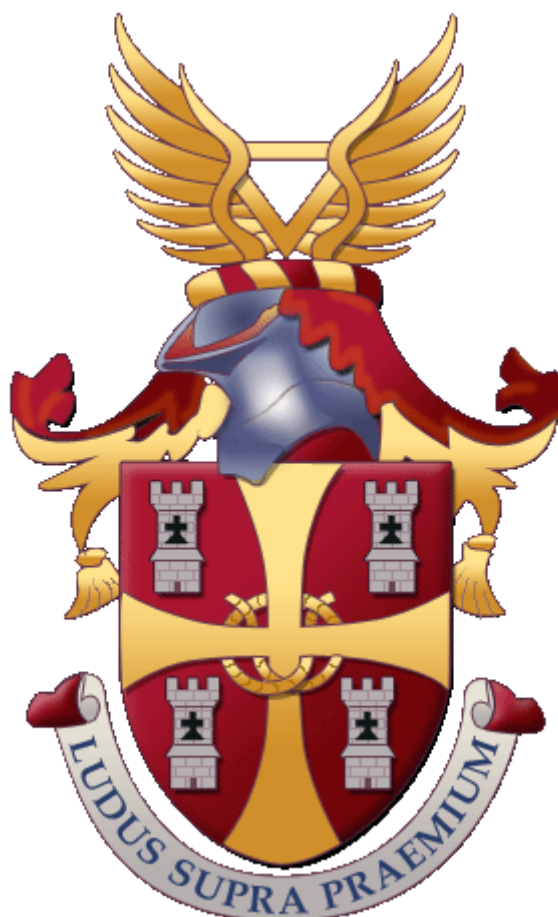


# Wolverhampton Girls' High School Behaviour Policy

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## Introduction

Wolverhampton Girls' High School is dedicated to ensuring that our school environment supports learning and wellbeing through a strong sense of community cohesion. **Care, Courtesy and Co-operation** are the foundations of our school community and we work hard to provide a safe environment where students can thrive and become happy young women who are confident and resilient.

We want school to be enjoyable for every student. Students should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that undermines learning and negatively impacts on relationships between students, or students and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

This policy sets out how the School promotes behaviour amongst students under the Education (Independent School Standards) Regulations 2014. In addition the school acknowledges its legal duties under the Equality Act 2010, with respect of safeguarding and in respect of students with educational needs.

## Aims

Wolverhampton Girls' High School aims to produce a school community where:

- all students and staff treat each other with respect and consideration at all times;
- all students and staff have regard for their own safety and that of others;
- all students and staff respect the school environment, the resources within it and the property of others;
- we provide a focused learning environment free from disruption, violence, bullying and any form of harassment;
- we promote high standards of behaviour, self-discipline and learning through positive encouragement and rewards;
- we support self-esteem through encouraging students to value and respect themselves and others within the school community;
- students are encouraged to take responsibility for their behaviour, acknowledging when their behaviour has not been acceptable;
  - all staff consistently respond to both positive and negative behaviour, fairly applying the school's rewards and sanctions; and
- students leave the school as happy young women with the key skills to continue to progress to the best of their ability in all areas of their life.

## Roles and responsibilities

The Curriculum and Development Committee of the **Governing Body** approves the Behaviour Policy, monitors its application and keeps it under review. It ensures that the policy is communicated to students, parents and staff, is non-discriminatory and the school's expectations about student behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

The **Headteacher** is responsible for the school's policy and procedures, and may delegate aspects of their day-to-day implementation and management to designated members of the Senior Leadership Team.

**All staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied.

**Parents/Carers** are expected to take responsibility for the behaviour of their daughter(s) both inside and outside the school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy. To this end there is a Home-School Agreement<sup>1</sup>

**Students** will be expected to take responsibility for their own behaviour, on or off the school site, and will be made fully aware of the school behaviour policy, procedures and expectations outlined in the school Code of Conduct<sup>2</sup>. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We do this through regular monitoring and evaluation of all of our policies.

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<sup>1</sup> Appendix A: Home-School Agreement

<sup>2</sup> Appendix B: Code of Conduct

## Standards of behaviour

### School

The first step to developing good student behaviour and discipline is to lead by example, which means that all members of staff and visitors to the school must act responsibly and professionally. We work hard to ensure that discipline is consistently applied across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, and proportionately. Staff are supported with behavioural strategies to promote a positive learning environment as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

The school will work with parents/carers to understand their daughter and report behaviour, good or bad, to parents/carers regularly. We encourage parents/carers to communicate with the school if they have a concern about their daughter's behaviour, and we will do as much as is possible to support parents/carers as and when they need it. We promote good behaviour within the school curriculum and students are reminded of school rules and expected standards of behaviour.

The school takes all reasonable measures to ensure students' safety and wellbeing including protection from bullying. We aim to combat bullying and other harmful behaviour using preventative strategies through the active development of students' social, emotional and behavioural skills.

### Students

It is expected that all students show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. **Students are ambassadors for the school, even when off school premises and we expect them to act accordingly.** They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour. School work and homework should be well presented, completed to the best of a student's ability, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their Form Tutor who will work with them to deal with any difficulties. All students should respect and look after the school premises and environment.

### Parents/Carers

Parents/Carers have an important role in ensuring that their daughter is responsible for their own behaviour in school. We ask that parents/carers annually sign the Home-School Agreement to indicate that they will respect and support and adhere to the school's Behaviour Policy and the authority of the school staff. Building school life into a natural routine – ensuring that their daughter is at school on time, appropriately dressed, rested, nourished and equipped for learning – will encourage your daughter to adhere to school rules and procedures.

We ask parents/carers to work with the school in support of their daughter's learning, which includes informing the school of any special educational needs, personal factors or changes that may result in her displaying unexpected behaviour. We ask that

parents/carers be prepared to attend meetings at the school with staff or the Headteacher to discuss their daughter's behaviour and to adhere to any Student Support Plans put in place.

In the case of exclusions, parents/carers need to provide appropriate supervision for their daughter during the time that they are excluded from school and to attend a reintegration meeting at the school with their daughter.

### **Attendance and Punctuality**

Regular and punctual attendance at school is required by law. At Wolverhampton Girls' High School a register is taken at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be internally or externally truanting, or are repeatedly late. Parents/Carers are responsible for ensuring that their daughter's journey to school is realistic and manageable to provide a punctual start to the school day. Parents/Carers may be contacted to discuss possible reasons and school support systems that could help. Adverse weather conditions and severe public transport problems are taken into account at the discretion of the House Leader.

Please see the Attendance Policy for further information.

### **Drugs**

The school will not tolerate unauthorised drug use, or abuse, of any sort on school property or during off-site school activities. The school will discipline any person found to be in possession of drugs, New Psychoactive Substances (NPS), and/or any drug related paraphernalia. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion. Should it be necessary for students to take medication during the school day, parents/carers should complete a Request for Medication in School form.

Please see the Medical Needs Policy for further information.

### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. Carrying, supplying or taking non-prescription drugs illegitimately could result in a permanent exclusion. Should it be necessary for students to take medication during the school day, parents/carers should complete a Request for Medication in School form.

Please see the Medical Needs Policy for further information.

## **Medication**

We are aware that it may be necessary for some students to take medication during the school day. Parents/Carers should make the school aware of this in writing as soon as their daughter starts taking the medication.

Please see the Medical Needs Policy for further information.

## **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## **Tobacco/E-Cigarettes**

The school is a smoke-free zone at all times for staff, students and visitors. Students, **regardless of age**, may not possess, use or sell tobacco, e-cigarettes, or cigarettes within the boundaries of the school and whilst on school visits and any authorised school business.

**All of these rules relating to Drugs, Prescription drugs, Non-prescription drugs, Medication, Alcohol and Tobacco also apply when travelling to and from school.**

## **Bullying**

As a school we work to ensure that all students feel safe at school, and are accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of the Behaviour Policy and will not be tolerated. As a school we have a student led Anti-Bullying Pledge<sup>3</sup> that we promote and engage students with through our Anti-Bullying Ambassadors. Bullying can be verbal, in a written form, or physical, and can be directed at both staff and students. The school has a preventative strategy to reduce the chances of bullying, and our Anti-Bullying Policy is embedded in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff. Any intentional breach of these expectations will result in disciplinary action.

If an allegation of bullying is made, the school will:

- take it seriously;
- act as quickly as possible to establish the facts;

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<sup>3</sup> Appendix C: Anti-Bullying Pledge

- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher and other external agencies, such as the Police or Local Authority Safeguarding teams;
- provide support and reassurance to the target;
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and/or as a whole group. It is important that students who have harmed another, either physically or emotionally, address their actions, and the school will make sure that they understand what they have done and the impact of their actions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used; and
- consider fixed term exclusion in cases of repeated/serious bullying.

Please see the Student Anti-Bullying Policy for further information.

## Procedures

The school's Code of Conduct provides the guiding principles to students and staff; and outlines our expectations with regard to students' behaviour. The Code of Conduct is always included in student planners and students are reminded of its content at the start of each academic year and at intervals through the year as appropriate. The Code of Conduct is kept under regular review and any changes are made in consultation with students via the School Council.

Lunchtime procedures<sup>4</sup> are provided to students and staff to ensure the smooth operation of the lunchtime break through giving clarity of the lunchtime regulations and behaviour expectations.

## Rewards system

It is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We use a range of measures to positively reinforce the appropriate behaviour for learning and to recognise the superb effort made by our students in a range of activities. All staff have a responsibility to acknowledge and

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<sup>4</sup> Appendix D: Lunchtime Procedures



encourage students efforts through implementation of the rewards system. Staff must ensure that there is equality of opportunity for students to achieve rewards regardless of ethnicity, gender, gender reassignment, religious beliefs, sexual orientation, special educational needs and disability.

Recognition of students' efforts and achievements can take a variety of forms but could include the following:

- verbal praise by the teacher;
- written feedback by the teacher - comments on work or in student planner;
- letters and praise postcards sent home;
- certificates;
- prizes, trophies and colours;
- inclusion in school newsletter/e-bulletin;
- whole school presentations, including celebration assemblies and presentation events;
- public recognition, including displays of work;
- press involvement;
- recognition of talents through team membership, productions, concerts etc;
- giving of responsibilities including Form Captain and School Council Representative; and
- badges to reflect roles and responsibilities.

The above is a non-exhaustive list and the awarding of such examples may also be combined with the allocation of House Points.

### House Points Hierarchy

Central to Wolverhampton Girls' High Schools ethos and traditions is a strong House System. The House System enables students to work together and compete against each other's houses in cultural, creative, sporting and academic events. The House System provides a platform for students to display their talents, work hard and most importantly, have fun. A long-standing tradition in the school is the presentation of the Britannia Trophy at the end of each term to the House which has been awarded the highest number of House Points. **In addition to the examples of recognition above, House Points are used to reward an individual and to encourage students to make a positive contribution to the community to which they belong.** House Points are recorded

electronically within the SIMS Behaviour Module. The table below provides a non-exhaustive list of examples on how House Points are awarded to students from Years 7 to 13.

Level	House Points	Examples may include	Staff responsible for issuing the award
<b>1. Merit</b>	1	Piece of work completed to a high standard/showing improvement Excellent participation/contribution within a lesson Demonstrating improvements to participation/contribution within a lesson Consistently meeting deadlines over a term Demonstrating improvements to meeting deadlines Consistently good organisation of exercise book/folder Demonstrating improvements in organisation of exercise book/folder Assisting/Participating in school events e.g. assemblies, charity events Good citizenship	All staff
<b>2. Excellent</b>	3	Piece of work/project completed to an outstanding standard/showing improvement Leading/Taking a significant role in school events e.g. assemblies, charity events Taking on a Form leadership role Taking a peer mentoring role Representing the school and its ethos in the wider community e.g. guiding at open events, participating in recruitment activities	All staff
<b>3. Headteacher Celebration Assembly Award</b>	4	100% attendance for the term Academic success/progress Recognition of exceptional individual achievements both in and out of School Service to the School	Headteacher's PA following nominations from all staff
<b>4. House Leader Recognition Award</b>	5	Exceptional service to the House	Pastoral administration team following nominations from House Leader
<b>5. Headteacher /SLT Recognition Award</b>	10	100% attendance for the academic year Annual presentation event rewards Exceptional service to the School Exceptional service to the wider community	Pastoral administration team following nominations from Headteacher/SLT

## Sanctions

Sections 91 and 92 of the Education and Inspections Act 2006 provides a statutory power for teachers and certain other staff to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Staff may also discipline students in the following circumstances when a student's misbehaviour occurs outside of school, but she is:

- taking part in any school organised, or related, activity;
- travelling to or from school;
- wearing school uniform; or
- in some way identifiable as a student at the school.

Students may also be disciplined at any time when their behaviour:

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

(DFE guidance 'Behaviour and Discipline in Schools', 2016)

There is a clear set of escalating sanctions for poor behaviour (Sanction Hierarchy) as set out below. The hierarchy of sanctions provides a formal and commonly understood structure for students, staff, parents/carers, and governors in order to maintain the Code of Conduct. Sanctions should always be applied fairly and consistently without undermining the students' sense of self-respect. The staged procedures are applied to students from Year 7 to 13.

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied - refer to the school values and Code of Conduct;
- it must be made clear what changes in behaviour are required to avoid future punishment; and
- there should be clear distinction between minor and major offences; and

Sanctions may include, but are not limited to, the following:

- verbal reprimands;
- extra work, or being instructed to repeat unsatisfactory work;
- written tasks;
- loss of privileges;

- detentions;
- being taken out of circulation at breaks and lunchtimes;
- internal isolation;
- behaviour monitoring;
- reporting to the pastoral team at a specified time during the school day; and
- temporary, or permanent, exclusions.

## Sanction Hierarchy

The Sanction Hierarchy provides guidance to staff in applying a fair and appropriate level of sanction in response to inappropriate behaviour. Sanctions are recorded electronically within the SIMS Behaviour Module.

The table below provides a non-exhaustive list of escalating examples on how sanctions are used to discipline students from Years 7 to 13. Levels one and two cover low level disruptive/unacceptable behaviour.

Level	Behaviour Examples	Sanctions may include	Staff responsible for sanctions
<b>ONE</b>	<ul style="list-style-type: none"> <li>• Lack of classwork/ homework/planners</li> <li>• Lack of equipment/books for lessons</li> <li>• Missing of deadlines</li> <li>• Lack of/inappropriate uniform</li> <li>• Lack of/inappropriate use of equipment</li> <li>• Late to lesson</li> <li>• Inappropriate behaviour - talking, fiddling, chewing gum, passing notes, not paying attention</li> <li>• Infringing lunchtime procedures expectations and dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning + <b>Order Mark</b> if 2<sup>nd</sup> warning needed</li> </ul> <p>Additional response may also include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Move seat temporarily</li> <li>• Confiscation</li> <li>• Note in planner to parents</li> <li>• Move seat over longer term</li> </ul>	<p>All teaching staff All support staff</p>

<b>TWO</b>	<ul style="list-style-type: none"> <li>• Persistent infringement at L1</li> <li>• Inappropriate language to one another</li> <li>• Sight of/use of mobile phones between 8.50am and 3.40pm, including rec and lunchtime</li> <li>• Disruption to learning of other in class</li> <li>• Disruptive behaviour out of lessons</li> <li>• Copying/cheating classwork/homework</li> <li>• Inappropriate internet use</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warning + <b>Conduct Mark</b> if 2<sup>nd</sup> warning needed</li> <li>• <b>Conduct Mark</b></li> </ul> <p>Additional response may also include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Consultation with Form Tutor</li> <li>• Contact parents by Form Tutor</li> <li>• Confiscation of mobile phone</li> <li>• Confiscation of ICT devices</li> <li>• Close monitoring by Form Tutor</li> </ul>	<p>All teaching staff All support staff</p>
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**Order Marks** and **Conduct Marks** are recorded electronically within the SIMS Behaviour Module. Order Marks gain one Behaviour Point and Conduct Marks gain two Behaviour Points. Students accumulating four Behaviour Points are issued with a detention. . See below for further information of detentions.

Level three and four cover more serious and significant breaches of whole school expectations.

<b>Level</b>	<b>Behaviour Examples</b>	<b>Sanctions may include</b>	<b>Staff responsible for sanctions</b>
<b>THREE</b>	<ul style="list-style-type: none"> <li>• Persistent infringement at L2</li> <li>• Failure to meet deadlines for non-exam assessment (NEA/Coursework)</li> <li>• Rudeness to peers/members of staff, back chatter, insubordination, defiance, lying</li> <li>• Graffiti/vandalism</li> <li>• Bullying (repeated or significant issue)</li> <li>• Truancy from lessons</li> <li>• Deliberate disregard for health and safety</li> <li>• Copying/cheating in examinations</li> <li>• Inappropriate use of mobile phone/social networking sites in school or on school business</li> <li>• Serious breach of school internet/email/network use</li> <li>• Serious breach of uniform code</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed by phone + letter</li> <li>• Formal meeting with parents (CL/HL/AHL/FT)</li> <li>• School detention</li> <li>• Community service</li> <li>• Withdrawal of privileges e.g. study leave</li> <li>• Learning withdrawal</li> <li>• Internal social isolation</li> <li>• Behaviour Plan monitored by HL/AHL</li> </ul>	<p>Curriculum Leader House Leader/Assistant House Leader SLT (informed)</p>

<b>FOUR</b>	<ul style="list-style-type: none"> <li>• Persistent infringement at L3</li> <li>• Stealing of items</li> <li>• Possession of illegal substances/materials</li> <li>• Possession of a dangerous item</li> <li>• Persistent bullying or serious incident</li> <li>• Inappropriate sexual behaviour</li> <li>• Fighting</li> <li>• Smoking/drinking</li> <li>• Setting off fire alarm</li> <li>• Truancy from school</li> <li>• Deliberate breach of network security</li> <li>• Serious breach of school internet/email/network use</li> <li>• Bringing to school items which could cause harm/damage to self or others</li> <li>• Bringing school into disrepute/damaging its reputation.</li> <li>• Physical/verbal abuse of staff or students</li> <li>• Threatening of staff or students</li> <li>• Malicious allegation against a member of staff</li> <li>• Serious breach of school internet/email/network use</li> <li>• Racist incidents/abuse</li> <li>• Extremist views</li> <li>• Supply of illegal substances</li> <li>• Bringing school into disrepute/damaging its reputation (Head's discretion)</li> </ul>	<ul style="list-style-type: none"> <li>• Incident Report</li> <li>• Headteacher Detention</li> <li>• External fixed term exclusion</li> <li>• Permanent exclusion</li> <li>• Formal meeting with parents, SLT and Headteacher</li> <li>• Behaviour Support Programme</li> <li>• Referral to the Police/outside agencies</li> </ul>	SLT Headteacher Governors
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### Detentions

Detentions take place after school from 3.45-4.30pm. Parents/Carers are notified that their daughter is receiving a detention in writing. The letter outlines key information such as the date and venue for the detention and the reason that the detention has been issued. The school expects parents/carers to support their daughter in attending detentions by assisting in travel arrangements home where necessary.

Headteacher detentions are a higher level of sanction. These take place at unspecified times but do include occasions such as non-pupil days. Should a student be issued with a Headteacher's detention, parents/carers will be notified in writing of the date, time and venue for the detention and the reason that the detention has been issued. Again, the

school expects parents/carers to support their daughter in attending Headteacher detentions by assisting in travel arrangements to and from school where necessary.

### **Exclusion**

In the rare instance of serious breach, or persistent breaches, of the school's behaviour policy a student may be excluded from school by the Headteacher. In such cases the school will follow the DfE guideline on school exclusions.

### **Searching and confiscation**

The law authorises the use of confiscation for the purposes of discipline or where a "prohibited item" as set out below is involved. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken from students without notice. Searches without consent will only be carried out if there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

A teacher or someone who has lawful control of students can search a student **with their permission** to look for any item that the school's rules say must not be brought into school. A student's refusal to co-operate with a search request will be treated in the same way as any defiance of a direct instruction by a staff member and so may lead to an appropriate punishment. Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs, New Psychoactive Substances (NPS) and/or drug paraphernalia;
- stolen items;
- tobacco and cigarette papers;
- e-cigarettes;
- fireworks;
- pornographic images; and
- articles that have been or could be used to commit an offence or cause harm.

This list is not exclusive and may be amended at any time at the discretion of the Headteacher.

The Education Act 2006 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes or alcohol confiscated in school will be destroyed. Weapons, knives, drugs and new psychoactive substances must always be handed over to the police. Any extreme or child pornography will be dealt with using the latest safeguarding guidance, including guidance from Child Exploitation and Online Protection Centre (CEOP) and may be handed over to the police.

## Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The school does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person to whom the Headteacher has given the responsibility to be in charge, or in control of, the students. Staff can also use this power when they are lawfully in charge of students but off the school premises - i.e. on a school trip. Following serious incidents involving the use of force, the school will speak to the parents/carers concerned. Such serious incidents involving the use of force will also be recorded by the school using the Physical Restraint Form<sup>5</sup>.

Please see the Physical Restraint Policy for further information.

## Legislative links

- Education Act 1996;
- School Standards and Framework Act 1998;
- Education Act 2002;
- Education and Inspections Act 2006 School Information (England) Regulations 2008;
- Equality Act 2010;
- The Education (Independent School Standards) (England) Regulations 2010;
- Education Act 2011;
- Schools (Specification and Disposal of Articles) Regulations 2012;
- The Education (Independent School Standards) (England) Regulations 2012; and
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 Education Act 2011.

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<sup>5</sup> Appendix E: Physical Restraint Form



### School policy and procedures links

Please read this policy in conjunction with the following school policies / procedures:

- Attendance Policy;
- Equality Policy;
- Home-School Agreement;
- Lunchtime Procedures;
- Medical Needs Policy;
- Physical Restraint Policy;
- School Uniform and Dress Policy;
- Statement of policy on Substance Use and Misuse; and
- Student Anti-Bullying Policy.

## Appendix A - Home - School Agreement

Wolverhampton Girls' High School is a selective grammar school with academy status for girls aged 11-18. The school's purpose is to help develop happy, accomplished, articulate and confident young women who can go on to give service to the community and who are equipped to seek fulfilment in their own lives.

We recognise that our aims can only be achieved through an active partnership between school, students and parents/carers. Together we commit ourselves to the following:

As a Parent/Carer: I/We will:	The Student I will:	The School The school will:
<ul style="list-style-type: none"> <li>• ensure the regular attendance of my/our daughter;</li> <li>• ensure that my/our daughter attends school punctually each day unless there is a good reason for lateness or absence;</li> <li>• notify the school promptly of reasons for absence and encourage my/our daughter to complete any work missed;</li> <li>• avoid taking my/our daughter out of school during term time;</li> <li>• inform the school of any concerns or problems or changes that might affect my/our daughter's work or behaviour;</li> <li>• uphold the school's policies and guidelines on uniform;</li> <li>• support my/our daughter in the completion of all homework tasks to the best of her ability in accordance with the school's assessment policy;</li> <li>• monitor my/our daughter's completion of homework by checking and signing my daughter's planner each week;</li> <li>• do my/our best to attend parents/carers' evenings and all discussions on my/our daughter's progress;</li> <li>• support extra-curricular activities at school where possible;</li> </ul>	<ul style="list-style-type: none"> <li>• attend school regularly and on time every day unless there is a good reason for absence;</li> <li>• arrive promptly and come properly equipped to lessons;</li> <li>• behave in a manner consistent with the school's behaviour policy;</li> <li>• follow school rules/procedures and abide by the school's Code of Conduct;</li> <li>• wear correct school uniform;</li> <li>• participate in lessons;</li> <li>• do my best in lessons and homework;</li> <li>• record time spent on homework in my planner;</li> <li>• endeavour to participate in extra-curricular activities;</li> <li>• honour my commitments;</li> <li>• be honest, courteous and supportive in my dealings with all members of the school;</li> <li>• help to look after the school environment; and</li> <li>• promote a positive image of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• endeavour to develop the full potential of your daughter in all aspects of school life;</li> <li>• value the qualities of your daughter and care for her needs as an individual;</li> <li>• provide a safe, ordered, disciplined and supportive environment for your daughter;</li> <li>• promote mutual respect, honesty, tolerance and loyalty;</li> <li>• provide a broad curriculum with varied opportunities for enrichment with equal opportunities for all students;</li> <li>• develop your daughter's understanding of the wider community;</li> <li>• keep you informed about general school issues and provide you with regular information on your daughter's progress;</li> <li>• ensure that we are available, <u>by prior arrangement</u>, to discuss a student's progress or parental concerns; and</li> <li>• welcome you as parents/carers, endeavour to respond to your views and value your support.</li> </ul>

<ul style="list-style-type: none"> <li>• help the school maintain high standards of behaviour by supporting the school's behaviour policy; and</li> <li>• read all communications from the school and respond when requested.</li> </ul>		
Signed Parent/Carer	Signed Student	Signed School

## Appendix B - Code of Conduct

In order for our school to maintain high standards and function properly and safely it is necessary for all members of the community to take responsibility for their actions. Most of the points listed below are common sense and all recognise the right of everyone within the community to enjoy school and be in a pleasant, safe and secure environment at all times.

1. Treat all members of the school community, visitors and our neighbours with **care**, **courtesy**, respect and consideration. We expect tolerance and respect for diversity.
2. Set high standards of behaviour for yourselves and others.
3. School is a place to learn. Make that a personal goal and allow others to do likewise.
4. Attend school and be punctual at all times.
5. Have the correct equipment for lessons.
6. Hand your work in on time, completed to the best of your ability.
7. **Cooperate** with the school uniform and dress policy.
8. Keep the environment safe. Remember that you have a duty of **care** to look after your own safety and that of others. **Cooperate** with instructions about movement around the school.
9. Respect our environment. Damage to buildings and their contents affect us all. Do not drop litter.
10. Eat only in designated areas at designated times, leaving the area clean and tidy.

11. Do not bring substances or items subject to abuse into school. This includes solvents, chewing gum, alcohol, drugs, new psychoactive substances, drug related paraphernalia, e-cigarettes, weapons, tobacco, matches and lighters and material that is inappropriate or illegal for children to have such as racist or pornographic material. This list may be amended as and when it is deemed necessary. You will be informed of any changes.

12. Rude, derogatory, racist, homophobic or defamatory language will not be tolerated.

13. Valuable items, electrical equipment and large sums of money should not be brought to school.

14. Mobile phones must be switched off and not visible from 8.50 am to 3.40 pm. If your phone is seen, heard, or used between these times you will be issued with a **Conduct Mark**.

15. Stay in permitted areas of the school site at all times.

16. Students from Year 7 to 11 must seek permission, through the leave of absence procedures, to leave the site at any time during the day. You must always sign out before leaving the premises.

17. Students from Year 12 to 13 must follow the Sixth Form signing in/out procedures when leaving the school site at permitted times during the day.

17. Designated health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

## Appendix C - Student Anti-Bullying Pledge

### Our Anti-bullying Pledge:

Bullying is any behaviour that makes somebody feel upset, uncomfortable and/or unsafe. This is deliberate and repetitive and can take many forms such as verbal, indirect and physical.

At Wolverhampton Girls' High School we want to take a stand against bullying. In order to do so, we want everybody within the community to join us and support our pledge...

As a member of our school community and in agreement to our pledge students will...

- Not stand by and allow bullying to happen.
- Tell someone if they are being bullied or have witnessed bullying.
- Treat everyone in school equally, with respect and with kindness.
- Respect and celebrate individual differences.
- Understand that their actions have an effect on others and understand the consequences of bullying.
- Play their part in creating a safe and kind environment in school.
- Not retaliate but will report any incidents of bullying.

As a member of our school community and in agreement to our pledge teachers/ staff will...

- Listen to students who report bullying.
- Take bullying seriously.
- Thoroughly investigate all allegations of bullying.
- Be approachable, so students feel able to come forward about bullying.
- Check in with the student afterwards, to check if things have settled down.
- Challenge any incidents, in or outside the classroom, of deliberately hurtful behaviour.



I'm one of 30,000 people  
standing up to bullying with  
@AntiBullyingPro



@AntiBullyingPro



facebook.com/AntiBullyingPro

## Join us and help put a stop to bullying!

Many thanks from your Anti-Bullying Ambassadors

## Appendix D - Lunchtime Procedures

### 1. Where are students allowed to be?

- KS3 students allowed in their own form rooms for the first 30 minutes of lunchtime
- KS4 students allowed in any of their year groups' form rooms for all of lunchtime
- KS5 students allowed in the Post 16 areas or in form rooms (not Science/Art rooms) for all of lunchtime
- If it is a wet/cold lunchtime, students are allowed in their form rooms
- Students may work in the library/breakout areas/computer room if they choose
- Students are encouraged to participate in extra-curricular activities
- Students should either be in their form rooms, in activities or outside. They should not be wandering the corridors.

### 2. What are students allowed to eat in form rooms/extra-curricular activity venues?

- Sandwiches/cold food from home or the canteen
- Foods that can be transported within a napkin e.g. sausage rolls/pastries
- Hot meals served on plates or in Grab 'n' Go trays should be eaten in the dining room or outside. When eaten in classrooms, it generates mess and smells that lead to complaints from teachers using the classrooms for P4 & 5.

### 3. What are students allowed to eat outside?

- Sandwiches/cold food brought in from home
- Any item of food served in takeaway packaging eaten with plastic/no cutlery

### 4. What foods must be eaten in the dining room (KS3/4)?

- Anything served on plates. Students must not take plates/metal cutlery out of the dining room
- Any hot meals purchased from the dining room (unless it is eaten outside)
- Jacket potatoes + pizzas in take away boxes should be eaten in the dining room or outside. They should not be taken to form rooms/activities.

#### 5. What food are Post 16 students allowed to take out of the dining room?

- Anything served in takeaway packaging (though they must not eat it in the corridors or in form rooms - Post 16 areas only).
- The rules in section 2 above about eating in form rooms/extra-curricular activity venues apply to all students

#### 6. Other lunchtime rules/procedures

- No eating in the corridors (all years)
- Students attending lunchtime activities may take cold food only with them to the venue. Hot food should be eaten in the dining room (as per form room rules).
- Hot drinks may be taken to form rooms but they must have a takeaway lid to be transported through the corridors
- Students are not permitted to bring fish and chips purchased outside of school onto the premises
- From January 2017, the rota for Y7-10 will be reintroduced meaning that students in these years will take it in turns to have dinner first. Bells will be rung to denote that it is time for the next year group to come to the dining room.
- There will be two queues for lunch: one will be in the main central corridor (by the Y10 locker space) and the other will be in the corridor leading to the Y7 lockers. Both queues will be for hot or cold food. The aim of having two queues is to reduce the number of students causing congestion in the main central corridor. Students should queue in single file to avoid blocking corridors.

#### 7. Expected behaviour



- Students are not allowed to use their phones at lunchtime with the exception of Post 16 students who may use their phones in the common room/study room
- No student is permitted to use the teacher's desktop computer within classrooms
- Students are expected to be in full school uniform throughout the school day including at lunchtime/Rec
- Students must behave sensibly and not participate in activities that generate excessive noise
- Students should sit on chairs not the desks or the floor
- Students should be polite and respectful to lunchtime supervisors and follow their instructions
- Students must put all litter in bins whether eating outside, in the dining room or in form rooms.

## Appendix E - Physical Restraint Form

Student Name	
Student form/year	
Time/Date/Location of restraint	
Name of staff involved in restraint	
Is the student identified as having SEN?	
Does the student have a support plan?	
<b>Antecedent Events:</b> Where was the student? What was she doing prior to the behavior that resulted in restraint? Who was with her?	
<b>Precipitating Event Immediately Preceding the Behavior that Prompted Use of Restraint:</b>	
<b>Other Interventions Tried by Staff Prior to Restraining Student: (please circle)</b>	

Provided choices	Verbal redirection	Calming techniques
Removal of other students	Voluntary removal of student to another location	
Other (please specify):		
<p><b>Behavior that Prompted Use of Restraint:</b></p> <p><input type="checkbox"/> Threat of imminent, serious, physical harm to self.</p> <p><input type="checkbox"/> Threat of imminent, serious, physical harm to others.</p> <p><input type="checkbox"/> Threat of imminent, serious property destruction.</p> <p><b>Describe what the student was doing that was dangerous:</b></p>		
<p><b>Did any other members of staff observe this incident? If so, give details below:</b></p>		

<p><b>Details of the restraint:</b> (Length of time in restraint? What type of restraint was used? Student behaviour and reaction during restraint?)</p>	
<p><b>How did the situation deescalate so that restraint was no longer needed?</b></p>	
<p><b>Name of all staff witnesses</b></p>	<p><b>Signature of all staff witnesses</b></p>
