

# **Behaviour and Discipline Policy**

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**Withington Girls' School**

**September 2023**

## **1 Policy aims**

- 1.1 This is the Behaviour and Discipline Policy of Withington Girls' School (**School**). The aims of this policy are:
- 1.1.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
  - 1.1.2 to create, promote and maintain high standards of behaviour and support positive behaviour modification;
  - 1.1.3 to actively promote and safeguard the welfare of the pupils at the School and to protect all who come into contact with the School from harm;
  - 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 set out a clear and fair process for the proper investigation of allegations of poor behaviour and/or breaches of discipline;
  - 1.1.6 to encourage pupils to accept responsibility for their behaviour;
  - 1.1.7 to consider how negative behaviours can be prevented or prevented from recurring;
  - 1.1.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
  - 1.1.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
  - 1.1.10 to authorise the School Rules and any procedures necessary for implementing them; and
  - 1.1.11 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.2 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.3 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

## **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 Handbook, Staff Handbook and in the relevant school policies:

2.3.1 Acceptable Use Policy for Pupils;

2.3.2 Anti-Bullying;

2.3.4 Safeguarding and Child Protection Policy and Procedures;

2.3.5 E-Safety;

2.3.5 Expulsion and Removal: Review Policy;

2.3.6 Risk Assessment Policy for Pupil Welfare;

2.3.7 Special Educational Needs and Learning Difficulties Policy;

2.3.9 Staff Code of Conduct;

2.3.10 School Rules;

2.3.11 Relationships education and relationships and sex education policy;

2.3.12 Searching, screening and confiscation of banned items policy; and

2.3.12 Equal Opportunities policy for Pupils.

These principles and policies will be reinforced in assemblies, in form time, the School's PSHCE curriculum, 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 (to include any period of remote provision);

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; or

3.1.5 associated with the School at any time.

3.2 This policy shall apply to pupils at all times and places including out of school hours and off-school premises 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 been prepared to meet the School's responsibilities under:
- 3.5.1 Education (Independent School Standards) Regulations 2014;
  - 3.5.2 Education and Skills Act 2008;
  - 3.5.3 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
  - 3.5.4 Human Rights Act 1998; and
  - 3.5.5 Equality Act 2010.
- 3.6 This policy has regard to the following guidance and advice:
- 3.6.1 [Keeping children safe in education 2022](#) (DfE, updated September 2023) (KCSIE);
  - 3.6.2 [Working together to safeguard children 2023](#) (DfE, updated in December 2023);
  - 3.6.3 [Behaviour in schools: advice for headteachers and school staff](#) (DfE, September 2022);
  - 3.6.1 [Information sharing advice for safeguarding practitioners](#) (HM Government, July 2018);
  - 3.6.2 [Behaviour and discipline in schools](#) (DfE, January 2016);
  - 3.6.3 [Use of reasonable force](#) (DfE, July 2013);
  - 3.6.4 [Searching, screening and confiscation: advice for schools](#) (DfE, September 2022);
  - 3.6.5 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, December 2020);
  - 3.6.1 [Mental health and behaviour in schools](#) (DfE, November 2018);
  - 3.6.2 [Equality Act 2010: advice for schools](#) (DfE, June 2018);
  - 3.6.3 [Guidance for appropriate adults](#) (Home Office, April 2003); and
  - 3.6.4 [Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019](#); and
  - 3.6.5 [Relationships education, relationships and sex education and health education](#) (DfE, September 2021).

## **4 Responsibility statement and allocation of tasks**

- 4.1 The Board of Governors, as the proprietor of the School, has overall responsibility for all matters which are the subject of this policy.
- 4.2 In discharging of its responsibilities under this policy, the Board of Governors expects school leaders and staff to undertake the following roles:
- 4.3 School leaders will:
  - 4.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
  - 4.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
  - 4.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
  - 4.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy<sup>1</sup>;
  - 4.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour;
  - 4.3.6 encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 4.4 School staff will:
  - 4.4.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
  - 4.4.2 uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and be confident to ask for help when needed;
  - 4.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
  - 4.4.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
  - 4.4.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct.

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<sup>1</sup> The behaviour in schools guidance states schools should consider aligning this training with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications \(NPQ\)](#). Although note that eligibility to undertake some NPQs is limited to teachers and school leaders in state-funded schools

## **5 School rules**

- 5.1 All Pupils are expected to respect and obey the School Rules which are set out in Appendix 1.
- 5.2 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.

## **6 Promoting high standards of behaviour**

- 6.1 Pupils are educated about high standards of behaviour through the operation of the School's curriculum, PSHCE, relationships education and relationships and sex education programmes 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. This includes teaching pupils explicitly what good behaviour looks like, for example, through the teaching of the School rules, good habits and routines).
- 6.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward behaviour are set out in Appendix 2.
- 6.3 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.
- 6.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including special educational need and/or disabilities (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 6.5 **Responding to unacceptable behaviour**
- 6.6 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's behaviour and discipline policy.
- 6.7 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 6.8 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 6.9 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 6.10 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/ Senior School Rules/Junior School statement on Behaviour Management.

## **7 Minor breaches of discipline**

- 7.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).
- 7.2 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 7.3 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.
- 7.4 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 11 below).

## **8 Serious breaches of discipline**

- 8.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Headmistress.
- 8.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in expulsion or a requirement to leave the School include but are not limited to:
  - 8.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion/ advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking drugs and substances;
  - 8.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
  - 8.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
  - 8.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”);
  - 8.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
  - 8.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
  - 8.2.7 sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour;

- 8.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
  - 8.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
  - 8.2.10 supply or possession of pornography;
  - 8.2.11 behaviour which may constitute a criminal offence, such as:
    - (a) possession or use of firearms, knives or other weapons;
    - (b) vandalism, defacement and/or destruction of school property;
  - 8.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
  - 8.2.13 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;
  - 8.2.14 other misconduct specifically provided for in the School's parent contract and School rules.
- 8.3 The range of sanctions for serious breaches of discipline include:
- 8.3.1 **Suspension:** A pupil may be sent or released home for a limited period as a disciplinary sanction.
  - 8.3.2 **Removal:** The Headmistress may require Removal of a pupil from the School permanently if, after consultation with one or more the parents and if appropriate the pupil, the Headmistress is of the opinion that:
    - (a) the pupil has committed a breach or breaches of School rules or discipline for which Removal is the appropriate sanction; or
    - (b) by reason of the pupil's conduct or, behaviour , the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
    - (c) one or more of the Parents have treated the School, members of its staff or any member of the School community unreasonably; then

in 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.
  - 8.3.3 **Expulsion:** The Pupil may be expelled from the School for a serious breach of discipline as defined in 8.2, suspected criminal offences and for the avoidance of doubt, for persistent lower level breaches. Expulsion is reserved for the most serious breaches.
  - 8.3.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 3.



- 8.3.5 Complainants will be taken seriously and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 8.3.6 If the findings of the investigation, on the balance of probabilities, 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 Appendix 4.
- 8.3.7 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
- (a) the factual findings made;
  - (b) whether or not they constitute serious misconduct; and.
  - (c) the sanctions under consideration.
- 8.3.8 Sanctions imposed will be fair and proportionate to the breach.
- 8.3.9 If a pupil is withdrawn from the School before the conclusion of 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 appropriate findings. The School reserves the right to reporting these findings to regulatory and/or local authorities/ policy and/or refer to disciplinary procedures and findings in references provided for the pupil.

## **9 Intervention, support and reintegration**

- 9.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 9.2 The range of intervention strategies that the School may put in place include as appropriate, but are not limited to:
- (a) frequent and open engagement with parents;
  - (b) providing mentoring and coaching;
  - (c) short-term behaviour report cards or longer-term behaviour plans; and
  - (d) engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 9.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

- 9.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 9.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom, or suspension.

## **10 The role of Parents**

- 10.1 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 convention and rules and this policy.
- 10.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.
- 10.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 7.9.6.
- 10.4 Parents will be notified of disciplinary sanctions:
- 10.4.1 imposed for significant minor breaches of discipline and those
  - 10.4.2 imposed for serious breaches of discipline and any rights of review;
- as required and/or within School reports.
- 10.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

## **11 The role of pupils**

- 11.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- 11.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

## **12 Additional Needs**

- 12.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following :
- 12.1.1 Whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities.

- 12.1.2 Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.
- 12.1.3 Whether in the light of your conclusions reached in respect of 9.1.1 and 9.1.2 above the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include :-
- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
  - (b) the fair exercise of powers;
  - (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's child protection and safeguarding policy and procedures);
  - (d) maintaining academic and behaviour standards; and
  - (e) ensuring the wellbeing and dignity of pupils.
- 12.2 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.

### **13 Safeguarding and child on child abuse**

- 13.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:
- 13.1.1 bullying (including cyber-bullying and prejudice-based and discriminatory-based bullying);
  - 13.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
  - 13.1.3 causing somebody to engage in sexual activity without consent;
  - 13.1.4 sexual violence and sexual harassment (which may include an online element which encourages sexual violence);
  - 13.1.5 upskirting and/or attempts to commit upskirting;
  - 13.1.6 consensual and non-consensual sharing nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); and
  - 13.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 13.2 Child on child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example

dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

- 13.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 13.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child on child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. Where behavioural issues give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff the DSL (or a deputy) should take a leading role in decision making and the procedures in the School's Safeguarding and Child Protection Policy and Procedures will take priority.

## **14 Malicious allegations**

- 14.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headmistress will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 14.2 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.
- 14.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test, there is sufficient evidence that there has been a deliberate act to deceive.

## **15 Use of reasonable force**

- 15.1 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 5. More detailed guidance about the use of reasonable force is provided to staff in the Code of Conduct.
- 15.2 **Corporal punishment:** Corporal punishment is not used at Withington Girls' School and force is never used as a form of punishment.

## **16 Searching pupils**

- 16.1 School staff may search a pupil and her possessions for any item if the pupil agrees. 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.
- 16.2 If a pupil refuses to co-operate with a search the Headmistress, and staff authorised by the Headmistress, may use reasonable force to search a pupil or a pupil's possessions, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited

item" in their possession. Please see the School's separate policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

## **17 Staff training**

17.1 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. This includes:

17.1.1 how staff can support pupils in meeting high standards of behaviour; and

17.1.2 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way

where applicable to reflect the need of particular pupils.

17.2 The level and frequency of training depends on the role of the individual member of staff.

17.3 The School maintains written records of all staff training.

## **18 Risk assessment**

18.1 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.

18.2 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 . Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

18.3 The Headmistress 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.

18.4 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.

## **19 Record keeping**

19.1 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.

19.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.

19.3 The School will keep a separate record for:

19.3.1 Allegations and concerns reported in respect of:

(a) Sexual harassment or sexual violence;

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and

homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents;

- (c) pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour (see 19.6 below).

19.4 In the Senior School sanctions are recorded by Heads of Year on the School Information Management System. This will include:

19.4.1 with the name and year group of the pupil concerned;

19.4.2 the nature and date of the offence;

19.4.3 the sanction imposed and reason for it;

19.4.4 and the name of the person administering the sanction.

19.5 In the Junior School the Head of Junior School records this information in the pupil's personal log kept in the form file.

19.6 The School will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.

19.7 Administration of sanctions for serious misbehaviour (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 sanction including relevant dates, and the name of the person administering the sanction. This log is reviewed regularly by the Headmistress and Deputy Head so that patterns in behaviour can be identified and managed appropriately. This will also help if/when responding to any complaints about the way a case has been handled by the School.

19.8 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

## **20 Review**

20.1 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 and Removal: Review Policy.

20.2 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.

## **21 Version control**

Date of last review of this policy	Summer 2023
Date for next review of this policy	Summer 2024

Policy owners (School and Board of Governors)	Jen Baylis and Jane Allred
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## Appendix 1 School rules

### ABSENCE AND ILLNESS

- If you are absent from school due to illness, your parents/guardians must notify school to give a reason for **each day** of your absence (Pupil Absence Line 0161 249 3476). Form Tutors mark absences at each registration. Your parents/guardians will be contacted if you are absent without a known reason.
  - If you miss morning or afternoon registration, you must sign in at Reception, giving the reason. Sign in before going to activities such as music lessons, otherwise you will be marked absent from school. This also applies to Sixth Formers.
  - If you feel ill during the day, you must see the School Nurse. If you are too unwell to stay in school, the Nurse or a teacher will phone your parents/guardians - **you must not do this yourself**. You must have permission from the Nurse to be collected by your parents/guardians.
  - All leave of absence requests should be emailed by your parents/guardians to [attendance@wgs.org](mailto:attendance@wgs.org). The request will be forwarded to the relevant member of staff for authorisation. Please ensure your parent makes any requests for absence in plenty of time. Any absences where permission has not been requested in advance will be recorded as unauthorised.
  - You are expected to remain on the School premises once you have arrived in the morning unless:
    - You have permission to leave for dental/medical appointments etc.
    - You are on study leave.
  - Sixth formers are usually allowed out at lunchtime as long as parents/guardians have given their consent. Parents are also required to give consent to sixth form pupils using their cars to travel to and from school.
  - At the start of the year, a letter will be sent home about sixth form study periods. If your timetable allows it (study periods at the end of the school day), you can choose to study at home when your lessons have finished for the day.
    - For the Lower Sixth, you can allocate yourself ONE Period 7-8 slot during the week.
    - For the Upper Sixth, you can allocate yourself either ONE Period 5-8 slot or TWO Period 7-8 slots.
    - Once you have chosen these, they will be added onto your timetable on Schoolbase and cannot be changed unless your parents contact us.
    - You will only be allowed to leave school at lunchtimes and these allocated times.
  - You must follow the procedure for leaving School during the day (see posters around School) and you must always sign yourself out at Reception, then sign in on your return.
  - When you are waiting for your parents/guardians after school and are not involved in school activities, you must work in the Library Late Room areas. If you need to stay after 5.45pm, you must inform Reception and wait in the Reception area.
- You should not arrive at school earlier than 7.45am, but you are required to attend school punctually so the register can be taken promptly. Lateness is recorded on reports. Persistent lateness will be followed up.

### RESPECT YOURSELF RESPECT OTHERS



You are expected to show consideration for others at all times. This includes not running or shouting in public areas of the school, keeping to the left of corridors and stairs, and maintaining quiet in the Library when others are working. Please show awareness of others around school, e.g. when carrying bags and going through doors. Take pride in being polite to others, both in person and in electronic communication. You are also expected to respect and obey the whole -school rules, which are:

- not absenting yourselves from lessons (without permission from either your Form Tutor, Head of Year, Subject Teacher or the Nurse)
- coming directly to school from buses or cars and not going out of school without permission and without signing out
- following regulations on school uniform, smoking, alcohol, illegal substances, food and drinks in school, use of ICT, phones and photography in school

You are responsible for your own belongings. All items of clothing and personal possessions should be marked with your name. Use your lockers. Unclaimed belongings will be taken to Lost Property and, if not collected, will be given to charities in due course. Money and valuables should not be left unattended and should be locked in one of your lockers. Take anything of particular value to the School Office for safe keeping.

## **MOBILE PHONES**

Phones must not be used or visible in public areas (eg corridors/dining room) and must be switched off during lesson time and throughout the whole school day for Year 7, 8 and 9 pupils; misuse will result in confiscation and contact with parents/guardians. Any loss must be reported immediately to the Form Tutor or School Office. Mobile phones must not be charged in school.

You must not take images or video in school or on school transport without the express permission of those appearing in the image and a member of staff. No images or videos taken in school are allowed to be stored on phones, posted to social media or published in any other way by pupils. This includes images or videos taken on school transport.

School reserves the right to confiscate and search all electronic devices brought into school, including mobile phones, if staff have concerns that the Acceptable Use for Pupils Policy has been breached. This policy is sent out to all pupils and families at the start of term - please ensure you are familiar with it and follow policy guidelines at all times.

## **SMOKING & ALCOHOL**

**Withington is a non-smoking school.**

Smoking and possession of smoking materials is not allowed on school premises, on school buses, or during any school activities off the premises. You must not smoke in school uniform at any time. These rules also apply to e-cigarettes.

You must not bring alcohol onto the school premises or consume alcohol on the school premises.

Any breach of these regulations is regarded seriously and will be reported to the Form Tutor, Head of Year, Deputy Head and the Headmistress, who will, in turn, inform parents/guardians. Where appropriate, the School Nurse will give individual advice and support.

## **DRUGS AND ILLEGAL SUBSTANCES**

If you were found to produce, supply, use or be in possession of any drug or illegal substance on the School premises or during any School activity, the Headmistress would immediately inform your parents/ guardians, the Chair of Governors and the police. If the case against you was upheld, the Headmistress would, at the very least, suspend you for a period commensurate with the seriousness of the offence. A record would then be kept in your file. For any further offence (or for a first offence, if it is felt that other girls have been put at risk or the School's reputation has been damaged) the Headmistress would have no alternative but to ask you to leave the School.

If you were found to be in possession of any illegal substance on the School premises or during any School activity and found to be selling or supplying the substance to other girls, the Headmistress would inform your parents/guardians, the Chair of Governors and the police. If the case against you was proved, the Headmistress would have no alternative but to ask you to leave the School.

If it is proved that you are involved in the possession of any illegal substances out of School, the Headmistress would again involve your parents/guardians and the action taken would depend upon the gravity of the offence.

## **FOOD & DRINK IN SCHOOL**

The rules on food and drink in school exist to maintain a pleasant and safe environment. The simple instructions below must be observed by everyone:

- There is to be no eating or drinking on corridors, in computer rooms, laboratories, or in public areas of the school buildings.
- No chewing gum is to be brought on to the school premises.
- There are to be no drinks in classrooms except water bottles.
- Sixth Form: Snacks and drinks in containers with lids are permitted in the Sixth Form Common Room, but this privilege will be removed if litter is not placed in the bins provided.
- No hot food and drinks are to be brought into School.
- No takeaway food is to be delivered to School.
- Pupils staying in late stay or after school activities are **not** permitted to go off the premises to buy food.

Being allowed to eat in the Form Room is a privilege. If your Form Room is left untidy with food litter, this privilege will be removed.

Always use the bins and leave your Form Room as you would wish to find it.

## **ACADEMIC HONESTY**

All girls are expected to be open and honest about where their academic work comes from.

This means that your work should be your own - using other people's work or ideas and attempting to pass them off as your own is called 'plagiarism' and is a form of cheating. Always follow the instructions of the teacher who sets the work and always follow these rules on academic honesty:

- You must let your teacher know if you have received or given any help in the work you or others have handed in to be marked.
- You are expected to list any sources you have consulted, such as books, articles, the internet.
- You must not copy work from any source you do not acknowledge in the list or allow anyone to hand in work which you have done as if it were their own. Do not copy and paste from the internet without acknowledging your source.

In the case of public examinations (including coursework, controlled assessments and externally-accredited extended projects), any breach of these regulations may lead to your suspension from School and could also lead to disqualification by the Board from all public examinations taken. If there were to be a second breach of these regulations in the case of public examinations, the Headmistress would have no alternative but to ask you to leave the School.

## **DEVICES**

You should bring your mobile device and stylus to School each day. Mobile devices will not necessarily be used in every single lesson but you should always have your device with you.

### **CARE OF DEVICES**

- Devices should be brought to school fully charged.
- If your device needs to be topped up during the day, you should take it to the IT area and lock it into a secure charging point.
- You must bring a charger to school every day to enable top-ups if needed.
- You should handle your device carefully and ensure it is not left on the floor or anywhere that it could be damaged.

### **SAFETY**

- Your device should be securely locked in your locker when not in use in lessons. You must let your form teacher know if there is a problem with your locker.
- You should keep your device out of sight in your school bag when travelling to and from school.
- All parts of your device, including the stylus and charger, should be clearly named.
- You should adjust the angle of the screen so that you are not hunching over your device.

### **USE IN LESSONS**

- You must not use your device to access social media platforms or message other pupils in lessons.
- You should only open documents and websites as instructed by your teacher during lessons.
- You must not share any material given to you by teachers during lessons on social media unless given express permission to do so by a teacher.
- You must not use your device to take pictures or record any part of a lesson unless given express permission to do so by a teacher.

### **GENERAL USE**

- You should ensure that use of your device in school is in line with the Acceptable Use Policy which will be made available at the start of the year.
- Lunchtimes are for lunch, extra-curricular activities and spending time with friends rather than using phones or devices. There may be occasional exceptions, but as a general rule you should aim not to use devices at lunchtimes.

## **Appendix 2 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**

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.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should take place at the same time if necessary,

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 a Deputy Head, Head of Junior School or Headmistress as necessary.

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

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges e.g. the loss of prized responsibility;
- detention;
- school based community service, such as tidying a classroom;

- regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, expulsion.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

It will also consider any special circumstances relevant to its imposition including:

- the pupil's age;
- any special educational needs or disability they may have; and
- any religious requirements affecting them.

### Appendix 3 Investigations into serious breaches of discipline

- 1 The Headmistress will appoint the a Deputy Head or other senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline but if appropriate, the Headmistress may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what happened. The investigatory should not have had any prior involvement in the management of any of the matters under investigation.
- 2 If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.
- 3 Arrangements may be made for a pupil to be taught outside of their normal cohort<sup>2</sup> or a pupil may be suspended from the School as a neutral act pending the outcome of a disciplinary process. 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 and will keep the terms of the suspension under regular review. 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, and at the discretion of the Headmistress the pupil may be placed under a segregated regime on School premises.
- 4 A pupil's space or following appropriate risk assessment belongings may be searched during the course of the investigation. See the School's separate policy on searching and confiscation of banned items.
- 5 It may be necessary to delay the School's investigation, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 6 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 (including the victim and/or the perpetrator(s)) affected by the allegations under investigation while they remain on the school roll.
- 7 Where the pupil is the subject of a police investigation the DSL will liaise with the Head to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of [PACE code C](#) and any other code of practice apply.
- 8 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Headmistress. If the findings of the investigation support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with Appendix 4 of this policy.

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<sup>2</sup> This course of action is applicable following allegations or reports of sexual violence/harm whilst matters are being investigated. The advice in Part 5 of KCSIE, the safeguarding and child protection policy and risk assessment for pupil welfare will inform the correct approach to take when investigating allegations and reports of this nature.

## 9 Considerations when there is suspected criminal behaviour

- 9.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.
- 9.2 The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 9.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
- 9.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.
- 9.5 The School will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.



## **Appendix 4 Disciplinary meeting with the Headmistress**

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Headmistress will take place. The Chair of Governors will be informed of the meeting.
- 2 **Attendance**
  - 2.1 The pupil and her Parents (if available) will be invited to attend the disciplinary meeting with the Headmistress. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
  - 2.2 The Deputy Head (who undertook the investigation) will be in attendance to explain the circumstances of the complaint, his / her investigation and findings and an additional member of staff will be present to minute the meeting.
  - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Headmistress as soon as reasonably practicable so that appropriate arrangements can be made.
  - 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
  - 3.1 Documents available at the disciplinary meeting with the Headmistress may include:
    - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
    - 3.1.2 any relevant documentation, including:
      - (a) the investigation report;
      - (b) the pupil's school file and (if separate) conduct record;
      - (c) the relevant School policies and procedures.
  - 3.2 The Headmistress will inform the pupil and her parents of the range of disciplinary sanctions which the Headmistress considers are open to them.
  - 3.3 The pupil and her Parents will have an opportunity to make representations on:
    - 3.3.1 the investigator's findings;
    - 3.3.2 whether they constitute serious misconduct;
    - 3.3.3 the appropriate sanctions to be imposed.
  - 3.4 Unless the Headmistress considers that further investigation is needed, she will close the meeting and inform the pupil and the Parents that they will be notified of her decision in writing or verbally inform them.

## **4 Decision**

- 4.1 The Headmistress will consider:
  - 4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;
  - 4.1.2 whether the findings constitute serious misconduct; and
  - 4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).
- 4.2 The Headmistress may expel or remove a pupil or impose any other sanction she considers to be appropriate in accordance with this policy.
- 4.3 The Headmistress will notify the Parents of her decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to expel or remove a pupil shall take effect within seven working days of the date of the Headmistress's letter confirming her decision. Until then, the pupil may remain suspended and away from School premises.

## **5 Review**

- 5.1 The Parents or the pupil may request a Review of the Headmistress's decision:
  - 5.1.1 to Expel or Remove a pupil from the School; or
  - 5.1.2 where the pupil is suspended from the School for 11 working days or more; or
  - 5.1.3 where a suspension would result in the pupil missing a public examination.
- 5.2 The request must be made within five working days of the date of the Headmistress's letter confirming her decision.
- 5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.
- 5.4 See the Expulsion and Removal: Review policy for further information about requesting a Review and the detail of the procedure.

## **6 Leaving status**

- 6.1 If a pupil is expelled or removed, her leaving status will be one of the following: expelled, removed or, if the offer is made by the Headmistress and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status to be considered may include:
  - 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
  - 6.2.2 the form of reference which will be supplied for the pupil;

- 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
- 6.2.4 arrangements for transfer of any course and project work to the pupil, her Parents or another school;
- 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
- 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- 6.2.7 whether the pupil will be entitled to leavers' privileges;
- 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
- 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

## Appendix 5 Use of reasonable force

- 7 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 \(DfE, July 2013\)](#).
- 8 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - 8.1 committing a criminal offence;
  - 8.2 injuring themselves or others;
  - 8.3 causing damage to property, including their own;
  - 8.4 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.
- 9 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.
- 10 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 of banned items).
- 11 In these circumstances, 'reasonable' means using no more force than is needed.
- 12 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.
- 13 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.