subject area.

- **Form Tutors**

Form Tutors reinforce the standards of behaviour expected at the start of each day by the atmosphere of their form room. They begin the year by going through the Home/School Agreement with the form, ensuring that all understand, and oversee the signing of it. Form tutors will outline the school's expectations regarding good behaviour choices through the delivery of the PHSCE programme, at Year 7 Induction as well as when needed throughout the year. All students are in a House. Enthusiasm and loyalty to the House and school are fostered by tutors encouraging the students to be cooperative but also to achieve. The form tutor monitors the student planner as a means of communication with home and will have regular checks for comments from staff and parents/carers, discussing issues

with the student.

The tutor monitors House Points, Behaviour Points and attendance and punctuality for their form group and judges when to refer issues concerning behaviour up to the relevant Head of Year.

- **Heads of Year**

Heads of Year (HOY's) have a pivotal role. Despite teaching staff managing lesson-related discipline, Heads of Year will in practice have a very close interest in all things pertaining to students in their care, including academic performance. They will liaise with teachers, heads of department/faculty, tutors, parents/carers, the Special Educational Needs Co-ordinator (SENCO) and Headteacher, to promote, develop and maintain the aims of this policy. HOYs will also monitor the overall behaviour and achievement of their year group.

Heads of Year lead assemblies which regularly promote and rehearse aspects of the school ethos and expectations. The Assistant Headteacher with responsibility for Student Support will liaise with Heads of Year and monitor behaviour regularly and work with families in ensuring the standards of behaviour expected of all our students is met within each year group.

The Headteacher has overall responsibility for behaviour and discipline.

- **Parents/Carers**

By accepting a place at our school Parents/Carers must sign the Home/School agreement (**Appendix 3a**) for years 7-11 and the Sixth Form Agreement (**Appendix 3b**) when entering the sixth form. A copy of these are also in the relevant student planner.

This Behaviour Policy is written in the assumption that, just as parents rehearse the school's expectations with their daughter on admission, they will talk through any behavioural or academic issues, both positive and negative, that might occur.

While it is not the case that every incident needs to be communicated to parents, the school does seek rapid and close communication with parents via the student planner, school reports, letter, phone or email. In certain circumstances, meetings of staff and parents, with or without their daughter, may be considered the best way forward.

- **Governors**

Governors will monitor the work of the school in promoting excellent behaviour and may be called upon to support the school in promoting the expected standards.

- **Internal and/or External Support**

Where a need is identified which may explain misbehaviour, internal or external support will be recommended by the school to help the student to improve their behaviour. This could include the School Emotional Literacy Support Assistant (ELSA), School Counsellor, CAMHS, the Sutton School Nursing Team, Clinical Psychologist or Educational Psychologist. See section 5 of the policy for more information.

- **School visit leader**

On a school visit the visit leader should, in the first instance, deal with any breach of the Behaviour Policy.

#### **4. Rewards**

- **Verbal praise**

Students thrive on immediate feedback for doing the right thing. The place of verbal praise remains key in sustaining a positive classroom culture and ethos. Beyond the lesson any member of staff may telephone, write or e-mail parents/carers to pass on positive feedback. Each subject area or year group may also have their own systems for

passing on positive feedback such as annual award ceremonies, postcards, e-certificates to students, Wallington Week articles or 'pizza parties' for example.

- **House Points**

House points (or achievement points as they are called on SIMS) can be awarded by all staff for positive reasons above and beyond the normal expectations of a student at this school. These must be recorded on SIMS. House points will be shown on school reports for all year groups.

Any teacher can award up to 3 house points at a time, HODs/DOFs and HOYs up to 5 and SLT up to 10.

At celebration assemblies held at the end of each term bronze, silver or gold certificates and/or 'Wallington Wings' are given. These are awarded as per the chart below:

<b>Number of Conduct Points (House points with behaviour points removed)</b>	<b>Recognition</b>	<b>When/Where</b>
25 (in one year)	Bronze Certificate	Tutor/Celebration Assembly
50 (in one year)	Silver Certificate	End of term Celebration Assembly
75 (in one year)	Gold Certificate	End of term Celebration Assembly
150 (cumulative)	Bronze Winged Badge	End of term Celebration Assembly by member of SLT
250 (cumulative)	Silver Winged Badge	End of term Celebration Assembly by member of SLT
500 (cumulative)	Gold Winged Badge	End of term Celebration Assembly by member of SLT

- **Star of the Term cards**

At the end of the term each teacher may nominate up to 2 students per class who deserve a Star of the Term card, awarded in the end of term celebration assembly. These can be awarded for any positive reason which is stated on the card.

- **House Cup**

Each year, one House will be awarded the House Cup for outstanding teamwork and achievements. 50% of the Cup will be based on House Point totals, with the other 50% made up from results of inter-house competitions throughout the year. These may consist of sport, dance, music, charity events and other House Leader competitions.

- **Attendance**

Each term certificates are issued for students with 100% attendance over the course of the preceding term. For students with 100% attendance over the course of an academic year certificates are awarded at the final celebration assembly of the academic year.

- **Jack Petchey Awards**

Each month a student is nominated by fellow students for achievement in an aspect of the school vision. These may be to do with achievements beyond the school. The awards (a certificate and badge) are awarded in celebration assemblies and the associated prize money is given to a nominated area of the school by the winning student.

Should there be multiple nominations the School Executive Council will select the prize winners.

- **School Colours**

Colours are awarded in January and June each year to students in Years 9, 11 and 13. Successful nominees must have satisfied one or more of the following criteria to be awarded full colours:

1. An outstanding contribution to the School (e.g. Head Girl)
2. Demonstrated consistently exceptional skill and capability in a School extra-curricular activity as determined by the member of staff responsible (including representative honours at county, regional or international level).
3. A distinguished captaincy or leadership role within an established\* School extra-curricular activity (e.g. Netball captain)
4. Achieved competitive success representing the School, either individually or as part of a group, at regional, national or international level. (e.g. County Champions, Young Enterprise)
5. An outstanding contribution to the wider community on behalf of the School (e.g. First Give winners)

**Successful nominees must have satisfied all of the following criteria to be awarded full colours:**

1. A full commitment to fixtures, training, events or rehearsals.
2. Personal conduct, in the activity for which they have been nominated, that brings credit to themselves and the School.
3. An academic record that demonstrates good or better effort.

\*To be determined by the Colours Committee.

**Successful nominees must have satisfied all of the following criteria to be awarded team colours:**

1. A full commitment to fixtures, training, events and rehearsals in a School extra-curricular activity.
2. Personal conduct, in the activity for which they have been nominated, that brings credit to themselves and the School.

- **Well Done Wallington Awards**

At the end of each academic year the 'Well Done Wallington' awards take place for years 7 - 10. Outstanding students are nominated by subject teachers for one effort award per class and one achievement award per year group per subject.

- **Wider Participation**

Certificates, letter and/or phone calls home will be awarded to those who participate in a variety of activities, including:

- School productions and performances
- Sports Day
- Representing the school in local or national events

These may also be celebrated in the Wallington Week and in Year group assemblies via the relevant Form Captain.

## 5. Pastoral Support Systems

We pride ourselves on providing extensive support to our students in order that they maintain the highest standards of behaviour. The table below shows the support available to all students:

<b>School-Based Support at WHSG</b>			
<b>Emotional or Medical Needs</b>		<b>Academic Needs</b>	
<b>In-house</b>			
<i>Low level</i> <i>For all</i>	Form tutor	<i>Low level</i> <i>For all</i>	Subject teacher/Head of Subject
	Head of Year Pastoral Support Plan Head of Year report		Head of Year
<i>By referral</i>	ELSA – Emotional Literacy Support Assistant or School Counsellor	<i>By referral</i>	Careers interview
	Peer mentoring		Homework Club
	School Nurse		Subject Interventions Subject support Restricted or flexible timetable
<i>Assessment required from external agencies</i>	Educational Psychologist	<i>Assessment required</i>	Special Educational Needs Assessment
	Clinical Psychologist		Specialist Assessor
<b>External Support – If further support or specialist support is needed</b>			
<b>Referral to Borough Senior Attendance Officer</b>			
<b>NHS mental health services (CAMHS)</b>		<b>Borough Services</b>	
		<ul style="list-style-type: none"> <li>• Sensory impairment Service</li> </ul>	

For information regarding the school's Attendance and Punctuality Policy – please refer to the school website. This includes information regarding the school's expectations regarding attendance and protocols regarding what happens if a student is late to school.

## 6 Sanctions

Sanctions can be given by any member of staff and may include any of the below:

- Verbal warning
- Discussion with student towards the end of a lesson with a target set for the future
- Note in contact book
- Lunchtime detention
- After school detention
- Communication with home
- Students asked to repeat work to improve standard
- Letter home to parents / carers
- Referral to Head of Department / Head of Year / Assistant Headteacher / Headteacher as appropriate
- Centralised Detention – for the Centralised Detention Protocol- see Appendix 11
- Parent / Carer meeting
- Creation of a Pastoral Support Plan (see Appendix 10)
- Isolation
- Fixed term exclusion
- Permanent exclusion

### Levels of Behaviour

To respond to misbehaviour a range of sanctions are available to all staff. These can be categorised into red, amber and green by the seriousness of the misbehaviour.

It must be noted that all behaviour issues should be recorded on SIMS. However, SIMS is not the method of referral should sanctions need to be escalated – this should be via communication with the appropriate person.

Behaviour points will be shown on school reports for all year groups. The points will represent the year's points accrued – however students will have their behaviour points reduced to zero at the start of each term as a means to ensure positive behaviour choices reflect the fresh opportunity they have.

A student's behaviour incidents are monitored by their form tutor on a weekly basis and appropriate actions taken to help the student make the right choices or to allow for early support to be put into place. Behaviour incidents are also monitored by the Head of Year as well as the Assistant Headteacher with responsibility for Student Support. At any stage a student may be issued a sanction or a support strategy can be implemented if a teacher monitoring a student's behaviour believes this is appropriate and measured.

**Appendix 4 is a guidance document for school staff giving advice and guidance on sanctions, scenarios and escalation.**

Green – Low Level Misbehaviour	Amber - Repeat offence	Red - Persistent or serious offence
Classroom Level/Immediate Response  Teacher/ Form Tutor employs strategies to resolve issue	Departmental Level/Faculty Level if the misbehaviour occurs in specific subjects only  Head of Year level if the misbehaviour occurs across a range of subjects	SLT Level – line manager of department where the issues are of a subject concern  SLT Level – line manager of year group where the issues are across the board

In order that a student is monitored at the appropriate level a round robin may need to be completed by the form tutor. This will then be reviewed by the form tutor and Head of Year who will decide what level of support is to be offered and which report is best suited for the student – subject or pastoral.



- **Report Cards**

The report card system is outlined below. At all levels the report card must set no more than three targets for improvement which relate to the reasons for being placed on report. A report card should not be in place for more than two weeks before progress is reviewed and the student taken off report or escalated to the next level of report.

Whatever the level of the report card, parents/carers must be informed that their daughter is being placed on report, the reasons why and the duration of the report card. They should also be informed of the outcome of the review of progress. During this time parents / carers are expected to discuss the report with their child on a daily basis and sign the report. The student also has an opportunity during this time to comment and reflect upon the time on report. This can be discussed with the member of staff who has placed the student on report

If a student is asked to go onto report at the end of a term and there is a week remaining – that student will start the new term on report and complete the report as per all other students.

**Green – Tutor or departmental report**

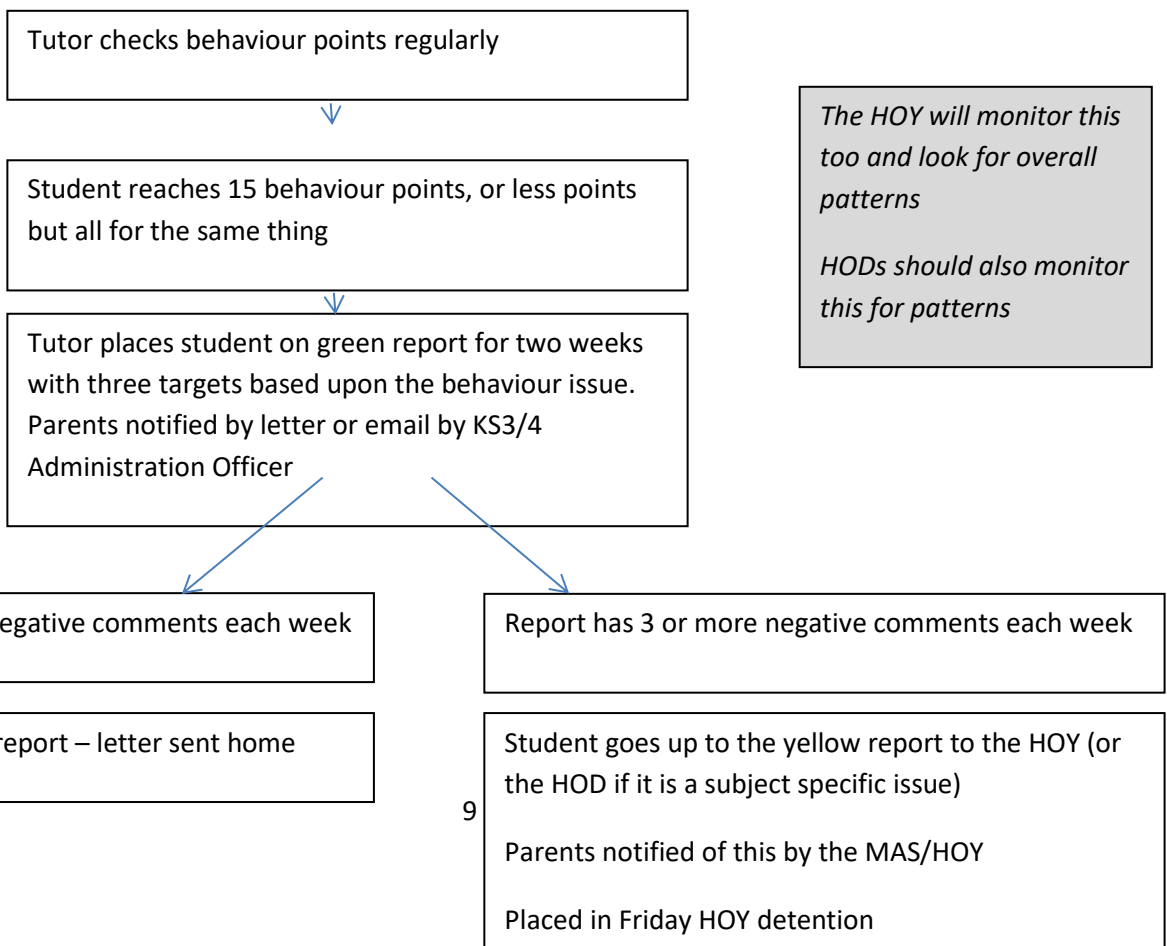
The green report should be instigated by a form tutor where a student has 15 behaviour points. If the behaviour points are predominately from one subject area then a departmental report card should be instigated following the same principles as those for the tutor report card.

A student may also be placed on a green report if they have incurred fewer behaviour points from the same subject area or from several subjects but for the same incident.

When a student is placed on green report – the form tutor or subject staff member will inform parents. Parents will also be informed when the student has successfully come off the report.

Students are placed on a green report for a period of two weeks.

**The system:**



### **Amber –Head of Year or Head of Department/Faculty report**

Failure to satisfactorily complete the green (tutor or departmental) report will result in a student being placed on amber report.

The staff member placing the student onto an Amber report will inform the parents when this happens and also inform them when the student has successfully completed the report.

The student is placed on Amber report for a period of 2 weeks.

### **Red –Year group line manager or SLT subject line manager**

Failure to satisfactorily complete the amber (Head of Department, Director of Faculty or Head of Year) report will result in a student being placed on red report.

Parents will be informed when a student is placed on red report and informed when they have successfully completed the report.

The student will be placed on red report for a period of 2 weeks.

Should the red report not be completed satisfactorily then the student should be excluded or placed in internal isolation. Parents will be informed of this decision if this course of action is chosen.

### **Bullying**

The School has an Anti- Bullying Policy which works in tandem with this Behaviour Policy. For details regarding this policy please go to the School website:

### **Online Safety and Cyberbullying**

Any form of cyberbullying is unacceptable. This includes the use of ICT to communicate rude, offensive and anti-social messages or material to another party or parties.

Students are not allowed to take photographs/ videos of staff without their permission. Students are not allowed to take photographs/videos of staff and upload them onto the internet.

The School fosters a ‘no-blame’ culture to ensure all students feel able to report abuse, misuse of inappropriate content.

Students are asked to use the SHARP system to report all incidents of Cyberbullying.

Please also see the School’s Online Safety Policy – found on the School website.

- **Detentions**

Detentions can be set at a teacher’s discretion for any duration up to one hour (or two hours in exceptional circumstances). Parents/carers must be given at least 24 hours’ notice of the detention and its duration using the detention record in the student planner. It is the student’s responsibility to show this to their parent/carer, a signature to confirm this is not required.

Detentions of no more than 10 minutes can be set without parental consent and without 24 hours’ notice.

Whole class detentions should never be used as a behaviour management strategy.

If a student is set a detention and this clashes with a School enrichment event – the School has the right to expect the student to attend the detention. Staff have the right to determine when detentions are set. If a student represents the school in a school enrichment activity (such a sport's team) and continues to incur behaviour points, the school has the right to review the student's place in the enrichment activity.

### **Centralised detention**

Any member of the teaching or non-teaching staff may set a Centralised Detention. This takes place on a Wednesday in E2 and staff may set either a 30 minute or 60 minute duration. The detention will be supervised by a senior member of teaching staff and work will be set for the student. Homework is not allowed to be completed. The staff member setting the detention must:

- have a conversation with the student regarding the incident for which the detention is being set,
- record the detention in the student's planner,
- record the detention and its duration on SIMs
- ensure the issue is resolved to their satisfaction. If the issue cannot be resolved the staff member may refer the student to their Head of Department, Director of Faculty or Head of Year as necessary and in line with usual Behaviour policy protocols.
- Confiscation (BYOD)

### **Internal Isolation**

If a member of SLT considers that a behaviour incident is serious enough – a student may be placed for a short period of time in internal isolation. If this sanction is decided upon – in agreement with the Headteacher – parents /carers will be informed by the member of staff setting the sanction. A letter will be sent home outlining the protocols and procedures for such a sanction and the student will be informed. When setting internal isolation as a sanction the student will be set work in accordance with their usual curriculum. Students will be supervised by staff in the school and have an opportunity to discuss their behaviours and review them before they are reintegrated back into school.

### **BYOD (Bring Your Own Device) The BYOD Protocol can be found in Appendix 5**

If a device is seen to be used in a way contrary to the BYOD Protocols in the Code of Conduct then it will be confiscated. The device will be handed in to reception who will give a behaviour point on SIMS. The student may then collect the device from reception at the end of the school day.

If a second offence is noted by the receptionist then they will call the parent/carer who will be expected to collect the device from reception at the end of the school day and by 4pm on that day.

(If a parent is unable to collect the phone at this time they need to contact the Head of Year to arrange a time when the phone can be collected which is suitable to the Head of Year. Parents cannot collect the phone unless this protocol has been followed. If a second offence is noted then a Centralised Detention will also be set.

If a device is confiscated after 1.05pm then it will be handed in to reception the following morning and held for the day as above.

More than two confiscations under the BYOD protocol device may result in a complete, school-wide ban of the mobile device.

## **Non-Uniform Items**

Items such as incorrect earrings, other jewelry or hair accessories may be confiscated as a sanction. These must be handed in to reception who will record the offence on SIMS.

Repeated offences will result in escalation by the form tutor and/or Head of Year

## **Prohibited items**

Prohibited items are:

- knives or offensive weapons
- alcohol
- illegal drugs
- unauthorised drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- energy drinks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

These will be removed from the student.

Confiscated items must always be handed in to reception in a timely manner – it is the responsibility of the person who confiscated the item until such time as reception receive and log it. Reception store confiscated items securely.

## **Offensive weapons**

For the purpose of this policy a 'weapon' is:

- A knife, including all variations of bladed objects, including pocket knives, craft knives, scissors
- An explosive, including fireworks, aerosol sprays, lighters, matches
- A laser pen or other objects, even if manufactured for a non-violent purpose that has a potentially violent use, if in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- A firearm of any description, including starting pistols, air guns and other type of replica gun

It is illegal to carry knives or offensive weapons on or around the School premises. The Governing Body at WHSG recognises that the presence of weapons in the School may create an environment where students are at an unacceptable risk of bullying, injury or death.

- **Power of Search**

The Headteacher and staff authorised by them can search a student for any item if the student agrees. Written consent is not required. Where a student refuses to consent to a search then an appropriate sanction, consistent with the Behaviour Policy, can be invoked.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are listed under 'Confiscation: Prohibited items' above.

The Headteacher and authorised staff can also search for any item banned by the School Code of Conduct which has been identified in the rules as an item which may be searched for.

The person conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

Where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct

the search immediately then there may not be a same sex member of staff and witness.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.

In carrying out the search, seizing items and contacting parents/carers the staff members must adhere to guidance in the Department for Education document 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' 2014 **Appendix 6**

## **Use of Reasonable Force**

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defense to any related prosecution or other legal action. 'Reasonable' means using no more force than is needed.

The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

In School, force may be used for two main purposes:

- To control students
- To restrain students

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive, physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.

Members of staff have the power to use reasonable force to prevent students from:

- Committing an offence
- Injuring themselves or others
- Damaging property and to maintain good order and discipline in the classroom

## **Exclusion**

The school will follow the Department for Education guidance 'Exclusion from maintained Schools, Academies and pupil referral units in England' (2017)

### **Fixed Term exclusions**

Excluding a student from school for a fixed term is a serious step to take. Only the Headteacher, or acting Headteacher, has the authority to exclude a student either for a fixed term or permanently. In all cases the parents/carers will be informed either by telephone and/or letter on the day the student is excluded and given all the reasons for the exclusion. The students will be seen by the Headteacher or a member of the Senior Leadership Team. On their return to School the student should come in with a parent / guardian/carer to meet with a senior member of staff and/ or Head of Year.

Work will be set for the period of the exclusion.

If a student is excluded for a second or third time and seems not to be treating the sanction seriously, a member of the Governing Body may be included in the re-admittance process. Offences for which exclusion may be considered, but are not limited to, include:

- Verbal abuse / use of offensive language towards staff

- Using illegal substances, including alcohol, in School
- Supplying or selling illegal substances in School
- Possession of an offensive weapon
- Theft
- Bullying
- Cyberbullying
- Discriminatory behavior or abuse which is racial, physical or mental
- Behaviour where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- Threatening / aggressive behaviour
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading inappropriate material from the internet including racist, homophobic, sexist or pornographic images
- Any other behaviour that brings the School into disrepute; this may occur in School or outside School.
- Persistent failure to follow reasonable requests from staff
- Persistent failure to follow the School's Behaviour Policy

Any exclusion of a student, even for short periods of time, must be formally recorded.

Parents/ Carers have the right to appeal against a decision to exclude their child.

Students will be given an opportunity to state their case before the decision to exclude is made. Contributing factors will be taken into account.

### **Permanent exclusions**

A decision to exclude a student permanently is a very serious one and will be considered as a last resort, in response to a serious breach, or persistent breaches of the School's Behaviour Policy. The decision would be made whereby allowing the student to remain at Wallington High School for Girls would seriously harm the education or the welfare of the student or other students in the School. The decision to permanently exclude will be taken by the Headteacher only.

The Headteacher may decide to permanently exclude a student for offences that include, but are not exclusive to:

- Verbal abuse / use of offensive language towards staff
- Using illegal substances, including alcohol, in School
- Supplying or selling illegal substances in School
- Possession of an offensive weapon
- Theft
- Bullying
- Cyberbullying
- Discriminatory behavior or abuse which is racial, physical or mental
- Behaviour where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- Threatening / aggressive behaviour
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading inappropriate material from the internet including racist, homophobic, sexist or pornographic images
- Any other behaviour that brings the School into disrepute; this may occur in School or outside School.
- Persistent failure to follow reasonable requests from staff
- Persistent failure to follow the School's Behaviour Policy

In the case of a fixed term or permanent exclusion the Headteacher will follow statutory guidance by the Department for Education 'Exclusion from maintained schools, Academies and student referral units in England: A guide for those with legal responsibilities in relation to exclusion' 2017 **Appendix 7**

This policy is based on the principles within the document 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' Department for Education January 2016 **Appendix 8**

In any behaviour matter the Headteacher may inform or involve the Police.



# WHSG Code of Conduct

## Communication

1. We treat others with good manners and respect - keep our voices down, avoiding intentionally hurtful comments and questions.
2. The classroom is a positive language zone - no swearing, cursing, insulting, put downs or bullying.
3. We accept teachers' requests - when they ask us to move seats, to get back to work, bring homework or equipment to class.
4. We think before we speak and wait for others to finish.
5. We have respect for school property and equipment

## Learning

1. We must bring books, homework, planner and equipment to class.
2. We must be on task and allow others to do their work.
3. We must be on time and move quietly to our seats.
4. Planners are checked and signed weekly by our parents/carers.

## Movement and Safety

1. We move quietly and safely in and out of the classroom.
2. We arrive to School and lessons on time.
2. We carry items with care.
3. We must visit lockers at break and lunch time only.
4. We use the toilet out of lesson time.
5. On corridors, we walk on the left and hold doors for others.
6. We use marked paths on the school grounds.
7. We enter and leave the school from the correct entrance or exit.
8. If arriving late to school we sign in at reception and, if leaving during the school day, we sign out.

## Appearance and Personal Standards

1. We respect property belonging to others.
2. We do not eat hot food in trays in classrooms.
3. We put all litter in the bin.
4. Mobile phones/iPods/Airpods/ MP3 players are not used during lessons unless required for our learning.
5. We wear the correct uniform at all times.
6. We know that cigarettes, alcohol and chewing gum are forbidden on school premises. The possession in school of any illegal substance, article, or weapon (e.g. knife) will be dealt with by the school in accordance with its behaviour policy and the school may also refer the matter to the Police, or other appropriate authority.
7. We keep our personal property secure at all times. The school is not responsible for our personal property.

## Break and Lunchtime

1. We sit on chairs, not on tables
  2. We do not touch any classroom equipment
  3. We don't shriek, shout or make other unnecessary loud noises
  4. We do not take hot food or hot drinks from the canteen or covered way
  5. We never consume food or drink in the school corridors
  6. We dispose of litter in the bins provided
  7. We do not sit on corridor floors, the lower field or any area marked as out of bounds
- Students who do not respect the form room as a working environment will be banned from their form room.

## Uniform

All items of school uniform may be purchased from our second-hand sale organised by the PFA or the school outfitters, Cladish & Company Ltd., 29-31 Woodcote Road, Wallington, Surrey, SM6 0LH – Tel: 020 8647 1013.

The school logo is embroidered onto all appropriate clothing by Cladish, who also offer a name embroidery service. Should you wish to name the uniform yourself, please ask where it should be embroidered when you buy the uniform. All items of uniform or personal property must be clearly named.



### Compulsory Uniform:

Blazer	Navy blue with school badge and house badge. Students will be given a House badge on Induction Day, which is to be sewn onto their blazer pocket. Apart from during PE lessons, or with a teacher's permission, the blazer must be worn at all times.	Cladish & Company Ltd
Skirt or trousers	Kilt skirt (navy / green / blue) should be worn on or below the knee. School trousers in the WHSG tartan. The only alteration permitted is shortening if necessary.	Cladish & Company Ltd
Blouse	Long-sleeved (Trutex D.554) or short-sleeved (Trutex D.754) plain blue, reverse collar in polyester / cotton The blouse should be tucked in at all times and should not be buttoned to the neck.	Cladish & Company Ltd
Socks / Tights	White, black or navy ankle, knee-high or over-knee socks. Navy, black or beige tights – plain knit. No socks to be worn over tights	Any retailer



Shoes	Plain black, or navy leather (or synthetic leather) with flat heels and no decoration or brand label. They must not be above the ankle bone and they should not be in the style of trainers or plimsolls. For safety reasons, canvas shoes, mules, platforms, fabric, sling-back and open-toed shoes are not permitted.	Any retailer
Overall	Green and long-sleeved for Art.	Cladish & Company Ltd
Apron	Navy pinafore style - for Food Technology.	Any retailer

PE Uniform:

PE Rules: If you cannot take part in PE due to injury or being unwell, you will need to provide a parental letter as evidence and must still get changed into your PE kit.

All of the PE items below may only be worn during PE activities. Neither PE Kit nor PE Hoodies should be worn during travel between school and home.



Games Shirt	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Skort	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Shorts	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Hoodie	Black – name embroidered in lilac*	Cladish & Company Ltd

Games Tracksuit Trousers	Black – name embroidered in lilac*	Cladish & Company Ltd
T-Shirt	Black with school logo – name embroidered in lilac*	Cladish & Company Ltd
Leggings	Black – footless	Any retailer
Sports Socks	White – 2 pairs	Any retailer
Football Socks	Purple	Cladish & Company Ltd
Trainers	White (or mainly white) (with white soles)	Any retailer
Football Boots	Black	Any retailer
PE Bag	Black – name embroidered in lilac*	Cladish & Company Ltd

\*The school outfitter offers a service for embroidering a student's names onto the PE kit.

#### Optional Uniform:

Winter Coat	Plain navy-blue or black topcoat. No fur trimming, denim, logos or decorations.
Woolen top	Green cardigan with navy-blue trim <b>or</b> green v-necked pullover with navy-blue trim. Only provided by Cladish & Company Ltd
Gloves	Black, navy-blue or dark green
Scarf	Black, navy-blue or dark green
Headscarf or Hijab	Lightweight (for religious reasons) - black or navy-blue – fastened with safety pins only
Boots	In bad weather black or brown boots may be worn to and from school – students must always change into shoes in school
Sports Fleece	Black
Leotard	Black lycra (worn under black T-shirt)
Pursebelt	Navy-blue

#### Other Information:

BAGS:	We recommend that students have a rucksack for carrying books and equipment.
LOCKERS:	Each student will be allocated a locker in which to keep their belongings. New students in Year 7 will need to purchase a school padlock (available to purchase on Induction Day) to keep their things safe within the locker. Lockers must not be defaced in any way.
JEWELLERY:	A watch and one small pair of <u>plain</u> gold or silver ear studs in the lobe of the ear are the only jewellery allowed. We recognise the diversity of our community; discrete, visible religious

	or cultural symbols will be individually considered on request by the parent / carer, in writing, to the Headteacher.
HAIR:	Hair should be a student's natural colour and worn in a neat and tidy style for school. Long hair must be tied up in practical lessons. This applies to hair extensions as well. Hair accessories should be in school colours and plain –bows, etc.
CCF HOODED TOPS:	Hooded tops may be worn to and from school by members of the CCF when in uniform.
MAKE-UP:	Make-up, nail varnish, gel nails or false nails should not be worn. Students will be asked to remove make-up and / or nail varnish using hypo-allergenic make-up removal wipes.

### Sixth Form Dress Code

All students at Wallington Girls are expected to exemplify the highest standards. The way we present ourselves each day sets the tone of a working environment and is a sign of our intention to work hard and be the best we can be. As role models and leaders of our school community, all sixth form students are expected to dress and act in a smart and confident manner, which promote the same standards and expectations as the lower school. The dress code below has been drawn up to allow students to dress in clothes which they find comfortable and which show their individuality, in keeping with the above principles.

#### Dress code

- A tailored jacket or blazer, plain in design, must be worn at all times
- A smart skirt (no more than 2 inches above the knee), business like dress or tailored, smart trousers, all of which must be plain in design. Where trousers are worn, these should be at least ankle-length and not skinny fit. Denim or leggings are not permitted.
- A smart blouse or top. These should be free from logo or slogan, and cover the shoulders and midriff completely.
- If a jumper is worn, this must be smart, fine-knit, plain and worn under the blazer.
- Shoes must be smart and of a dark colour, closed in (both toe and heel) and appropriate for school. Lace-up boots are not appropriate for school.
- If worn, tights should be dark or natural coloured and plain in pattern.
- Hair should be of a natural colour and make up and jewellery should be appropriate for school. Note that facial piercings are not permitted. Up to two small piercings in each ear are permitted.
- Lanyards must be worn at all times and should be school-issued only.
- Coats should be in lockers during the school day and must not be made from leather or denim.
- Where an item of religious clothing is worn, this should be plain in design, and in the case of an abaya should still be worn under a tailored jacket or blazer.

The final decision as to the appropriateness of a student's appearance rests with the Director of Sixth Form.

**Home and School – Working Together**

Staff and Governors are looking forward to your daughter joining Wallington High School for Girls. We are confident she will enjoy her time with us if there is an effective partnership between home and school. We believe that your daughter will gain maximum benefit from what we offer. Our aim is to provide first class care, guidance, support and development so that everyone enjoys a positive experience during their time at the school and leaves well prepared for life beyond it.

To support your daughter, we ask parents/carers to:

- take an interest in what your daughter is doing at school and to attend parents' meetings;
- ensure your daughter attends school regularly (holidays during term time cannot be authorised), on time and properly equipped;
- support your daughter to catch up with work on return from an absence;
- support school rules and school policies, in particular on behaviour and homework;
- ensure your daughter respects school equipment and school environment;
- ensure your daughter complies with school regulations on appearance and dress;
- provide suitable conditions for your daughter to do her homework;
- read communications (paper and electronic) from school and, where appropriate, to respond to them;
- notify the school promptly of any change of circumstance, e.g. address, emergency contact;
- notify the school if there are personal circumstances which may affect your daughter;
- monitor your daughter's planner.

In return the school will do its best to provide:

- a well-disciplined, safe and caring learning environment;
- a stimulating and broad academic curriculum;
- suitable books and equipment
- regular monitoring of your daughter's progress which will include a full report, two grade reports, and a parents' evening annually;
- opportunities and support for your daughter to develop her individual skills to the full;
- a wide range of enrichment activities, for example sport, drama, music and visits;
- ready access to school personnel on any matter of concern;
- school dates distributed at least a year in advance.

To indicate your agreement with this statement, please sign both this parental copy and the copy in the Form Returns Pack and retain this parental copy for your records.

Student's Name:	
Student's Signature:	
Parent / Carer's Name: (please print)	
Parent / Carer's signature:	
Date:	
Signature on behalf of the school:	(Headteacher)



## Wallington High School for Girls

### SIXTH FORM AGREEMENT

#### At Wallington, we strive to provide the following:

- A healthy, safe and supportive environment to work in.
- Teaching of academic subjects to high standards, punctual start of lessons, access to facilities and resources for study and the encouragement to acquire sound study skills.
- Regular monitoring and guidance of progress.
- Efficient setting, marking and returning of work that has met any deadline set.
- Pastoral support, information, advice and guidance at all times and opportunities to voice any concerns you may have (initially this should be to your form tutor).
- Opportunities to take roles of responsibility within the Sixth Form and the school as a whole
- Educational enrichment through carefully planned events, community service, work experience, field trips and so on
- Notification of work to be completed in case of staff absence.
- A comprehensive programme for life beyond school, which includes university application and careers education.
- Home study afternoons subject to satisfactory progress and attendance being maintained

#### Wallington High School for Girls' Expectations of Sixth Form Students:

1. To take responsibility for personal studies by meeting all work deadlines, preparing thoroughly for assessments, managing and using study and guided learning time effectively and to make every effort to work to your full potential.
2. To attend all lessons, registrations, supervised study periods and enrichment activities and to obtain prior permission from staff before any foreseen absence.
3. To be punctual at all times (*if students are late they are expected to follow the correct school procedures for registering*).
4. To explain any absence with a note from parents/carers.
5. To be polite and respectful to all members of the school, both staff and students, at all times.

6. To show appropriate self-discipline and consideration for others and to set a good example for others to follow as Senior Members of the school.
7. To act as good ambassadors for the school at all times and to represent the school when required.
8. To comply with the Sixth Form Dress Code.
9. To be onsite at all times during the school day unless at lunchtime or on afternoon home study period (*students must sign out if leaving before 2.50 p .m.*).
10. To take responsibility for the common room, silent study area and other spaces used exclusively by Sixth Formers.
11. To undertake no more than 8 hours per week paid employment during term time.
12. To comply with the School Code of Conduct

Sixth Form students are required to meet the above expectations. Any member of the Sixth Form who **persistently** or **significantly** fails to meet these expectations will be placed onto an appropriate stage of the Sixth Form Disciplinary System:

**Stage 1:** Verbal Warning, issued by the Head of Year or Director of Sixth Form

**Stage 2:** Written warning, issued by the Director of Sixth Form

**Stage 3:** Final written warning - meeting with parents/carers and the setting of targets

**Stage 4:** Withdrawal of Sixth Form place

Please note that depending on the severity of the breach of expectations, intermediate stages may be passed over.

## APPENDIX 4 - BEHAVIOUR THRESHOLDS

<b>Behaviour</b> Examples of behaviour that would be dealt with in the classroom by the subject teacher, form tutor or other relevant class cover		<b>Recommended Sanctions</b> Sanctions listed below increase in their severity, depending in the extent of the behaviour being exhibited.
Lateness for no reason	Inappropriate behaviour in class such as: <ul style="list-style-type: none"> <li>• Talking in class/lessons</li> <li>• Shouting out</li> <li>• Using inappropriate language such as swearing or derogatory words</li> <li>• Silly behaviour</li> <li>• Disruptive behaviour</li> <li>• Eating/drinking in class including chewing gum</li> </ul>	Discuss behaviour with a member of staff and/or issue a verbal warning
Not completing homework on time or at all		Put a note in planner
Not completing or participating in class work		Move the individual within the class
Not bringing in relevant equipment including school planner		Request the student cleans up the classroom
Not being in correct or appropriate uniform		Agree a deadline for any work to be submitted
Not following instructions provided by the teaching or support staff	Poor corridor behaviour	Subject teacher detention
	Breach of BYOD or ICT policy	Contact the parent or carer
		Application of the BYOD policy
		Centralised detention
		Form tutor report

<b>Behaviour</b> Examples of behaviour that the subject teacher or other staff member must inform the Head of Department, Head of Year or Director of Facility, depending on the circumstance and severity.		<b>Recommended Sanctions</b> Sanctions listed below increase in their severity, depending in the extent of the behaviour being exhibited.
Persistent actions from list above	Inappropriate behaviour in class such as: <ul style="list-style-type: none"> <li>• Throwing objects in class</li> <li>• Cheating in class</li> <li>• Answering back and rudeness to staff</li> <li>• Walking out of lesson</li> </ul> Excessive use of inappropriate language such as swearing or derogatory words	Head of Year or Director of Faculty detention
Vandalism		Centralised Detention
Not completing or participating in class work		Parents informed and/or meeting arranged with Parents
Aggressive Behaviour		Removal from lessons for an agreed period; with parental consent
Refusal		Head of Year can place a student on report or any other sanctions deemed necessary



		Heads of department or Directors of Faculty may place a student onto subject report if a student has accrued behaviour points solely in one subject alone
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<b>Behaviour</b> Examples of behaviour that must be escalated to the line managing Senior Leadership Team (SLT) member or which go straight to the SLT due to their seriousness		<b>Recommended Sanctions</b> Sanctions listed below increase in their severity, depending in the extent of the behaviour being exhibited.
Persistent actions from amber list above or failure to comply over a period of time	Truancy or leaving the site without permission	SLT detention
Vandalism/Graffiti including outside of school whilst wearing school uniform	Failure to attend a Director of Faculty or Head of Department detention	Internal Isolation
		Red Report
Verbal Abuse of Staff and/or Peers	Encouraging non-WHSG students onto site	Meeting with parents and a member of SLT to be arranged
Serious breach of the IT acceptable use policy	Smoking, drinking or gambling onsite or offsite in school uniform	Community service for a fixed period
		Fixed term exclusion
Sexual or physical assault on a student or member of staff	Bullying including Cyber bullying	Involvement of outside agencies including police where appropriate
Theft	Serious Examination misconduct	Managed Move
		Permanent exclusion

## WHSB BYOD (Bring Your Own device)

Students should keep mobile devices and earphones in their blazer pockets or bags unless given permission in a teaching class (and for learning purposes only), or they are in an area at a time when use of them is permitted.

Photography or filming is not allowed at any time without the express permission of a member of staff.

Devices must not be connected to any mobile data networks while on site (3G, 4G etc), only filtered use of the BYOD network is authorised.

Phones should be kept on silent at all times.

### Network Rules

- Whilst they are allowed to connect to the BYOD network, students are only allowed to use their devices when instructed to or in the designated areas.
- The students bring their devices into school on the understanding that it is at their own risk and they are responsible for their own device.
- The BYOD will be filtered so that certain websites and apps are inaccessible; use of the network is also monitored.
- Confiscation of devices and withdrawal of access to the BYOD network can be applied as a sanction for misuse, as outlined in the Behaviour Policy.

### Lesson Time

- In delivering the curriculum, there can be no expectation that students will have a device/smart phone. If it is a necessity then an IT suite should be used or the school tablets booked.
- Mobile/portable devices are only to be used within lesson time for learning purposes and permitted by the teacher in charge of the lesson.
- Students are not allowed to use cameras to film footage, capture photos or record audio of staff or fellow pupils without the express permission of a member of staff.
- When devices are in use within lessons, students are allowed to use them only for the task set by the teacher.

### Break/Lunch Times (and before/after lesson hours)

- Phones are not to be seen whilst on school premises unless they are directed by a teacher to use them for learning purposes within a lesson.
- Only Years 11 – 13 can use their devices at break/lunch times and before/after lesson hours. They may use them in classrooms, the Hall, the top field; Sixth Form study area and Sixth Form common room.

Audio from devices should be through headphones only.

### Confiscation

- If a device is seen to be used in a way contrary to the BYOD protocols in the Code of Conduct then it will be confiscated. The device will be handed in to reception who will give a behavior point on SIMs. The student may

then collect the device from reception at the end of the school day.

- If a second offence is noted by the receptionist then they will call the parent/carer who will be expected to collect the device from reception at the end of the school day and by 4pm.  
(If a parent is unable to collect the phone at this time they need to contact the Head of Year to arrange a time when the phone can be collected which is suitable to the Head of Year. Parents cannot collect the phone unless this protocol has been followed. If a second offence is noted then a Centralised Detention will also be set.
- If a device is confiscated after 1.05pm then it will be handed in to reception the following morning and held for the day as above.
- More than two confiscations under the BYOD protocol may result in a complete school-wide ban of the mobile device. This would be at the discretion of the Head of Year or a member of the SLT.

**APPENDIX 6 DfE Searching, Screening and Confiscation advice**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

**APPENDIX 7 DfE Exclusion from maintained schools, academies and pupil referral units**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

**APPENDIX 8 DfE Behaviour and Discipline in Schools – A guide for Headteachers and School Staff**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**Before and After School Procedures**

1. No student is allowed on the school premises until 7.50am. Students arriving at 7.50am may go to the canteen or straight to their form rooms. From 7.50 am, sixth form students may also access two additional areas of the school: the sixth form common room and the sixth form study area
2. After school, all students must use the Student Entrance/Exit (Woodcote Road side gate) between 2.50pm and 4.00pm. After 4.00pm (when reception has closed) students may use the reception/visitor's entrance.
3. Only students who are being supervised by a member of staff may stay on the School site after 2.50pm (the end of the school day). Students must be in an after-school club or supervised activity (e.g. sports matches or homework club).

Exceptions to this are:

- All students (Years 7-13) who may be in the Library (which is supervised until 5pm Monday – Friday)
- Sixth Form students (Years 12-13) who may be in the Sixth Form common room or the Sixth Form study area (until 5pm Monday - Friday)

After 4.00pm, any student waiting for parents to collect them may only wait in the Front Reception.

4. Students wishing to stay on-site between the end of School and the start of an evening event must seek specific permission from the school and be supervised during this time. A member of the Senior Leadership Team will be on site until 4.00pm.
5. Parents must not drive on to the school site to drop off or pick up students unless in **exceptional circumstances** (e.g. student is carrying a large musical instrument or they are on crutches). Parents may drive on to the school site if picking up from the First Aid Room a student who is unwell.

**Before 7.50am and after 4.00pm, no students are allowed on the school premises unless they are supervised by a member of staff.**

**Appendix 10**

**Pastoral Support Plan**

<b>Student Name:</b>	<b>Form:</b>	<b>Date:</b>
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<b>Reason(s) for pastoral support</b>
---------------------------------------

<b>Support strategies and date(s) active</b>		
<b>Strategy</b>	<b>By</b>	<b>Date</b>

<b>Current Behaviour Points</b>	<b>Current Achievement Points</b>	<b>Current Conduct Points</b>	<b>Current Attendance %</b>

<b>The student agrees to:</b>
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<b>Parent(s)/carer(s) agrees to:</b>
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<b>Head of Year/AHT</b>	<b>Head of Year / AHT Signature:</b>
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<b>Parent/Carer:</b>	<b>Parent/Carer Signature:</b>
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<b>Student:</b>	<b>Student Signature:</b>
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<b>Additional Information:</b>
<b>Date of Review</b>



Instructions for the Student

1. This form must be handed to each teacher at the beginning of each lesson, and collected at the end, with the teacher's comment and signature in the appropriate box, and comments related to your targets.
2. At an agreed time, the report should be shown to your tutor, and you will have the opportunity to discuss your day at this point. It should then be taken home to be signed by your parents.
3. Should this report be lost, it must be reported to your tutor immediately so that a replacement may be given.

Tutors comments

Parent comments

Student comments

All completed reports to be passed to \_\_\_\_\_

HEAD OF YEAR



**Student Green Report**

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_ Date Started \_\_\_\_\_

Report to: \_\_\_\_\_ Where \_\_\_\_\_ When \_\_\_\_\_

Following feedback regarding this student the following targets have been set:

•

•

•

**Outcome of the report**

Off report

Remain on Green Report

Move to Yellow Report

Other

	1		2		3		4		5		
Date	Lesson	Sig	Lesson	Sig	Lesson	Sig	Lesson	Sig	Lesson	Sig	Comments
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
											Tutor
											Parent Parent signature
<b>Student Comments</b>											

## Centralised Detention

### Step 1

Student has Centralised Detention recorded in planner by staff member. Staff member assigning detention must record this on SIMs. Form tutors or subject teachers should ensure the Head of Year or Head of Department is informed the detention has been set. Staff can decide whether to set 30 minutes or a 60 minute detention and the length of time set should reflect the behaviour incident.

### Step 2

KS3/4 Administration Officer sends letter to student / Head of Year / Form Tutor and parents/ carers informing them of the student's detention (see template in Appendix ...)

### Step 3

Student attends detention (held in E2 every Wednesday) and is recorded on register as having attended.

### Step 4

- If a student fails to attend a 30 minute Centralised Detention the next week the student will be given a 60 minute Centralised Detention. They will be informed of this using the same method as in Step 2.
- If a student misses a 60 minute detention they will be set a Centralised Detention the next week for 60 minutes and in addition be set an additional 60 minutes detention with the Headteacher. They will be informed of this using the same method as in Step 2.

### Step 5

If a student fails to attend a Centralised Detention on more than one occasion the Head of Year for that student and Assistant Headteacher with responsibility for Behaviour will review the student's behaviour log for the term and agree on an appropriate sanction. This might include – going on report, asking parents in for a meeting or placing the student into isolation.

If a student receives 3 Centralised detentions in a term a detention with the Headteacher will be set.

Staff are able to utilise the Centralised Detention system in addition to each subject department's detention system if they so wish.