

<b>Sponsor</b>	<b>DHP</b>
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## **BEHAVIOUR POLICY (Student)**

(See also Student acceptable use Policy)

### **INTRODUCTION**

Woldingham School aims to be a caring and supportive Christian community, in which girls are happy, confident and inspired to meet challenges and achieve excellence in whatever they choose to do. We encourage girls to adopt the highest standards of behaviour, principles and moral standards.

Our aims and principles are based on the five goals of Sacred Heart education. The five goals are:

1. Faith that is relevant in a rapidly changing world.
2. A deep respect for scholarship and intellectual values.
3. Personal growth in an atmosphere of appropriate freedom.
4. An awareness of social justice which shows itself in action.
5. A commitment to community as an expression of our Christian values.

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious girls, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities, and through opportunities for involvement in school life at all levels.

Woldingham School is an inclusive community. We are a Catholic school but welcome girls from a wide variety of ethnic and social backgrounds and faiths including those of no faith. We treat everyone as an individual and aim to develop the whole person; encouraging the girls to become independent, enquiring young women who forge lasting relationships and become positive influences in the world they will enter.

### **CODE OF CONDUCT**

The Woldingham School community of Governors, staff, parents and girls adhere to a code of conduct, rather than to lists of rules. Our code of conduct is predicated on the following four values:

1. Respect for Others
2. Respect for Ourselves
3. Respect for our Environment

#### 4. Responsibility for our Actions

Woldingham School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the school.

We expect girls to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Code of Conduct.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Countering Bullying policy is set out in the Pupil Handbook and appears on the website. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect girls to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should show due care for the buildings, equipment and furniture. We expect girls to behave at all times in a manner that reflects the best interests of the whole community.

#### **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at Woldingham School undertake to uphold the School's policies and regulations. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that the girl concerned has not suffered an accident.

Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

#### **INVOLVEMENT OF PUPILS**

At Woldingham we listen to our girls and encourage constructive suggestions from them, e.g. via the School Committee called Woldingham Pupil Voice, which meets regularly.

#### **SCHOOL CODE OF CONDUCT**

The School's Code of Conduct is designed to encourage positive behaviour. Copies of the Code of Conduct are set out in the Parent and Pupil Handbooks and may change from time to time.

Staff are expected to apply sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention before or after school, withdrawal of privileges, assistance with domestic tasks, suspension for a specified period, removal or expulsion. The School's policy on Rewards and Sanctions is set out in the Pupil Handbook.

## **TEACHING AND LEARNING**

Woldingham School aims to raise the aspirations of all its girls and encourage them to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. We expect teaching staff to offer every girl a high level of individual attention, together with consistent and helpful advice.

## **COMPLAINTS**

The School's complaints policy can be found on the website and copies of the procedure are made available on request from the Head's PA.

## **APPENDIX**

### **REWARDS AND SANCTIONS**

#### **REWARDS**

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition.

Rewarding girls motivates them and creates the best climate for effective teaching and learning and reinforces our community values. The School wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

A system has been established to reward Effort, Achievement and Service in five areas, reflecting the goals of Sacred Heart Education. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- The award of merits in Years 7 to 9, leading to the presentation of Bronze, Silver, Gold and Gold Star badges, certificates, school shop or general vouchers.
- The award of merits in Years 10 and 11, leading to the presentation of Merit or Distinction awards, certificates, school shop vouchers or general vouchers.

- Individual departmental awards, such as player of the match award in school and house events.
- Public recognition from the Head on the award of a Gold, Gold Star or Distinction award.
- Announcements in House, Year and Whole School assemblies.
- The House Merit Cup is awarded annually to the House achieving the most merits. Monthly totals are announced in House Meetings.
- The Individual Merit Cup is awarded to the individual receiving the most merits during an academic year.
- Notice boards and the website used to record special achievements.

It will be the responsibility of the School Leadership Team to monitor the frequency and effectiveness of this system of rewards.

## **A SYSTEM OF SANCTIONS**

Sanctions are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable work as well as behaviour issues.

**In setting out the following scale of sanctions, the need for flexibility and common sense is emphasised.** The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like reporting a girl to her HoY, Housemistress, Head of Marden, Deputy Head Team.

It should be noted, however, that the teacher is responsible in the first instance for dealing with minor infringements. Simple admonishments, backed up by the authority of staff within the School, are often as effective as any formal sanction and should be the first recourse of any member of staff.

The corporal punishment of girls is prohibited at Woldingham School. This prohibition includes the administration of corporal punishment to a girl during any activity, whether or not within the School premises and applies to all members of staff, including those acting in *loco parentis*, such as unpaid, volunteer supervisors.

Physical intervention may be used to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person - including the girl herself. *(See also Policy 2.5: Use of Reasonable Force)*

If it is necessary to search a pupil's possessions, this will (where possible) be done with the pupil present and two members of staff. If it is deemed necessary to search rooms, then the pupil will be present while the member of staff searches the room. If a physical search of a pupil is required this will be done as a last resort and the pupil having the opportunity to turn our pockets etc. It will be carried out with dignity. There will be two members of staff present.

Sanctions are applied following a staged process that distinguishes poor behaviour from a poor attitude to academic work.

### **LEVEL 1**

If a girl continues to exhibit minor classroom or school misbehaviour the teacher should, after giving an appropriate warning, move her within the classroom. Sending a girl out of the classroom for a short time is acceptable but the door must be kept open. Keeping a girl in during break or other time is also acceptable. Heads of Department are encouraged to become involved in helping out members of their department having problems with particular girls or groups, and teachers should make arrangements to send a girl to see the HoD when they need support.

On the occasion of a girl submitting unacceptable work, she should be asked to re-submit the work to a tight deadline.

Informing the Tutor/ HoY/Housemistress adds to the effectiveness of the sanction.

In Houses, HoY/Housemistresses will provide clear warnings to girls and may describe the consequences of failing to moderate their behaviour, in accordance with their House rules.

### **LEVEL 2 DEPARTMENTAL DETENTION/ PASTORAL DETENTION**

This level would be applied for more serious offences or for persistent bad work or behaviour.

At this level, girls should be placed in a Departmental detention at a time of the HoD's choosing. The classroom teacher will record the detention in the database on the network, and send an e-mail to the girl's tutor, HoY/Housemistress and parent/guardian.

If a girl in the Sixth Form fails to complete work to the required standard, the teacher should inform the Tutor and Head of Sixth Form, and the Sixth Former can expect to be asked to repeat the work in a Sixth Form Detention. These detentions are held on Fridays from 4.30pm to 5.30pm, supervised by the Head of Sixth Form.

In Houses, HoY/Housemistresses can for instance apply a community charge or enforce an early breakfast, on a sliding scale of severity. A certain degree of flexibility is allowed but the HoY/Housemistress will keep a written record of sanctions imposed at this level and parents may be informed. Housemistresses will run detentions when necessary for boarders.

Tutors will run pastoral detentions when required for uniform and punctuality infractions. HOYs will also run detentions when appropriate.

### **LEVEL 3 SLT DETENTION**

On Fridays from 4.15pm to 5.15pm the SLT Detention will be held, supervised by a member of the SLT. A girl attending an SLT detention must wear her full school uniform. Girls receiving three departmental/ pastoral detentions will automatically receive an SLT Detention, but this sanction can be applied immediately for any very serious offence or rudeness. The HoY will monitor the database on the network to identify those girls in their Year Group in receipt of three Departmental /Pastoral detentions and will inform the Deputy Head Team. The HoY/Housemistress will inform the girl concerned and her parents of the date of the detention, providing at least 24 hours' notice. Records of these sanctions will be kept on the database and only HoY/Housemistress may put girls into this detention (although other staff may request it). The HoY/Housemistress may place the girl on a Performance Monitoring Form and an appropriate progress monitoring plan would be agreed between the DHA, HoY and tutor.

A student missing a timetabled lesson without authorisation be sanctioned by the HoY and placed in the next available SLT detention.

A student found to have committed an act of plagiarism should also expect to receive an SLT detention at the discretion of the HoY.

In Houses, HoY/Housemistress will again be allowed a degree of flexibility but the sanctions could include the withdrawal of a girl from a school activity such as a school social, extra community duties, or the withdrawal of other privileges. When withdrawing a girl from a school activity, it is important to consider the effect on other girls involved in the activity, such as a sports team or an orchestra, and the teacher in charge of the school activity must always be consulted. A weekend gating is an effective sanction and the offence should be reported to the Head of Boarding and Deputy Head People. An appropriate behaviour monitoring plan maybe agreed with the tutor, and the HoY/Housemistress will inform the parents.

### **LEVEL 4 INTERVIEW WITH SLT AND PARENTS**

Upon receiving three SLT detentions or three similar punishments at Level 3, parents will be invited to an interview with a member of the SLT. It is hoped that the interview will establish an agreed contract on future behaviour or attitude. The outcome of the interview will be recorded and kept on file. Depending on the circumstances which led to the SLT detentions, a student may be suspended at level 4.

### **LEVEL 5 SUSPENSION (TEMPORARY AND INTERNAL)**

The Head may at her discretion suspend a girl from the School if the girl's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory. An internal suspension may be appropriate, after an isolated serious incident for example, whereupon a girl will be kept at school but removed from all lessons and school activities. She will be supervised at all times, including mealtimes.

The Head may suspend a girl from the School if in her reasonable opinion the removal is in the School’s best interests or those of the girl. The Deputy Head Team have the same authority in the Head’s absence.

The parents/guardian will be informed before a girl is suspended, by a member of SLT, to arrange a collection time and ensure that appropriate work is taken home. The length of the suspension may vary according to the circumstances and nature of the offence but will generally not be longer than a week. If a Tier 4 pupil is suspended, she will be released to the care of their guardian or, if suitable arrangements cannot be made, will be internally suspended in school.

The Head will write a letter to the parents, which might include a formal warning and will see the girl and her parents/guardian on her return to school following the suspension.

**LEVEL 6 PERMANENT EXCLUSION OR EXPULSION**

If a student faces her third suspension, the Head will discuss her long-term future at the school with her parents.

For permanent exclusion a distinction is made between **expulsion** and **requirement to leave**. A girl is liable to **expulsion** for a grave breach of school discipline, for example a criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion means that the girl’s name will be removed from the School roll and reference to the facts and circumstances will be made in response to every request for a reference. A girl may be subject to expulsion, without having moved through levels 1 – 5, for a serious breach of school rules. For a breach of school discipline falling short of one for which expulsion is necessary, the girl may be **required to leave** permanently. In such circumstances reasonable assistance will be given in helping the girl to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the School. In any circumstances where permanent suspension is being considered, the Head is required to act fairly and in accordance with the principles of natural justice. She will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions will be kept in the Head’s Office and must be notified to the Chairman of Governors. The procedure for appealing against a permanent suspension is set out in the Complaints Policy to be found on the School website or can be viewed at School upon request.

For all permanent exclusions, a Tier 4 check is in place. This is to ensure the school is compliant with their responsibility of the Tier 4 Visa and what is expected if a Tier 4 pupil is excluded.

**Sanctions Policy (for during School day and any other regulated activities)**

Level	Poor Behaviour	Poor attitude to work	Sanction
1	First few instances of	First instance in a term	<b>Poor behaviour</b> – Warn, move,

	low-level disruption and, or impoliteness and lack of regard for others	of late or very poor-quality study (where the teacher uses reasonable judgement to conclude that this is due to lack of effort)	remove and send to HoD For punctuality and uniform etc, warn and discuss expectations. Send to HOY if needed. <b>Poor work</b> – re-submit on a tight deadline
<b>2</b>	Repeated low level disruption or a first instance of more serious rudeness or disruption	Repeated (i.e. twice or more) late, missing or poor-quality work	<b>Poor behaviour</b> - Departmental detention (at time of HoD's choosing) with extra work set  Pastoral Detention for repeat offences regarding uniform ,punctuality etc  <b>Poor work</b> – Complete/repeat work in a departmental detention – Sixth Former will complete/repeat work in a Sixth Form Detention  Classroom teacher to record detention in database on spread sheet in staff area and email tutor and HoY. (HoY will monitor database weekly and alert Senior Deputy Head if it is necessary to move to Level 3)
<b>3</b>	As an automatic result of three departmental / pastoral detentions (whether behavioural or work related in origin) or truancy from a timetabled lesson  <b>Or</b> as a result of any <i>very serious</i> rude or disruptive behaviour (e.g. intimidating another student or personally insulting a member of staff)	See previous column	Centralised SLT detention. Parents informed by HoY/Housemistress and provided with at least 24 hours notice.  Where appropriate, PMF to be issued and appropriate progress monitoring plan agreed between DHA, HoY and tutor.  A girl playing truant from a timetabled lesson will be placed in SLT detention
<b>4</b>	As an automatic result of 3 centralised detentions	As an automatic result of 3 centralised detentions	Interview with SLT member(s) and parents.
<b>5</b>	Continuation of poor	Continuation of poor	Probable suspension, at the



	behaviour after Level 4 has been reached  <b>Or any exceptionally serious breach of behavioural rules</b>	attitude to work after Level 4 has been reached	reasonable discretion of the Head
<b>6</b>	Continuation of poor behaviour after two suspensions  <b>Or any extreme breach of behavioural rules</b>	Continuation of poor attitude to work after two suspensions	Probable expulsion, at the reasonable discretion of the Head

### Sanctions Policy (outside the school day/regulated activities)

Level	BEHAVIOUR	SANCTION
<b>1</b>	First instance of low-level disruption poor behaviour, or impoliteness or lack of regard for others  First occasion Lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO, lack of attendance/respect at Night Prayers	Warning that behaviour is unacceptable and that future incidents will be sanctioned  Warning that future lateness will result in 7.30 breakfast
<b>2</b>	<b>Repeated</b> low level disruption or a first instance of more serious rudeness or disruption  <b>Second occasion</b> of lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO, lack of attendance/respect at Night Prayers  <b>Third occasion</b> of lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO	Community charge, at discretion of HOY/Housemistress. Parents informed.  7.30 breakfast and warning that next offence will result in having to present yourself outside year office at 7.10am. Parents informed.  Detention issued. Parents informed.
<b>3</b>	Repeated inappropriate behaviour or very serious first instance of poor behaviour <b>Or</b> as a result of any <i>very serious</i> rude or disruptive behaviour (e.g. intimidating another student or personally insulting a member of staff)	Weekend gating. Referred to Head of Boarding and /or DHP.  PMF to be issued and appropriate behaviour monitoring plan agreed between Deputy Head Peoplel, HoY/HM and tutor. Parents informed.
<b>4</b>	No improvement after level 3	Interview with SLT member(s) and

		parents.
<b>5</b>	Continuation of poor behaviour after Level 4 has been reached <b>Or</b> any <i>exceptionally serious</i> breach of behavioural rules Breach of trust on exeat	Probable suspension, at the reasonable discretion of the Head
<b>6</b>	Continuation of poor behaviour after two suspensions  <b>Or</b> any <i>extreme</i> breach of behavioural rules	Probable expulsion, at the reasonable discretion of the Head

**Other Sanctions:**

- Repeated instance of infringement of uniform regulations – Student put on uniform report card. Parents informed.
- Repeated instance of lack of academic work – academic progress card.
- Students may be placed on report for a period of monitoring to help them meet expectations. These targets will be agreed with the pupils and Pastoral team.
- Rooms untidy: Sanction - rooms locked.