

# **Behaviour and Discipline Policy**

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## **Withington Girls' School**

**September 2018**

## **1 Policy aims**

1.1 The aims of this policy are:

- 1.1.1 to enable the Headmistress to carry out her responsibilities of maintaining order and good discipline in the School;
- 1.1.2 to actively promote good behaviour and support positive behaviour modification;
- 1.1.3 to actively promote and safeguard the welfare of the pupils at the School;
- 1.1.4 to ensure, so far as possible, that every pupil in this School is able to benefit from and make her full contribution to the life of the School, consistent always with the needs of the school community;
- 1.1.5 to encourage pupils to accept responsibility for their behaviour;
- 1.1.6 to set out the sanctions adopted by the School in the event of pupils misbehaviour;
- 1.1.7 to authorise the Protocol for Behaviour, the School Rules and any procedures necessary for implementing them.

## **2 Ethos and Protocol for Behaviour at Withington Girls' School**

- 2.1 Withington Girls' School aims to provide a caring, friendly and supportive environment in which every member of the School community is well known, well supported and encouraged to achieve their full potential.
- 2.2 The Withington ethos is based upon the 'three Rs' of Respect for self, Respect for others and acceptance of Responsibility for personal actions. At all times pupils are expected to follow the instructions of their teachers, enable high-quality teaching and learning to proceed and work individually and in teams in order to achieve their potential, both within and outside the classroom.
- 2.3 Pupils are expected to show consideration for others, for property and the school environment at all times. Expectations regarding personal responsibility, behaviour and discipline and details of the different people to whom a pupil can turn if they have any concerns during their time at the School are given in the pupil planners, in the Staff Handbook and in the relevant school policies (Anti-bullying, Child Protection, and Equal Opportunities). These principles will be reinforced in assemblies, in form time and PSHCE, in our daily interactions and at all possible opportunities.
- 2.4 Parents are expected to support and reinforce these principles with their daughters.

## **3 Scope, application and availability**

- 3.1 This policy (together with the School Rules and all School policies on behaviour and discipline and the rewards and sanctions provided in them) apply to all pupils at the School and at all times when a pupil is:
  - 3.1.1 in or at School;
  - 3.1.2 representing the School or wearing School uniform;
  - 3.1.3 travelling to or from School;
  - 3.1.4 on School-organised trips;

- 3.1.5 associated with the School at any time.
- 3.2 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
- 3.2.1 affect the health, safety or welfare of a member or members of the School community or a member of the public;
- 3.2.2 have repercussions for the orderly running of the School; or
- 3.2.3 bring the School into disrepute.
- 3.3 This policy is published on the School website and is available in hard copy on request. A copy of the policy is available for inspection from the Deputy Head during the School day.
- 3.4 This policy and the School Rules can be made available in large print or other accessible format if required.
- 3.5 This policy has regard to the following guidance and advice:
- 3.5.1 **Behaviour and discipline in schools (DfE, January 2016);**
- 3.5.2 **Use of reasonable force (DfE, July 2013);**
- 3.5.3 **Searching, screening and confiscation: advice for schools (DfE, January 2018);**
- 3.5.4 **Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018); and**
- 3.5.5 **Keeping children safe in education (DfE, September 2018) (KCSIE).**

## **4 School rules**

- 4.1 All Pupils are expected to respect and obey the few School Rules which are:
- not absenting themselves from lessons without permission from either their Form Tutor, Head of Year or Subject Teacher or the School Nurse;
  - following all the School policies;
  - coming directly to School from buses or cars and not going out of school without permission and without signing out; and
  - Following regulations on school uniform, smoking, alcohol, illegal substances, food and drinks in school, use of ICT, mobile phones or other devices, and photography in school.
- 4.4 In addition, Senior School pupils are expected to know and understand the Senior School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced in assemblies and on other appropriate occasions. In the Junior School the emphasis is also on respect and responsibility as set out in the Junior School statement on Behaviour Management.

## **5 Promoting good behaviour**

- 5.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHCE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 5.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.

- 5.3 The School recognises that where challenging behaviour is related to a pupil's special educational need or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

## **6 Breaches of school discipline**

- 6.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.
- 6.2 The Headmistress may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the School rules. Examples of sanctions used at the School are set out in Appendix 1. A more serious sanction may be imposed if it is considered appropriate to do so, e.g. where there are persistent breaches of discipline by a pupil.
- 6.3 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see Appendix 1 for details of possible sanctions).
- 6.4 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.
- 6.5 The Headmistress must be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see also paragraph 7 below).

### **6.6 Serious breaches of discipline**

- 6.6.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Headmistress.
- 6.6.2 The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:
- (a) supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
  - (b) theft, blackmail, physical violence, intimidation, racism or persistent bullying;
  - (c) physical or emotional abuse;
  - (d) harmful sexual behaviour including sexual violence and sexual harassment;
  - (e) behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
  - (f) supply or possession of pornography;
  - (g) possession or use of unauthorised firearms or other weapons;
  - (h) vandalism or computer hacking;
  - (i) persistent attitudes or behaviour which are inconsistent with the School's ethos;

- (j) other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises;
- (k) other misconduct specifically provided for in the School's parent contract and School rules.

6.6.3 The range of sanctions for serious breaches of discipline include:

- (a) **Suspension:** A pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Governors' Review.
- (b) **Removal:** The Headmistress may require the Removal of a pupil from the School permanently if, after consultation with the parents and if appropriate the pupil, the Headmistress is of the opinion that:
  - (i) the pupil has committed a breach or breaches of School rules or discipline for which Removal is the appropriate sanction; or
  - (ii) by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
  - (iii) the Parents have treated the School, members of its staff or any member of the School community unreasonably; thenin these circumstances, and at the sole discretion of the Headmistress, Withdrawal of the Pupil by the Parents may be permitted as an alternative to Removal being required.
- (c) **Expulsion:** The Pupil may be expelled from the School for a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

6.6.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.

6.6.5 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in the School's Expulsion, Removal and Review Policy.

6.6.6 The Headmistress is required to act fairly and in accordance with the principles of natural justice.

6.6.7 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

## 6.7 Parent involvement

6.7.1 The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School rules.

6.7.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

6.7.3 Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

## **7 Additional Needs**

- 7.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the Deputy Head if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.
- 7.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Learning Support and further action in accordance with the School's Policy on Special Educational Needs will be considered.
- 7.3 Where Expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

## **8 Safeguarding**

- 8.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:
- 8.1.1 bullying (including cyber-bullying);
  - 8.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - 8.1.3 sexual violence and sexual harassment;
  - 8.1.4 sexting (also known as youth produced sexual imagery); and
  - 8.1.5 initiation / hazing type violence and rituals.
- 8.2 The School's policy and procedures with regard to peer on peer abuse are set out in the School's Safeguarding and Child protection Policy and Procedures. Where behavioural issues give rise to a safeguarding concern, the procedures in the School's Safeguarding and Child Protection Policy and Procedures will be followed.

## **9 Malicious allegations against staff**

- 9.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with this policy.
- 9.2 Where a parent has made a deliberately invented or malicious allegation, the Headmistress will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 9.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.
- 9.4 In accordance with Part 4 of the DfE's guidance *Keeping children safe in education* (2018), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## **10 Use of reasonable force**

- 10.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of Reasonable Force* (July 2013) and as set out in Appendix 3. More detailed guidance about the use of reasonable force is provided to staff in the Code of Conduct.
- 10.2 **Corporal punishment:** Corporal punishment is not used at Withington Girls' School and force is never used as a form of punishment.

## **11 Searching pupils**

- 11.1 **Informed consent:** The School staff may search a pupil or her possessions with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the pupil to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 11.2 **Searches without consent:** In relation to prohibited items, the Headmistress, and staff authorised by the Headmistress, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see the School's separate policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance *Searching, screening and confiscation* (January 2018).

## **12 Training**

- 12.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 12.2 The level and frequency of training depends on role of the individual member of staff.
- 12.3 The School maintains written records of all staff training.

## **13 Risk assessment**

- 13.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 13.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 13.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 13.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to staff who have been properly trained in, and tasked with, carrying out the particular assessment.

## **14 Records**

- 14.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 14.2 In the Senior School sanctions are recorded by Heads of Year on the School Information Management System with the name of the pupil concerned, the nature and date of the offence,

the sanction imposed and reason for it, and the name of the person administering the sanction. In the Junior School the Head of Junior School records this information in the pupil's personal log kept in the form file.

- 14.3 Administration of major punishments (Suspension, Removal and Expulsion) are recorded by the Headmistress in the Serious Incidents File, including the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. This log is reviewed regularly by the Head and Deputy Head so that patterns in behaviour can be identified and managed appropriately.
- 14.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

## **15 Review**

- 15.1 A pupil or her parents may request a Governors' Review of the Headmistress's decision to Expel or Remove a pupil from the School, or where a decision has been made to suspend a pupil for eleven School days or more, or where Suspension would prevent the pupil from taking a public examination. The form of application for a Governors' Review and the review procedures will be supplied to parents on request at the time of the original decision. See the School's separate Expulsion, Removal and Review Policy.
- 15.2 There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Headmistress or Deputy Head to take up her concerns with the member of staff who imposed the sanction.

## **Appendix 1 Rewards and sanctions**

### **Rewards**

Pupils' personal achievements in terms of being aware of, and sensitive to the needs of others, of being helpful in and out of school, of showing initiative, of acting as positive ambassadors for the School are recognised within Form Tutor sessions, Year group assemblies and in weekly and end-of-term whole-school assemblies. In line with the School's philosophy of not offering academic prizes, but encouraging the joy of learning to be its own reward, acts of kindness are acknowledged but also expected to be the norm.

### **Sanctions**

There has never been a formal punishment system for infringement of rules or inconsiderate behaviour at Withington.

The Subject Teacher is responsible for the management of their pupils during lessons and ensuring that work is done as required. Pupils who persistently misbehave will be discussed with the Form Tutor, Head of Department or Head of Year as appropriate and will be given support to enable them to behave appropriately. Sanctions might include specific seating plans, being put on report, reporting to a Teacher at break or lunchtime.

If a pupil is failing to produce work of an adequate standard through lack of effort, sanctions which support and encourage them will be applied, for example, the use of homework reports and one-to-one support. For pupils experiencing specific difficulties with aspects of their work, additional learning support will be offered.

Out of lessons, individual members of staff deal with minor transgressions as appropriate, for example, challenging breaches of uniform rules. Repeated transgressions or more serious problems are referred to the Form Tutor or Head of Year, who may involve the Deputy Head, Director of Studies, Head of Junior School or Headmistress as necessary.

In the case of persistent concerns, the Deputy Head, Director of Studies, Head of Junior School or Headmistress will be informed, and parents will also be contacted and usually invited into school to discuss the situation.

The Headmistress may prescribe and authorise the use of any other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.

## Appendix 2 Investigations

- 1 The Headmistress will appoint the Deputy Head or other senior member of staff to carry out an investigation.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face formal disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police, if they are involved.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 7 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 5 A pupil's space or belongings may be searched during the course of the investigation. See the School's separate policy on searching and confiscation.
- 6 If the pupil is interviewed formally as part of the investigation, arrangements will be made for her to be accompanied by a member of staff of her choice and /or by a parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 7 It may be necessary to suspend an investigation, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.
- 8 The outcome of the investigation will be reported to the Headmistress. If the findings of the investigation support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in the Expulsion, Removal and Review Policy.

### Appendix 3 Use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance [Use of reasonable force \(DfE, July 2013\)](#).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - 2.1 committing a criminal offence;
  - 2.2 injuring themselves or others;
  - 2.3 causing damage to property, including their own;
  - 2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing her to do so would risk her safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see the School's separate policy on Searching and Confiscation).
- 5 In these circumstances, 'reasonable' means using no more force than is needed.
- 6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Where reasonable force is used by a member of staff, the Deputy Head must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force.