



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

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)	Gurd Ubhie, Assistant Head: Progress & Well-being
Linked procedures	Suspension & Exclusion Policy, Attendance
Responsible person	Gurd Ubhie
Implementation date	Updated June 2025
Planned review interval	Every three years
Planned next review date:	July 2028

Stratford Girls' Grammar School is a standalone academy. The terms Trustees and Governors are used interchangeably. The Trust Board is referred to as the Governing Body. Within policies, any reference to Governors and/or Trustees or the Governing body or Trustees Board encompasses the same function.

Introduction

It is widely recognised that good teaching and learning is a way of improving behaviour in schools. At Stratford Girls' Grammar School, we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships between staff and our students. The culture, ethos and environment of the school can have a profound influence on our students. We encourage a friendly, calm, and low stress atmosphere to create an ordered environment which can build healthy, resilient students free from health and mental wellbeing problems.

Without an orderly atmosphere, effective teaching and learning cannot take place. Providing a safe and orderly school for the good of the majority of students must always take priority over concern for the few, who may test the system and disrupt learning for others. A safe and orderly school is also beneficial for the mental health of our students.

Under the Education (Independent Schools Standards) Regulations 2014 all academies must have a Behaviour Policy. The Education Act 2011 strengthened the authority of school staff when handling matters of discipline and the DfE updated its guidance on behaviour in September 2022.

This policy sets out what is expected of students in this school. It also sets out the sanctions that will be taken against students who are subject to disciplinary action and those who are found to have made malicious accusations against school staff. It also states what action the School will take after items have been confiscated from students.

Objectives and targets

The aim of this policy is to ensure that Stratford Girls' Grammar School offers a happy and caring atmosphere in which all students have the opportunity to achieve the very highest standards and feel valued and respected. The School aims to promote a safe, secure environment through promoting and rewarding good behaviour, while maintaining sanctions against poor behaviour in students and monitoring and offering support to students to resolve the issues which might be causing poor behaviour.

Action plan

Good behaviour and its effects on the wellbeing of all will be promoted in all aspects, including teaching, at the school, and particularly within relationships and sex education and through PSHE lessons.

Responsibilities of the Governing Body

In drawing up its principles for the school's Behaviour Policy, the governing body will:

- Consult with the Headteacher and other stakeholders as appropriate to ensure that staff have ownership and confidence in the policy before making or revising it.
- Take account of the guidance issued by the DfE.
- Agree the school's Behaviour Policy and a Code of Conduct.
- Review and amend the policy regularly.
- Ensure that these documents are available to all staff, students, and Parent/Carers.
- Publicise the policy in writing, to staff, Parent/Carers, and students at least once a year.
- Ensure the policy is available on the school's website.

- Ensure that appropriate staff receive training on the reasonable use of force to control or restrain students.
- Oversee the Headteacher's management of behaviour and discipline in the school in line with the policy.
- Ensure that registers of admittance and attendance are kept.
- Include information on student attendance when required.
- Include principles of prevention of bullying (physical, verbal, cyber and relational).

Responsibilities of the Headteacher

Working with the governing body in developing a Behaviour Policy which promotes good behaviour, self-discipline, and respect, the Headteacher decides:

- The standard of behaviour expected of students at the school.
- How that standard will be achieved.
- The right of members of staff to hand out detentions.
- The right of members of staff to use force against students or search them without consent.
- The school rules.
- The rewards for good behaviour.
- The disciplinary penalties and sanctions for breaking the rules.
- To suspend a student or to permanently exclude them in line with the legal requirements on the use of suspension and exclusion and having regard to statutory guidance.

Responsibilities of the school staff

- The discipline of each student will be the responsibility of all staff supported by the school leaders.
- All teachers need to work together with Parent/Carers to maintain standards.
- Staff are responsible for supervising their part of the building and the students in this area, including the time before school starts (08:45), after it finishes and during the last five minutes of lunch break.
- Tutors check students' uniform each day during tutorial. All staff check uniform standards throughout the day.
- Class teachers or tutors deal with minor breaches of the student code of conduct on the spot.
- Heads of Department deal with more persistent problems linked to the classroom.
- Heads of House deal with persistent problems across the school.
- All staff must take positive action to correct the behaviour of students who do not follow the student code of conduct, with due regard for any student with SEND, by monitoring and offering support to students to resolve behaviour issues.
- All staff must remember to reward good behaviour.

Responsibilities of each Parent/Carer

Parent/Carers are expected to:

- Support their child in adhering to the student code of conduct and upholding the Home School Agreement
- Support all school policies and guidelines throughout their child's time in the school
- to ensure that their child attends school regularly, on time, and properly equipped
- to ensure that their child wears the correct school uniform
- to inform the school about any concerns or problems that might affect their child's work or behaviour, e.g. changes to medical conditions, changes to family circumstance, changes in behaviours outside of school.
- to support their child in their learning, including homework and other school opportunities for learning outside school
- to attend Progress Evenings and meetings to discuss their child's progress and well-being
- Discuss promptly any behavioural concerns with the tutor, teacher, or senior staff
- to support and ensure compliance with any sanctions applied in line with the Behaviour Policy
- to always behave politely and courteously towards school staff and in a timely way; whether that be in person, on the telephone, via digital communications (e.g. email or the app) or on social media, and in line with the Communications Policy

Staff training

- All members of staff are trained to be aware of behaviour problems in students which may be a manifestation of a mental illness and will always be mindful of changes in the behaviour of students which might suggest this. The designated Mental Health Lead will be informed to follow up the matter if there are suspicions that mental health may be causing persistent behavioural problems.
- All members of staff should be alert to any changes in the behaviour of students which might suggest that they are being radicalised, either within the school or elsewhere, and report any such behaviour to the Headteacher so that it can be followed up by the appropriate authorities.
- Training is given, as required, to newly appointed staff, and to all staff as changes are made by legislation. Student behaviour management is also regularly an item at Pastoral Meetings attended by teachers and associate staff. Where there are particular problems, guidance is given to a teacher and associate staff by the SEND Coordinator.
- A review of the student Behaviour Policy and any necessary training in matters that are central to the students' wellbeing, such as safeguarding, mental health first aid, adaptations for students with SEND, restraining difficult students, identifying students who may be taking drugs, children whose poor behaviour may arise from abuse or potential, managing confrontations and disclosure conversations, are completed as required by the school's policy and procedures review schedule or local or national guidance.

Student Code of Conduct

When choosing Stratford Girls' Grammar School for their child, it is an expectation that a Parent/Carer will support the school in ensuring that their child 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 always uphold the ethos and values of the school, 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 always understanding towards all others.
- show due respect to other people and take responsibility for their actions and everyone's 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
- will accept sanctions when given and make all reasonable effort to adapt misbehaviour
- will 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 makes it always possible for everyone to learn.
- They 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)
- they take personal responsibility for their own learning, including keeping on task in lessons, making adequate preparation, and completing subsequent follow-up work
- they arrive on time for lessons, with the correct resources; know that arriving late for lessons will be dealt with using appropriate sanctions and logged in our MIS
- they know that disruption of lessons will not be tolerated. Students may be asked to take a minute outside the room to reset before being invited back in.
- they take good care of textbooks and other school equipment, and the school environment
- they take responsibility for catching up on work missed following any absence
- they ensure that all digital technology use, which includes mobile phones, meets the requirements of Use of ICT (Student) Policy

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
- students must not use mobile devices to record or photograph others unless express permission is given by a member of staff and with the consent of any individual to be included. Mobile phone use is not permitted onsite at any time unless directed by teaching staff in lessons and in accordance with the Use of ICT (Student) and Mobile Phones & Smart Watches Policies.
- 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, 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:

- students should comply with the uniform lists (and this includes sixth form), which are available on the school website
- students may be given a first verbal warning if uniform rules are not adhered to; a letter can be sent home or a phone call made to Parent/Carer if a further offence occurs
- SGGs both expects and enjoys parent/carer support and spare uniform/dress code items are available for students to change into if appropriate
- Details of permitted jewellery 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

Staff are encouraged to praise students when good work is produced, progress is made and for positive contributions to school life.

Regular 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 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 students. 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 / Associate Staff:** log award on our MIS (Support, Grow, Guide or Succeed) 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 Headteacher (Student Development & Progress):** 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

Headteacher's Commendation

A Headteacher's Commendation may be awarded for outstanding work or achievement. They count as 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 to result in a commendation.
- Used to encourage progress – awarded for evidence of improved work.

Each Headteacher's Commendation should be logged on to our MIS by the awarding teacher and will count for five merits. The student's work is then signed by staff and passed to the Headteacher by the teacher. The Headteacher will review the work and send a notification to the Parent/Carer recognising the award of a commendation

Responding to Behaviour Incidents: Procedure

We encourage students to come forward and share any behaviour concerns in a safe and supportive environment.

Behaviour incidents can be reported to any member of staff or to a member of the student leadership team, either face to face, by written note or email, or with the support of a friend. All reports will be taken seriously and acted upon.

It is very important that details of the incident are communicated to the appropriate staff, e.g. a member of the Student Leadership Team, tutor, Head of House/Sixth Form, SENDCO, Pastoral Support Officer, external mentor, or Parent/Carer. This applies even if the incident appears to have been resolved informally.

If a senior student receives the initial report, they must inform a tutor or Head of House/Sixth Form promptly. A staff member may either deal with the incident themselves or refer it to a more appropriate colleague.

The person reporting the incident (including the student directly involved or a witness) will be encouraged to talk through what happened and then complete a written account, including how they felt at the time. Witnesses and bystanders should also be asked to provide a report. All reports should include dates, times, and any relevant context.

At the discretion of the staff member, the student alleged to have caused harm or breached behaviour expectations will be asked to give their account and may be asked to complete a written report, following the same process as above.

The Head of House/Sixth Form or even a Pastoral Support Officer will assess the reports and decide the most appropriate course of action, including whether the incident requires escalation or parental involvement.

Records will be maintained throughout the process. The incident will be followed up within a maximum of ten school days to evaluate the effectiveness of the response. At any time, students are encouraged to report if the situation deteriorates or has not been resolved.

If the matter remains unresolved or is of a serious nature, the Assistant Headteacher (Student Progress and Development) will be informed. They will decide the next steps, which may involve separate interviews with all parties involved.

If appropriate and agreed upon by all, a restorative meeting may be held. Parents/Carers will be kept informed and may be invited to support the process. Should it require further escalation, the Headteacher will be involved in any sanctions that are given.

A behaviour contract or agreement may be implemented, including a monitoring period and set review date. The SENDCO may be involved where additional support is required. The Headteacher will be updated at each stage and may choose to communicate directly with Parents/Carers.

In cases of serious or repeated incidents, external agencies may be involved. These may include the police, educational psychologists, social services, or other specialist professionals. A case conference may be arranged with the agency, Parents/Carers, and relevant staff. Families may be asked to contribute to any external support costs.

Sanctions

Staff must formally log behaviour by applying a behaviour point. Behaviour points will be communicated to parents through the school app. This enables the tracking and monitoring of persistent negative behaviours, allowing for more severe sanctions for repeated transgressions. Additionally, this method of recording concerns is invaluable in identifying patterns of behaviour that may require further intervention. Where appropriate, parents/carers will be informed and invited to discuss matters with the tutor, teacher,

or a more senior member of staff. The student may then be withdrawn from class to attend a meeting with the pastoral support team, Head of House, or external support.

When tracking this data, misconduct is separated into two areas: pastoral and academic. This ensures that the most appropriate staff member administers any support and/or sanction. Academic concerns directly impact a student's educational progress, such as not completing homework or distracting others in lessons. Pastoral matters reflect a student's broader responsibilities as a member of our community, such as not wearing the correct uniform or engaging in hurtful behaviour towards others. All severe misconduct will be referred to a member of the Senior Leadership Team (SLT).

The reasons behind students' misbehaviour are varied and often nuanced. Staff are therefore encouraged to use their professional judgement to determine an appropriate sanction. The chart below provides a framework for these decisions.

Sanction	Reason	Behaviour*	Issued by
Verbal warning followed by a behaviour point for continued defiance	Departmental or Pastoral	Off task behaviour Uniform issues	Any member of staff
Dept Lunchtime detention (20 minutes)	Departmental Accumulation of 3 BP within a half-term	Continued low level disruption, repeated defiance of classroom expectations, failure to meet deadlines	Departmental staff, including cover staff.
Pastoral Lunchtime detention (20 minutes)	Pastoral Accumulation of 3 behaviour points within a half term	Escalation of behaviours across subjects. Repeated lateness.	Heads of House
Headteacher detention (1 Hour)	Escalation of misdemeanour Failure to respond to pastoral/departmental sanctions	Swearing, refusal to follow instructions, truancy	Heads of House/SLT
Internal Exclusion	Further escalation, high level misdemeanour or repeated misconduct	Swearing at peers or staff. Repeated truancy, malicious gossip, first instance of inappropriate use of social media.	Headteacher
Fixed term exclusion	Serious misdemeanour	Bullying, Physical aggression, theft/vandalism, verbal abuse of staff, significant misuse of ICT Possession of alcohol	Headteacher

Permanent exclusion	Serious misconduct	Possession of Drugs or weapons Repeated high level defiance or breach of safety.	Headteacher/Governors after all avenues have been explored and in line with DfE guidance.
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**** This policy provides examples of behaviours to guide expectations, but it is not exhaustive. Student behaviour is varied and can evolve over time, so staff are expected to use their professional judgement with due regard to the individual needs of each student, especially those with SEND, and apply the School's values when addressing behaviours not specifically listed.***

Compulsory catch-up sessions

These will take place during lunchtimes. Students will complete key pieces of work that they have failed to manage in their own time. In some cases, repeated attendance at these sessions may be required for an individual to get back on track with their expected academic progression.

Lunchtime Detention

Lunchtime detentions will take 20 minutes of a lunchtime. Students will be notified about their detention via Teams and in person. For pastoral issues, the detention will be supervised by a Head of House. Academic detentions will be supervised by the relevant Head of Department or classroom teacher.

During the detention, students will sit in silence and/or complete a task or community service. If this task is not completed to a satisfactory standard, the detention will be repeated. Each department will have an allocated day over the two-week timetable to carry out detentions, which will take priority over clubs, sports fixtures, and other extra-curricular commitments.

All detentions are logged in our MIS. Parents have sight of behaviour points via the school app.

After-school Detention

After school detentions will take one hour and 24 hours' notice will be given. Parents/carers will be notified via email, and students will be notified by Teams. For pastoral matters, a member of the Senior Leadership Team will supervise the student. Academic detentions will be supervised by the relevant Head of Department. As with lunchtime detentions, students will sit in silence and complete a task. If this task is not completed to a satisfactory standard, the detention will be repeated.

Should the student no longer be able to access their usual travel arrangements, parents will be expected to make alternative plans. On rare occasions, an alternative date might be arranged.

Student Report cards

To support students in addressing behaviours that may prevent them achieving their potential, they may be placed on a report card. If, upon analysing data, the Head of House notices issues spanning multiple areas, a student may be placed on academic report (see Appendix 4).

Student will be given three targets for each lesson; which teachers will review at the end of the lesson to determine if they were met. This will be checked and signed off by parents/carers and tutors each day. The Head of House will meet with the student at the end of the reporting period to discuss appropriate next steps.

A student will be on report for a minimum of two weeks. A review after the initial two weeks with the student could lead to an extension for a further short-term period to support improvement and embed good habits. Parents/carers will be kept informed throughout this intervention. Where a student's behaviour does not improve parents/carers will be invited into school for a discussion with the Head of House or a Senior Leader as appropriate.

Internal suspension, Suspension and Expulsion

For more serious or persistent negative behaviours, the School may choose to internally exclude, externally exclude, or permanently exclude individuals. These sanctions are at the discretion of the Headteacher, or Deputy Headteacher in their absence. Parents/carers will be invited to the school to discuss the specific details surrounding these sanctions.

In determining the level of sanction to be imposed, the School will apply the civil standard of proof, i.e., the balance of probabilities. This means that it is more likely than not that the fact is true based on the weight of available evidence. The School is not obliged to apply the criminal standard of proof, i.e., proving a fact beyond reasonable doubt.

Consideration must be given to any student with SEND and the policy approached for further guidance.

The School reserves the right to involve the police in cases where students' actions would be considered illegal if they occurred outside the school.

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

Peer conflict or bullying?

Conflict or difficulties can arise from various sources: personal differences between individual students or groups of students; problems from outside school becoming interwoven with school life; or the breakdown of relationships between individuals or groups of friends. When considering the behaviour of young

people, it is sometimes helpful to view their actions on a continuum – with lower-level “normal” peer conflict at one end of the spectrum and more extreme and persistent behaviours at the other.

The following checklists may assist in determining where on the spectrum any particular action falls.

‘Normal’ Peer Conflict	Bullying Behaviour
...is likely to involveis 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, particularly PSHE, but also in other areas such as English, Drama, Geography, History, PE and RE
- SMSC across the school and team building within tutor periods, 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 external agency mentor) and Parent/Carer. 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 (Appendix A), 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 it 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 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 the incident should be treated as bullying. This may include contacting the Parent/Carer
- 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 (Student Development and Progress) 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). Parent/Carer 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 SENDCO 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 Parent/Carers 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, Parent/Carer, and students. Parent/Carer 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 on 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 regarding 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 to 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 Parent/Carer 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/Carer is still not satisfied, the Headteacher and ultimately, the Chair of Governors should be contacted

Support for Students

Student transition

To support the students, Stratford Girls' Grammar School conducts a comprehensive data capture process prior to a student's entry. This includes liaising with both primary and secondary feeder schools. Through this process, we can identify how best to support each student's behaviour, well-being, and academic progress, ensuring a smooth transition into the School, whether joining in Year 7, Year 12, or at any other point.

Progress and safeguarding data are of paramount importance, enabling us to provide the appropriate reception and tailored support for every individual student.

The School holds events throughout a child's time in school to support parents/carers to understand our ethos, behaviour expectations and how we manage the. The School hosts a New Parent/Carer Welcome Evenings for incoming Year 7 and Year 12 cohorts, followed by student induction days. Our vertical tutoring system promotes strong tutor-student relationships and close monitoring. Additionally, we hold a Year 7 Parent/Carer 'Meet the Tutor' evening early in the Autumn Term to further strengthen home-school. The Behaviour Policy is available on the website or can be provided on request.

Students with SEND

This Behaviour Policy supports a safe, respectful, and inclusive school environment for all students, including those with Special Educational Needs and Disabilities (SEND). By embedding the principles of the SEND Code of Practice into our Behaviour Policy, the School aims to foster an inclusive environment where every student can thrive socially, emotionally, and academically. While high expectations for behaviour apply to every student, the School does recognise that students with SEND may face barriers that impact their ability to meet these expectations consistently.

The School recognises that students with SEND can face additional safeguarding challenges such as:

- assumptions that indicators of SEND 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, especially in emotionally heightened situations
- developing trusting relationships with adults

Therefore, in line with the SEND Code of Practice 2015 (updated 2020), and the Equality Act 2010, the School is committed to making reasonable adjustments to ensure students with SEND are supported appropriately in all aspects of school life, including behaviour management. The steps taken to achieve this include:

- taking a graduated and individualised approach to behaviour support, working collaboratively with the SENDCo, teaching staff, and Parents/Carers, to evaluate where there are any underlying needs that are not currently being met
- considering whether a student's behaviour is a direct consequence of unmet needs or insufficient support, as outlined in the SEND Code of Practice.
- ensuring all responses to behaviour are fair, proportionate, explained, and mindful of the student's individual profile, and any Education, Health, and Care Plan (EHCP).
- implementing supportive strategies such as visual routines, positive behaviour plans, access to safe spaces, and tailored interventions where needed.
- Regular reviewing and adapting individual student plans in line with ongoing assessment and student progress, involving external agencies when appropriate.

To further support students, particularly those with SEND, the School's approach to following up on any incident of negative behaviour is clearly set out in the Student Guidance: Our Investigation Process (see Appendix 3). Staff will share this with a student when they work with them to understand what has happened and why.

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 always model positive behaviour and in accordance with the principles and guidance set out in school policies and **Keeping Children Safe in Education (KCSIE 2024)**. From electronic registration and the use of the behaviour module 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 all lessons
 - Establishing clear routines and expectations
 - Communicating expectations of behaviour in ways other than verbally
 - Promoting and rewarding good behaviour using the behaviour module
 - Concluding the day positively and starting the next day afresh
 - Dealing effectively with low-level disruption and noting it on the behaviour module
 - Using positive reinforcement

Behaviour Management

Prohibited items

i. Smoking or vaping

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 dealt with according to the sanctions grid.

ii. Alcohol

Students are forbidden to have or to consume alcohol or other illegal substances, either on site or arriving on site under the influence. This includes alcohol that is intended as a gift for a member of school staff.

iii. Medication & Drugs – prescribed or illegal

Medication or Drugs that are not declared to the school should not be brought onto school premises. Any student found dealing in drugs on school premises will face permanent exclusion. Any student found in possession of drugs on school premises could face permanent exclusion.

iv. Energy Drinks

Students are not permitted to bring energy drinks to school due to health and well-being concerns.

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

Possession of or dealing in any prohibited items or substances (or any other items/substances deemed to be inappropriate by the Headteacher) will be dealt with on a case-by-case basis. 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).

Confiscation

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

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

Physical Restraint of students

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 SEND 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 Bromcom or on a green form as available. Under normal circumstances, it is best to adopt a '**no contact approach**' with students. Reasonable restraint is to be applied as a last resort and in a way that maintains the safety and dignity of all concerned. Gurd Ubhie (Assistant Headteacher) is trained in Safer Handling techniques and can assist staff.

Managing Behaviour relating to Safeguarding

Stratford Girls' Grammar School is committed to anti-discriminatory practice and recognises children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children to recognising or disclosing abuse. We ensure that all children have the same protection, regardless of any barriers they may face.

Child on Child abuse

The School understands that 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.

All victims will be 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 are not acceptable, will never be tolerated and are not an inevitable part of growing up, nor 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.

Physical behaviours like deliberately brushing against someone or interfering with their clothes can occur. Online sexual harassment may stand alone 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

An understanding of consent is especially important if a student discloses a sexualised incident or rape.¹ The School supports students to have this understanding of consent through the PSHE curriculum.

The initial response to a disclosure by a student is important. Staff are trained and know that 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

The School understands that 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

The School views early intervention as necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a student going missing in future. In support of this, 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 Bromcom)

Online safety

The School's approach to safeguarding the students when online is laid out in full in its ESafety Policy. The School's expectations regarding behaviour online when in school are clearly set out in these Use of ICT (Students) Policy. All students, including those who join us In Year, are expected to read and sign to say they have read this policy.

¹ **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

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 identified as:

- **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

All staff have a 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 the School to make referrals if DSLs judge that an individual might be vulnerable to radicalisation (individual engagement with the programme is voluntary). Heads of House or senior members of staff will liaise with parents/carers as appropriate.

Malicious Allegations against Staff

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

Training

Staff are regularly briefed on behaviour matters via bulletin and Tutorial meetings and briefings. All new staff receive safeguarding training at induction (and in year).

Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspension & Exclusion Policy
- SEND Policy
- Safeguarding Policy
- Equality Policy
- Staff Code of Conduct
- Use of ICT (Student) Policy
- E-safety

Appendix 2: Online Bullying and Social Networking Awareness

As stated previously, bullying can take place by electronic means, using texts, emails, web pages and pictures. 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/Carer 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/Carer 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

- Do not share your password.
- Be wary of the content of your profile. Social networking is a wonderful 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 would not 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/Carer.

Online safety - advice communicated to Parent/Carer

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

Online code of conduct

- Do not type anything that you would not say to a person face to face, or, as noted above, that you would not 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, do not retaliate.
- Report any abuse immediately to the social networking site, your Parent/Carer, and a member of staff if appropriate.

Appendix 3: Student Guidance: Our investigation process



Appendix 4: Student report

Student Report

Student Name Date

1. Objective

1.....

2. Objective

2.....

3. Objective

3.....

Teacher to complete this report at the end of each lesson. This report must be brought to the pastoral office (G5) at the end of the week.

Date.....

	Staff initial/subject	Comments/ targets met?
Tutor Time		
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		
Period 6		

Tutor Signature.....

Parent/Carer Signature.....

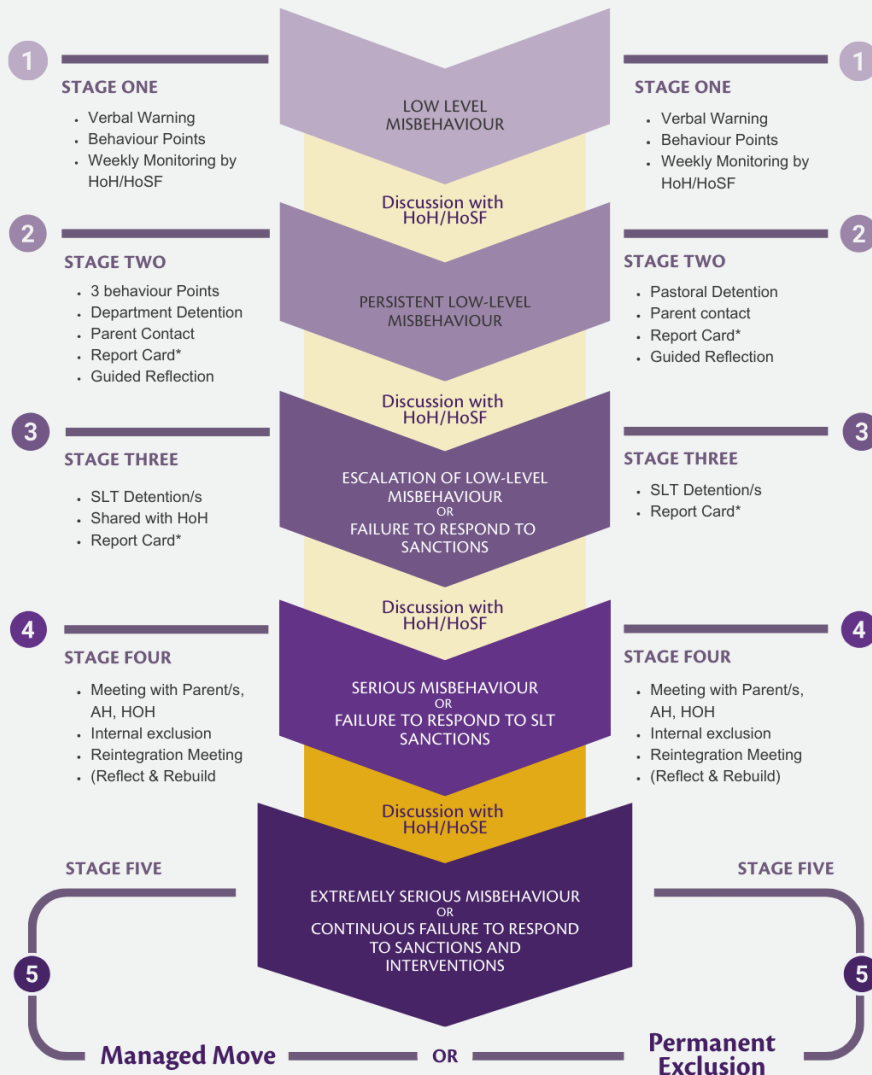
Appendix 5: Behaviour Response Pathway

Behaviour Response Pathway

Academic and Pastoral Responses to Misbehaviour

ACADEMIC

PASTORAL



Students can enter the flow chart at any point and may repeat through the cycle when necessary and appropriate to support their learning.

The SENDCO may also be involved at any point to support our understanding of student's needs.

*Report cards may be issued by departments or HoH depending on the assessment of support required.

SUPPORT GROW GUIDE SUCCEED