Behaviour Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Progress & Well-being
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Chris Hall, Assistant Head: Progress & Well-being
Linked procedures	Suspension & Exclusion Policy, Attendance
Responsible person	Chris Hall
Planned review interval	Every three years
Planned next review date:	July 2025

Aims

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

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

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Keeping Children Safe in Education 2023 (KCSiE updated annually in September)
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Student Code of Conduct

In choosing SGGS for their daughter, it is an expectation that parents/carers will support the school in ensuring that their daughter meets the expectations of behaviour and conduct set out in this policy, and that they respect the professionalism, experience and advice of SGGS staff. We provide an exceptional learning environment, characterised by calm order founded upon positive engagement and professional interactions. Therefore, it is an expectation that all students will uphold the ethos and values of the school at all times, and in accordance with this policy and our Home-School Agreement

Stratford Girls' Grammar School students:

- will attend school in line with expectations set out in the Attendance Policy

- will behave in an orderly and self-controlled way; acting with courtesy, consideration and understanding towards all others at all times.

- show due respect to other people and take responsibility for our actions and our belongings

- will show courtesy and politeness to all and movement around the school will be safe and demonstrate an awareness of circumstances and surroundings

- will respect the fabric of the school and all property; and the school site will be kept clean, tidy and safe

- accept sanctions when given and make all reasonable effort to adapt misbehaviour

- refrain from behaving in ways that bring the school into disrepute (including outside of school when in uniform)

Behaviour for Learning

Unsatisfactory behaviour interferes negatively with teaching and learning. Students are therefore also required to:

- ensure that in lessons their conduct in lessons makes it always possible for everyone to learn.

- always show respect for others
    - by listening
    - by being supportive, encouraging and courteous, and giving praise to others
    - in dress (both general and specialist e.g. science or PE)

- take personal responsibility for their own learning – including keeping on task in lessons, making adequate preparation, and completing subsequent follow-up work

- arrive on time for lessons, with the correct resources; know that arriving late for lessons will be dealt with using appropriate sanctions and logged electronically in SIMS Behaviour Manager

- know that disruption of lessons will not be tolerated – students may be asked to leave or be withdrawn from a lesson

- take good care of textbooks and other school equipment – and the school environment

- take responsibility for catching up on work missed following any absence

- ensure that mobile phone use meets the Acceptable Use Policy (AUP)

Out of lessons and in the wider community

Positive, caring behaviour is expected at all times – and respect for others – whether in lessons or outside.
Within school:

- students must go into assemblies and other meetings or events quietly, sit quietly in assembly as others enter and then leave in a quiet and orderly manner

- use of mobile devices to record or photograph others is not permitted unless express permission is given by a senior member of staff. Mobile phone use is not permitted within school buildings at any time unless directed by teaching staff in lessons and in accordance with the BYOD policy

- students must move in a sensible and calm manner between lessons and around the school premises, respecting all public social spaces including dining areas and toilets

Uniform

Students should ensure that they are correctly and smartly dressed at all times, in accordance with the uniform and dress codes, and know that uniform is worn to reflect a sense of pride and belonging in the school. All students are expected to comply with uniform/dress code regulations, whether in Years 7-11 or in the sixth form:

- there are uniform lists with which students should comply (and this includes sixth form), and these are available on the school website

- students may be given a first verbal warning if uniform rules are not adhered to; a letter can sent home or a phone call made to parents if a further offence occurs

- SGGS both expects and enjoys parental support and spare uniform/dress code items are available for students to change into if appropriate

- jewellery – details can be found on the uniform list. If the rules are not followed then one verbal warning is given, followed by confiscation of the item/s

- make up should comply with the school's make up guidance

- hair should be of a colour within the natural spectrum and in a style that is not extreme; and should be tied back for practical lessons and when necessary for health and safety

Rewards

Rewards

Staff are encouraged to praise students when good work is produced, progress is made and for positive contributions to school life. The school's hierarchy of rewards is summarised below and set out fully in the Rewards and Sanctions Policy:

Merits are awarded accordingly

10 Merits - Bronze	25 Merits - Silver	35 Merits - Gold	50 Merits - Platinum	70 Merits - Diamond
Bronze Certificate from Tutor	Silver Certificate from Tutor	Gold Certificate from Tutor	Platinum Certificate from Head of House	Diamond Certificate from Headteacher

For each Tutor Group which achieves the requisite number of merits as a group, they can be recognised as follows:

150 Merits - Bronze	200 Merits - Silver	300 Merits - Gold	600 Merits - Platinum	750 Merits - Diamond
Bronze Certificate from Tutor	Silver Certificate from Tutor	Gold Certificate from Tutor	Platinum Certificate from Tutor	Diamond Certificate from Head of House in House Assembly

Regular printed updates for individuals and overall tutor group totals will be provided to enable individuals and tutor groups to monitor progress. There will be termly and annual awards for the tutor group and house with the most merits with updates displayed on house noticeboards. In addition, all staff will receive weekly email updates of all achievement and behaviour logs made that week which are to be discussed with the girls. Tutors are expected to discuss and celebrate student achievements as part of their weekly tutor time routine

Procedure:

- **Tutor Group Representative:** establishes and maintains a tutor display in each tutor base where achievements by the tutor group can be displayed and celebrated

- **Subject Teacher / Support Staff:** log award on Achievement and Behaviour Manager and communicates achievements with student

- **Tutor:** monitors number of merits in tutor group and speaks to girls who appear on weekly achievement and behaviour logs

- **Assistant Head (T&L):** monitors house totals and feeds House merit totals into award of Brownhill Cup

- **Head of House:** monitors tutor group totals and awards tutor group and individual certificates as necessary

Head's Commendation

Head's Commendations may be awarded for outstanding work or achievement. They count for five merits. There are two different sets of reasons for the award of commendations:

- A piece (or pieces) of outstanding work e.g. projects, essays, coursework – or work showing a high level of creativity or inventiveness – or a high level of commitment. NB: this should not be an automatic numerical formula, such as three good pieces of work result in a commendation.

- Used to encourage progress – awarded for evidence of improved work.

- Each Head's Commendation should be logged on SIMS Behaviour Manager by the awarding teacher and will count for five merits. The student's work is then signed by staff and passed to the Head by the teacher – there is a dedicated in-tray in the Head's PA's office. The Head will read and sign the work and send a letter to parents recognising the award of a commendation

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against and can include:

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

Anti-Bullying

Aims
The school aims to develop and maintain a climate of trust and openness. It seeks to make the unacceptable nature of bullying and its consequences clear to all involved, whether they are students, parents or staff

Warwickshire's *Rachel's Anti-Bullying Guide* (2013)
The school adopts *Rachel's Anti-Bullying Guide* (*Rachel's Guide*) as the basis for its Anti-Bullying Policy. Several sections of this are quoted below - those which we expect to be most relevant to the school. However, any perceived disparity between *Rachel's Guide* and the Policy due to our quoting

only the relevant parts is not intended to depart from *Rachel's Guide* and if in doubt *Rachel's Guide* is to be applied

Falling out or bullying?

As *Rachel's Guide* says, "Sometimes it can be hard to distinguish between bullying and the normal 'ups and downs' of peer relationships." Conflict or difficulties can arise as a result of many things: personal differences between individual students or groups of students; as a result of problems from outside school becoming interwoven with school life; or from the breakdown of relationships between individuals or groups of friends. When considering the behaviour of young people, it is sometimes helpful to consider their actions as being on a continuum – with lower level "normal" peer conflict at one end of the spectrum and more extreme and persistent behaviours at the other

Rachel's Guide provides the following checklists which may help when deciding where on the spectrum any particular action falls. As the *Guide* says, "Please note these are only designed to help, they do not provide a definite answer''

'Normal' Peer Conflict ...is likely to involve ….	**Bullying Behaviour** ...is likely to involve….
Equal power	Power imbalance
Friends	No real friendship
No pattern of negative actions	Targets are alone without peer support
No premeditation to upset or harm	Pattern of repeated negative actions
Sincere remorse afterwards	Actions are purposeful
Interested in repairing the relationship	Gain control, power and items
Alternate roles, not one-sided	Person who bullies shifts the blame
Stay together after the incident	No sincere remorse
	Not interested in repairing relationship
	One-sided
	Young people separate after the incident"

Positive action taken to minimise incidence of bullying in school

The school actively promotes a shared vision about bullying to ensure that the whole community knows how to respond fairly and consistently when bullying occurs. We try to minimise the incidence of bullying in school through:

- clear emphasis on the value of strong pastoral leadership and tutor engagement
- tutor groupings which are organised vertically to promote positive role modelling and mentoring
- use of the curriculum, in particular PSHE and Citizenship, but also in other areas such as English, Drama, Geography, History, PE and RE
- SMSC and team building – within tutor period, across year groups, on school trips and wherever opportunities arise
- rewards for good citizenship
- extra-curricular activities including sport and music

- raising awareness using themed assemblies, displays and teacher training.

Procedural steps in the event of bullying being reported

- Bullying can be reported to any member of staff or to a senior student - face to face, by written note or email, or with the support of a friend. Reports of bullying will always be accepted

- It is very important that allegations of bullying are communicated to those who need to be made aware – e.g. a member of the Student Leadership Team, tutor, Head of House/Sixth Form (or indeed any member of staff such as the SENDCO, Pastoral Support Officer or Lifespace mentor) and parents/carers. This applies even where an incident has been dealt with effectively

- The person reporting the bullying should be encouraged to talk the incident through and then to write a report of the incident including their feelings at the time. Any onlookers should also be encouraged to write a report. The report should include date/s and time/s

- If reported to a senior student, they must pass on the information to the tutor or Head of House/Head of Sixth Form promptly. A member of staff other than the Head of House/Head of Sixth Form may deal with the incident themselves or they may feel that is more appropriate to pass on the information directly to the Head of House/Sixth Form

- At the discretion of the staff member concerned, the alleged bully will be approached and asked to describe the incident/s and also write a report in the same way as the victim has already done. The Head of House (or other member of staff) will decide on the most appropriate course of action, including whether or not the incident should be treated as bullying. This may include contacting parents or carers

- Records will be kept at each stage and after a short period of time, not exceeding two weeks, the matter will be followed up to assess the success of the action taken. At any point the victim can report back to the member of staff if matters have not improved or have worsened

- If the incident is being treated as bullying, and the issue is not resolved by the above actions, the Assistant Headteacher (Progress and Well-being) will be informed and a decision taken upon the best course of action. This would normally involve interviewing the bully and the victim separately (with the option of bringing the parties together provided the victim agrees). Parents will be kept fully informed and may wish to come into school to help resolve the matter

- A contract of behaviour may be required with a timescale for monitoring and a set review date; the SENCO may be involved in this process. The Headteacher will be briefed fully by the Assistant Headteacher at each stage of the process and may wish to meet with or write to parents directly

- For very serious or persistent bullying, outside agencies may be involved. This could include one or more of the following: police, educational psychologist, social workers, and other educational workers. In this situation, a case conference would be arranged with the outside agency, parents and students. Parents may be asked to contribute to the cost of involving an outside agency

Bullying outside school

Students are expected to behave off-site as they would do in school (including all school excursions, residential trips and work experience placements) – whether travelling to and from school (on buses for example) or at any other time. They are ambassadors for the school and should be mindful of upholding our excellent reputation within the local community and beyond. This is particularly important when they are wearing school uniform

The Education and Inspectors Act (2006) gave schools new powers to "regulate" the behaviour of children outside school "to such an extent as is reasonable". Schools have a choice to use these powers, not a duty. The government suggests a range of factors to be considered when determining what, if any, action is to be taken in regard to behaviour of students outside school

These include the severity of the misbehaviour, the extent to which the reputation of the school has been affected, whether there are repercussions for the orderly running of the school, and/or whether they might pose a threat to another student or member of staff

Teachers are not obliged to intervene outside school; their duty of care only applies on the premises or when students are under direct supervision (e.g. school trips and visits). Where schools become aware of inappropriate behaviour off-site they can only impose sanctions when the student/s are on the school site, or under the lawful control or charge of a member of staff

Any complaints from the public regarding student behaviour will only be acted on after proper investigation. The school keeps a copy of the full guidance for reference *(DSL section)* as required and reserves the right to recommend Warwickshire transport that certain students should have their bus pass removed if their conduct whilst in transit proves to be either dangerous or unacceptable

Complaints concerning the handling of a bullying incident

In the event of parental complaint the tutor should be contacted in the first instance, and the procedures outlined in the school *Complaints Policy* can be activated. If the parent is still not satisfied, the Head and ultimately the Chair of Governors should be contacted

Roles and responsibilities

The governing body

The Progress and Well-being Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Progress and Well-being Committee. The Headteacher will delegate initial review of policy to the Assistant Headteacher

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

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Behaviour Manager

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

Parents

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct/Home School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

Behaviour Management and Safeguarding

Classroom management

Teaching and associate staff are responsible for setting the tone and context for positive behaviour within teaching spaces, tutor bases, social areas and around the school in general. Staff should model positive behaviour at all times and in accordance with the principles and guidance set out in school policies and **Keeping Children Safe in Education (KCSIE 2023)**. From electronic registration and use of behaviour manager to their scrutiny of progress data and professional safeguarding curiosity; all staff are expected to be familiar with all relevant documentation and school-based systems deployed to ensure a safe and thriving learning environment for everyone

They will:

- Create and maintain a stimulating and safe environment that fosters student engagement
- Develop positive relationship with students by:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Promoting and rewarding good behaviour using behaviour manager
  - Concluding the day positively and starting the next day afresh
  - Dealing effectively with low-level disruption and noting it on behaviour manager
  - Using positive reinforcement

Physical restraint

Staff can use **reasonable force** (using no more force than is needed) to safeguard students through actions that involve a degree of physical contact to control or restrain students. This can range from guiding a student to safety by the arm to where a student needs to be restrained to prevent violence or injury to themselves or others:
- **passive** physical contact such as standing between students or blocking a student's path
- **active** physical contact such as leading a student by the arm

When using reasonable force staff should recognise the additional vulnerability of SEN students. The decision to use reasonable force to control or restrain a student is down to the professional judgement of the staff concerned and should always depend on individual circumstances

A written account of the circumstances where reasonable restraint was used should be submitted to the DSL by the member of staff concerned on a green form. Under normal circumstances it is best to adopt a **'no contact approach'** with students and reasonable restraint is only applied as a last resort and in a

way that maintains the safety and dignity of all concerned. Chris Hall (Assistant Headteacher) and Nicole Flaherty (Pastoral Support Officer) are trained in Safer Handling techniques and can assist staff.

Child on Child abuse

Students can abuse other students and this can include bullying/cyberbullying, sexual violence and sexual harassment or physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

Sexual violence and sexual harassment

This can occur between students of **any** age and sex. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Victims of sexual violence and sexual harassment will find the experience stressful and distressing. It may adversely affect their progress/attainment and can occur online or offline

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Teaching and pastoral practice ensures that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up or dismissed as banter or normalised by tolerating risky behaviours

Unwanted conduct of a sexual nature can occur online and offline and in the context of student on student sexual harassment. It is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It can involve sexual comments or sexual jokes and taunting

An understanding of consent is especially important if a student discloses a sexualised incident or rape. **Consent means having the freedom and capacity to choose**. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to sexual activity only if they agree by choice to that activity and has the freedom and capacity to make that choice

Physical behaviours like deliberately brushing against someone or interfering with their clothes can occur. Online sexual harassment may standalone or form part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages on social media or sexual exploitation through coercion and threats

The initial response to a disclosure by a student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. If staff have a concern about a student or a student discloses to them they should refer to the DSL team using a green form

Students who are absent from education

Repeated absence can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect or sexual exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a student going missing in future. Attendance is monitored closely to identify patterns and any urgent concerns should be forwarded immediately to alert the DSL team (and actions taken recorded on a green form)

Online safety

The breadth of issues within online safety is considerable and school-based systems are monitored to secure safe use of the internet and alert the DSL team to unauthorised access
Areas of risk are:

- **content**: being exposed to illegal, inappropriate or harmful material

- **contact:** being subjected to harmful online interaction with other users

- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm

The Prevent duty

SGGS staff have duty to prevent students from radicalisation and being groomed into terrorism activity. The Prevent duty should be seen as part of our wider safeguarding obligations and green forms should be used accordingly if there is a concern about a student. **Channel** provides a mechanism for SGGS to make referrals if DSLs judge that an individual might be vulnerable to radicalisation (individual engagement with the program is voluntary)

Visitors

SGGS cannot request DBS checks or ask to see DBS certificates for visitors. Visiting professionals (such as social workers or other Warwickshire employees) should provide their staff lanyard ID badge for proof of DBS at reception. SGGS deploys a colour coded lanyard system for staff (purple), Sixth Form students (orange Year 13 & yellow Year 12 for 2022) and visitors (red = escorted or green = unescorted). Staff should alert the DSL team (or SLT) if they see a red lanyard visitor unescorted

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in line with the DfE's <u>latest guidance on searching, screening and confiscation</u>

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Differentiated approaches to cater to the needs of the student will be considered. The SENCO will evaluate any underlying needs that are not currently being met. Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges such as:

- assumptions that indicators of relate to the student's disability without further exploration

- being more prone to peer group isolation than other students

- being impacted by behaviours such as bullying, without outwardly showing any signs

- communication barriers and difficulties in overcoming these barriers

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a student, we will liaise with external agencies and plan support programmed for that student. SGGS will work with parents/carers to create the plan and review it on a regular basis.

Student transition

To ensure a smooth transition into SGGS, either at Year 7 or 12 (or indeed in year transfers) the school conducts a data capture exercise/liaison with Primary and Secondary feeders. Progress and safeguarding data are of paramount importance to ensure that the right reception and support is in place for each individual student. We also hold New Parents Welcome Evenings for Year 7 & 12 new intakes which are followed by induction days for students. In addition to vertical tutoring which fosters close tutor monitoring and support; we hold a Year 7 parents meet the tutor evening early on in the Autumn Term.

Training

SGGS new staff receive safeguarding training at induction (and in year). Staff are regularly briefed on behaviour matters via bulletin and Tutorial meetings and briefings. Staff receive full safeguarding training in addition to Managing Confrontations and Disclosure Conversations training.

Sanctions

SGGS classifies behaviour in three levels B1, B2 & B3. Some examples are set out below:

B1: Low-level behaviour or disruption	B2: Medium-level behaviour/recurring behaviour or disruption	B3: High-level
Academic: • Homework • Classwork • Classroom Conduct • Punctuality **Pastoral:** • Conduct • Uniform • Attendance/Punctuality	**Academic:** • Homework • Classwork • Classroom Conduct • Punctuality **Pastoral:** • Peer conflict • *Social isolation* • Conduct (repeated) • Repeated B1 non-attendance in lessons or regular unauthorised absence from school/ongoing punctuality issues • Graffiti • Truancy • Verbal abuse of staff or students	**Academic:** • Major incident of plagiarism **Pastoral:** • Bullying • Violence or aggressive behaviour • Racial, homophobic or discriminatory behaviour • Sexualised conduct which humiliates or intimidates • Theft or vandalism

Guidance examples for tiered responses

B1	Verbal or written warning Communication with home Student on target sheet Pastoral Detention (Head of House at lunchtime)	Low level misconduct or accumulation of behaviour points
B2	Logged on Behaviour Manager Student placed on report Leadership Detention (SLT afterschool) Parents/carers called into school to discuss progress and agree a way forward Mentoring by SLT Referral to SENDCO/Educational Psychologist	Repeated behaviours/accumulation of Pastoral Detentions or more severe 'one off' offences
B2/B3	Internal suspension* (up to 5 days)	Severe or repeated offences just short of fixed term suspension
B3	Fixed term suspension* (up to 5 days) SWEP ABP (South West Educational Partnership Area Behaviour Panel) behaviour grid (level 1-3) Managed move to avoid B3	Penultimate sanctions available to school depending upon individual circumstances or ultimately
B3	Permanent exclusion (inform Warwickshire using exclusion form)	Final sanction available to school due to failure of B2 strategies or zero tolerance drug/severe offence

Possession of or dealing in any prohibited items or substances (or any other items/substances deemed to be inappropriate by the Headteacher) will be regarded as B3 tier offences. The Headteacher may inform the Police (or other relevant agency) as appropriate to the circumstances (for example if there is evidence of a criminal act or fears that one may take place).

Some examples of prohibited items or substances include:

- Weapons, knives or blades – (the school does not expect students to carry craft knives/sharp scissors or blades of any kind) that could harm self or others

- Illegal drugs or substances

- Painkillers or anti-inflammatories that have not been disclosed to the Progress and Well-Being Team *(Pastoral Leads and Pastoral Support Officers)*

- Prescribed medication that has not been disclosed to the Progress Team

- Prescribed medication belonging to another individual

- Alcohol

- Tobacco, cigarettes or vaping apparatus

- Stolen items

- Firework

- Possession or distribution of extremist materials for the purpose of radicalisation or criminal activity (PREVENT National Strategy)

- Pornographic images

- Images of staff or other students held without their knowledge or consent

- Any article reasonably suspected as having been, or likely to be used to commit an offence, or cause personal injury to, or damage to the property of any person

Smoking or vaping is not allowed anywhere on the school site (for adults as well as students) or on any school trip. Students reported smoking or vaping whilst in school uniform or representing the school will also be regarded as having committed a B2/3 infringement. Students are forbidden to have or to consume alcohol or other illegal substances, either on site or arriving on site under the influence. Medication not known to the school should not be brought onto school premises. Caffeine drinks are not permitted on school premises from a well-being standpoint

Any student found dealing in illegal drugs on school premises will face permanent exclusion; any student found in possession of illegal drugs on school premises could face permanent exclusion *(SWEP Headteacher guidance advises in these situations)*

Any breaches of these rules will be taken very seriously and dealt with initially by the Heads of House, the Head of Sixth Form and ultimately by the Headteacher

We may isolate a student/s in response to serious or persistent breaches of this policy. Students may be sent to the pastoral office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students who do not attend any given detention will need to repeat the sanction under the supervision of the relevant Head of Department or Head of House

Please see Suspension & Exclusion Policy for further details.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school

Malicious allegations

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

Please refer to our staff policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct

Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspension & Exclusion Policy

- Safeguarding policy/Child protection

- Use of ICT (Student) Policy

- E-safety

- Rewards and Sanctions

- Staff code of conduct

Appendix 1: Online Bullying and Social Networking Awareness

As stated previously, bullying can take place by electronic means, using texts, emails, web pages and pictures. Whilst *Rachel's Guide* refers specifically to Instant Messaging, the school interprets this to cover all forms of social media. The school regards this as a serious issue as it can be extremely hurtful for the victim, not least because they can be accessed in the safety of their own home. There is a suite of ICT policies in place including an *Acceptable Use Policy (Students)* and an *E-Safety Policy* which contain very clear guidelines for responsible use of all electronic devices and the internet.

Online bullying in school
The school views any online bullying involving verbal abuse via text, social networking sites, emails etc which takes place in school as a violation of the *Anti-Bullying measures set out by SGGS*. Any such violation would be viewed with the same degree of seriousness as if it were in person. Students should feel comfortable in approaching any member of staff with online bullying issues that impact upon their school life and are aware of who they can report incidents to.

Online bullying in the home
This is often a sensitive and difficult issue for schools to deal with. In reality, online bullying usually occurs in the home and parent/carers/carers are best placed to monitor correct use of the internet, support the victim and take the necessary steps to address the issue. When tensions spill over into the school environment, pastoral staff will be able to mediate between girls, inform parent/carers if appropriate and respond proportionately according to the circumstances. The school notes that:
- sometimes students can be naïve about the types of details they share via emails, text , Facebook or other social media e.g. personal details or photographs
- tensions can occur when friendships are changing or breaking down. These can have significant impacts upon school life, with implications for academic progress and wider friendship networks.

Online safety – advice communicated to students
- Don't share your password.
- Be wary of the content of your profile. Social networking is a great way to share photos and other media but keep in mind that whatever content is on your profile can be printed and shared via the internet – including photos, personal information and friendship lists. Never share anything electronically or put anything online that you wouldn't want your grandmother/ Headteacher/ neighbour to see.
- Inappropriate images or abusive comments/messages should be reported directly to the social networking sites and your parent/carers.

Online safety - advice communicated to parent/carers/carers
- Keep family computers in open, social spaces.
- Monitor the amount of time your daughter spends on the internet – including on any personal digital devices.
- Be aware of changes in your daughter's behaviour, habits or diet.
- Discuss regularly and openly with your daughter.
- The school newsletters inform parent/carers of developments and useful information in the media and signposts any cyber-safety events in the locality.

Online code of conduct
- Don't type anything that you wouldn't say to a person face to face, or, as noted above, that you wouldn't want your grandmother/ Headteacher/ neighbour to see.
- Be aware that written text, viewed in isolation, can be misinterpreted or misunderstood.
- If you do receive abuse, don't retaliate.
- Report any abuse immediately to the social networking site, your parent/carers and a member of staff if appropriate.

Appendix 2: Rachel's Guide Definitions

Aims
The school aims to develop and maintain a climate of trust and openness. It seeks to make the unacceptable nature of bullying and its consequences clear to all involved, whether they are students, parent/carers or staff.

This policy applies inside school, on school visits and residential trips, and when travelling to and from school.

Warwickshire's *Rachel's Anti-Bullying Guide* (2013)
The school adopts *Rachel's Anti-Bullying Guide* (*Rachel's Guide*) as the basis for its Anti-Bullying Policy. Several sections of this are quoted below - those which we expect to be most relevant to the school. However, any perceived disparity between *Rachel's Guide* and the Policy due to our quoting only the relevant parts is not intended to depart from *Rachel's Guide* and if in doubt *Rachel's Guide* is to be applied.

Definitions
Rachel's Guide begins the section on definitions of bullying thus:

"Young people frequently describe bullying as a subjective experience - it is about how someone feels, not about what is actually done to them. However, it can be hard to put effective anti-bullying procedures in place if we rely completely on subjective opinions. Therefore, in Warwickshire, we have combined the subjective definition with the more objective definitions that are widely used."

It goes on to give Warwickshire's definition, formulated following work with children and young people in Warwickshire:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following it could be bullying".
- *physically and/or mentally hurt or worried*
- *unsafe and/or frightened*
- *unable to do well and achieve*
- *'badly different', alone, unimportant and/or unvalued*
- *unable to see a happy and exciting future for yourself*

When a person (or group of people) has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying.

Bullying is any behaviour by an individual or group that:
- *is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it*
- *happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident*
- *involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.*

It can be:
- *physical, eg kicking, hitting, taking and damaging belongings*
- *verbal, eg name calling, taunting, threats, offensive remarks*
- *relational, eg spreading nasty stories, gossiping, excluding from social groups*
- *cyber, eg texts, emails, picture/video clip bullying, Instant Messaging (IM)*

We also endorse the section in *Rachel's Guide* on prejudice-driven bullying:

- racist bullying – bullying someone because of their ethnic background, nationality, religion or skin colour
- sexist and homophobic bullying – bullying someone because of their gender or sexual orientation
- disablist bullying – bullying someone because they are disabled and/or have special educational needs

Falling out or bullying?

As *Rachel's Guide* says, "Sometimes it can be hard to distinguish between bullying and the normal 'ups and downs' of peer relationships." Conflict or difficulties can arise as a result of many things: personal differences between individual students or groups of students; as a result of problems from outside school becoming interwoven with school life; or from the breakdown of relationships between individuals or groups of friends. When considering the behaviour of young people, it is sometimes helpful to consider their actions as being on a continuum – with lower level "normal" peer conflict at one end of the spectrum and more extreme and persistent behaviours at the other.

Rachel's Guide provides the following checklists which may help when deciding where on the spectrum any particular action falls. As the *Guide* says, "Please note these are only designed to help, they do not provide a definite answer''.

'Normal' Peer Conflict
…is likely to involve ….

- Equal power
- Friends
- No pattern of negative actions
- No premeditation to upset or harm
- Sincere remorse afterwards
- Interested in repairing the relationship
- Alternate roles, not one-sided
- Stay together after the incident

Bullying
…is likely to involve….

- Power imbalance
- No real friendship
- Targets are alone without peer support
- Pattern of repeated negative actions
- Actions are purposeful
- Gain control, power and items
- Person who bullies shifts the blame
- No sincere remorse
- Not interested in repairing relationship
- One-sided
- Young people separate after the incident"