

Behaviour and Discipline Policy

Withington Girls' School

September 2025

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 (as set out in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School and relevant school policies) 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 The 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 School 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 Code of Conduct, 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 Relationships education and relationships and sex education policy;

2.3.11 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 as set out in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School 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 (DfE, September 2025) (**KCSIE**);
 - 3.6.2 Working together to safeguard children 2023 (DfE, updated February 2024);
 - 3.6.3 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
 - 3.6.4 Information sharing advice for safeguarding practitioners (DfE, May 2024);
 - 3.6.5 Use of reasonable force (DfE, July 2013);
 - 3.6.6 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from September 2022);
 - 3.6.7 Mobile phones in schools: guidance (DfE, February 2024);
 - 3.6.8 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
 - 3.6.9 Mental health and behaviour in schools (DfE, November 2018);
 - 3.6.10 Creating a school behaviour culture: audit and action planning tools (DfE, April 2024);
 - 3.6.11 Equality Act 2010: advice for schools (DfE, June 2018);
 - 3.6.12 Guidance for appropriate adults (Home Office, April 2003); and
 - 3.6.13 Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019; and
 - 3.6.14 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 policy¹;
 - 4.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour; and
 - 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 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.

¹ 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 (set out in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School), published separately and also in Appendix 1 of this policy.
- 5.2 The School Rules (detailed in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School) will be amended from time to time and reinforced in assemblies and on other appropriate occasions.

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 good 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 (detailed in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School).

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 suspension, 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) supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the Pupil Code of Conduct;
 - 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 (including digitally manipulated or AI-generated nude and semi-nude images);
 - 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 (detailed in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School).
- 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 12.1.1 and 12.1.2 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 abuse² 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 (including digitally manipulated or AI-generated images and or videos). This is 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).

² This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.

- 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 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; and
 - 17.1.3 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 (including Education Health and care plans as appropriate). 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; and
- (c) exclusions and suspensions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour (see 19.6 below).

19.4 Sanctions are recorded by all staff on the School Information Management System and monitored by Form Tutors and pastoral middle and senior leaders. This will include:

19.4.1 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; and

19.4.4 the name of the person administering the sanction.

19.5 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.

19.6 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.

19.7 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 Version control

Date of last review of this policy	Summer 2025
Date for next review of this policy	Summer 2026
Policy owners (School and Board of Governors)	Jen Baylis and Jane Allred

Appendix 1 School rules as set out in the Pupil Code of Conduct and Rewards and Sanctions in the Junior School

Pupil Code of Conduct (for Senior School pupils)



This code of conduct explains how you can uphold our school values which are:

RESPECT for self; **RESPECT** for others and Personal **RESPONSIBILITY**

Living this value means focusing on the following:

- Self-knowledge, self-esteem, self-confidence
- Our relationships with and understanding of people in school and beyond
- Physical and mental health and wellbeing
- Spiritual, moral, social and cultural development

Love of **LEARNING**

The pleasure of learning is its own reward; the value of learning and knowing how to learn sustains and enriches us throughout our lives.

Living this value means focusing on the following:

- Curiosity and passion for the world we live in
- Responding to challenge and setbacks with positivity and a growth mindset
- Ambition to aim high and aspire to excellence
- Developing independence and self-motivation in your studies

Living by these values gives everyone in our community the best opportunity to fulfil their own potential and contribute positively to the lives of others now and in the future.

Pupils, parents and staff contributed to the process of creating this Code of Conduct and all are expected to work together to ensure that everyone in our community follows this code.

These rules govern our everyday conduct towards each other. This can never be an exhaustive list and all pupils are expected to follow the spirit as well as the specific details of this Code of Conduct at all times.

DO:

- greet people warmly and remember to say please and thank you
- keep areas clean and tidy and put your litter in a bin
- hold doors open for others
- be mindful of others in your use of space, body language and speaking volume
- be empathetic and considerate of other people's points of view
- respect personal space
- act safely at all times
- speak out if you are aware others are not following this code
- be punctual
- be courteous, kind and respectful towards everyone in school when speaking face to face and online

DON'T:

- judge or behave in a superior way towards anyone else
- be rude - by shouting at, pushing or insulting others
- be mean
- laugh disrespectfully at others, for example in assembly
- form exclusive friendship groups (cliques)
- take or damage property of the school or other pupils
- disrupt lessons
- use facial expressions such as eye rolling or blanking to undermine others
- use expletives or other unkind or aggressive language
- push into queues
- touch others or their belongings without their consent
- put yourself or others at risk of accidents

MORE ADVICE & GUIDANCE:

- Pupil Handbook
- Friendship Champion leaflet in the Pupil Handbook
- Behaviour and Discipline Policy
- Anti-bullying Policy

PROTECTED CHARACTERISTICS

It is against the law to discriminate on the basis of the following protected characteristics:

- age
- gender reassignment
- marriage or civil partnership
- race and ethnicity
- sex
- disability
- sexual orientation
- pregnancy or maternity
- religion or belief

Non-inclusive behaviour from a pupil based on another pupil's protected characteristics is not allowed. Examples could include making unkind comments in person or online, using slurs, using micro-aggressions, mocking traditions or dress.

MORE ADVICE & GUIDANCE:

- [Equal Opportunities for Pupils Policy](#)
- [Anti-bullying Policy](#)
- [Safeguarding and Child Protection Policy and Procedures](#)

TALKING TO STAFF

All pupils should be able to identify at least one member of staff that they can share concerns with if they arise. Staff confirm with pupils that this is the case each term and help pupils identify a member of staff if they do not know who they would go to. Pupils are encouraged to talk to staff about any incidents where this code is not upheld. All staff will do their best to secure positive change with pupils when we are aware of the code not being upheld.

If you do not want to speak to a member of staff directly, visit help.wgs.org to report online. Anonymous reports can be made via the 'Have your Say' box in the School Health Centre.

MORE ADVICE & GUIDANCE:

- [Anti-bullying Policy](#)
- [Behaviour and Discipline Policy](#)
- help@wgs.org

These rules are in place to ensure an atmosphere of respect for each other across the school. Staff and pupils work together to agree these rules. As individuals at home we have the opportunity to make our own choices; as members of a community, we agree and follow a shared set of rules that are in place for the good of the wider community and the continued positive image and reputation of our school.

ATTENDING SCHOOL EVENTS

Each year, we hold events that are important expressions of our community identity. Our annual Founders' Day is a celebration of the founding of our school. It takes place during the school day and we expect all pupils to attend, with parents supporting them in this. Other events such as Open Days, Summer Fair, Citizenship Day, Sports Day and end of term assemblies are all important dates on our calendars and all pupils are expected to involve themselves appropriately.

Withington is a successful school because of our community and our teamwork. We expect all pupils and parents to recognise this and to understand that being a pupil at Withington requires girls and families to have a duty to our community and to opt in positively to key community events.

PUNCTUALITY AND ABSENCE

'Be here and be on time for each other'

- The School day starts at 8.45.
- Arrive on time at the start of each lesson, registration or activity and apologise to the member of staff if you are late.
- Ensure an adult has contacted attendance@wgs.org to let us know where you are or to obtain permission for you to leave school early.
- If you are absent from a lesson it is your responsibility to contact the teacher and catch up the work.
- If you arrive within the first 10 minutes of a registration session or lesson you will be recorded as a late arrival (L). If you arrive after 10 minutes, this will be recorded as an unauthorised absence.
- If you are ill and think you may need to go home, you must go to Health Centre, where staff will assess you and contact your parents/ guardians if necessary. Do not contact home yourself.

MORE ADVICE & GUIDANCE:

- [Attendance Policy](#)

SCHOOL CARDS

'Having your card ready to help staff and reduce queues for everyone'

The School Card is used for safeguarding and identification purposes, signing in to school systems such as Inventory and purchasing items in the Dining Room.

- Each pupil has been issued with a School Card and lanyard.
You must wear the lanyard and card around your neck at all times.
- Replacement cards and lanyards must be purchased for £2 from the IT department
- Your picture must be facing outwards at all times and you may not decorate the lanyard with sticker, badges etc.
- Do not swing or fiddle with your lanyard in ways that could cause damage or distraction to others.

FOOD AND DRINK

'Keeping our shared facilities clean for each other'

- No food or drinks are to be consumed by pupils in any area of school apart from the Dining Room, Sixth Form Common Room, Hub and Late Stay. Any food or drink seen outside permitted areas will be confiscated. No water bottles are permitted in assembly.
- No food and drink is to be taken out of the Dining Room and Sixth Form Common Room at any time.
- No chewing gum.
- No hot food and hot 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.
- Separate arrangements will be made for catering for after-school events and pupils should follow instructions given.

USE OF SCHOOL SPACES

'Keeping yourself and each other safe'

- No waiting in Reception or around the school entrance after school - all pupils should go straight to Late Stay or the Sixth Form Common Room and only come to the front of school when they have received a message to confirm that their lift is waiting outside.
- Pupils are not allowed to go out of school between the end of the school day and the start of any after school activity.
- Keep left on the corridors and stand sensibly in single file when waiting to enter a teaching space.

SUBSTANCES

'Keeping yourself and others healthy and safe'

- Don't smoke, vape, drink alcohol or have illegal substances in school.
- Vaping devices and paraphernalia of smoking or vaping are banned items in school.

MORE ADVICE & GUIDANCE:

- [Behaviour and Discipline Policy](#)
- [Pupil Handbook](#)

ONLINE

'Keeping yourself and others safe online and supporting wellbeing'

- Pupils in Years 7-10 will be required to hand in their phone at the start of the school day and collect it at the end. Pupils in Year 11 and Sixth Form may keep their phones in bags or lockers but they must remain switched off and out of sight at all times. Any phones that are seen or heard by staff on school premises will be confiscated apart from those being used in the Sixth Form common room, Late Stay or by pupils in line with a school medical plan. School does not accept any responsibility for loss or damage to phones under these or any other circumstances.
- Before school you are not allowed to use your phone. If it is seen or heard, it will be confiscated and a reminder added to Daybook. After school, you may only have your phone out in late stay or the bus queue. If it is seen anywhere else, it will be confiscated and a reminder added to Daybook.
- Do not film, take photographs or audio record others in school or when wearing school uniform, on school transport or on a school trip.
- Do not record any part of a lesson (video, audio or photograph) without specific permission from a member of staff.
- If you need to speak to a parent or carer during the school day or they need to speak to you, please contact Reception.
- As a member of our school you are required to be respectful, appropriate and kind on any and all devices you use at all times including out of school hours.
- All phones and devices brought into school can be searched by staff if it is suspected that school rules or policies have been breached.

MORE ADVICE & GUIDANCE:

- [Acceptable Use Policy](#)
- [Behaviour and Discipline Policy](#)
- [Mobile Phones in Schools Department for Education Guidance](#)

SCHOOL UNIFORM

'Looking smart, ready to learn and proud to be part of our community'

Our uniform provides a sense of belonging and identity for our pupils and sets an appropriate tone for education. Following the rules consistently ensures that we have an inclusive atmosphere where everyone feels safe and respected, including pupils and staff with protected characteristics.

YEARS 7 - 11

- Wear the school jacket, blouse and school skirt or trousers; the school pullover is optional.
- The length of the skirt must be no longer than mid-calf and no shorter than just above the knee (reaching the top of the kneecap). Pupils who wear skirts that are shorter than this will be issued with tights at Step 1 which will be charged to their Parents' account, as a temporary improvement until a correctly sized skirt can be obtained. The wearing of tights does not mean that your skirt can be shorter.
- No fleeces or sweatshirts except for PE lessons.
- Shoes must be plain navy or black, should be low-heeled and suitable for indoor wear. Boots and trainers or trainer-style shoes are not permitted.
- Plain opaque navy blue tights, navy blue ankle or knee socks without logos must be worn. Socks or legwarmers over tights are not permitted.
- Coats are for outdoor wear only and must be removed when you are inside and stored in your locker.
- No jewellery should be visible other than earrings. Items that are meaningful or helpful to the wearer (eg. religious symbols, religious bracelets, fidget accessories) can be worn under the school uniform, but should not be visible and must be removed for PE.
- Earrings should be studs not hoops or drops, and no facial piercings are permitted
- Nails should be natural colours and a length whereby ordinary activities such as using a keyboard are not impeded.
- No visible face make-up or fake tan should be worn.
- Hair should be natural colour in Years 7 - 11 and tied back in the Dining Room and during other activities such as PE / Science as directed by teachers. Pupils with long hair should have a bobble with them at all times for this purpose.
- Hijabs should be plain navy and tucked in neatly under school uniform so that all pupils look smart and their school uniform is not covered. If you feel uncomfortable tucking the ends of your hijab in, there are hijabs available in school that do not need to be tucked in or you could speak to Sixth Form leaders of Muslim assembly about how you can style your hijab under your school uniform comfortably.

SCHOOL UNIFORM

SIXTH FORM

Girls in the Sixth Form wear their own clothes for school which should be of an appropriate style for school. More detailed guidance on items that are considered inappropriate can be found in the pupil handbook.

For formal school occasions such as Founders' Day, the Presentation Evening and the Leavers' Dinner, girls in the Sixth Form are expected to wear smart clothes.

MORE ADVICE & GUIDANCE: • [Pupil Handbook](#)

ACADEMIC VALUES

'Think for yourself and respect the work of others'

- Don't copy the work of others or cheat in any way.
- Respect deadlines given to you by staff and communicate in advance if you cannot meet them.

MORE ADVICE & GUIDANCE: • [Pupil Handbook](#)

WHAT HAPPENS NEXT WHEN YOU HAVE NOT FOLLOWED THE CODE OF CONDUCT:

- A member of staff will draw your attention to the issue and add a record on Daybook (step 1)
- Repeated issues such as uniform on Daybook at step 1 (5+ in a term) will be treated in line with steps 2, 3, and 4 opposite.

In addition:

- If you are late, you will be marked late (no matter what the reason) on the register and repeated lateness will be dealt with in line with steps 1-4 opposite. We recognise that individual pupils and families are not responsible for School bus timetables and pupils will not be sanctioned for lateness of School buses.
- If staff see or hear your phone during the school day it will be taken to the Head of Years' office for you to collect at the end of the day and a reminder will be added to Daybook (step 1). For repeated phone issues, a parent or guardian will be required to collect your phone from school.
- Pupils wearing jewellery such as rings or hoop earrings will be asked to remove them. Pupils wearing visible necklaces can choose to hand it in or purchase a necklace extender which will be charged to their Parents' account. For repeated jewellery issues, you will be asked to hand your jewellery in for periods of time that will increase in line with the number of times you have had visible jewellery alongside following steps 1-4 opposite.
- If staff see food or drink being consumed outside the Dining Room, Late Room or Sixth Form common room, you will be asked to hand your items in either for disposal or collection at the end of the day and a record will be added to Daybook.
- Staff may request you to remove items of uniform that are not regulation such as socks with logos and replace them with items from school stock. A record will be added to Daybook. These items will be charged to your Parents' account at the end of each term.

STEP 1: (All Staff)

A Minor Breach of Discipline: When a minor behaviour issue or incident is observed by a member of Staff or, following investigation, a member of Staff establishes that a minor breach of discipline has occurred, a verbal and Daybook reminder is given to restore behaviour in line with this code.

STEP 2: (Form Tutors)

Patterns emerging / Some Minor Breaches of Discipline: Form Tutors will be monitoring Daybook, and if a pattern is emerging where repeated minor breaches of discipline are occurring and verbal reminders have been given but behaviour in line with this code has not been restored, Form Tutors will intervene. This may include an apology to another pupil / member of staff and an agreed sanction such as removal of privileges or social time, or pupil report. Sanctions should be agreed with the Head of Year.

STEP 3: (Heads of Year with Form Tutors)

Clear patterns / Several Minor Breaches of Discipline: If clear patterns of several minor breaches of discipline are forming through Daybook records, Heads of Year will lead interventions (with support from Form Tutors). This could include restorative conversations with pupils including parents (either meeting in person, or contact via phone, email or letter). Again, sanctions may include an apology to another pupil / member of staff and an agreed sanction such as removal of privileges or social time or pupil report, and will reflect the increasing concerns about the behaviour.

STEP 4: (Senior Leadership Team with Heads of Year)

Entrenched patterns / Serious Breach of Discipline: Where there is an entrenched or persistent pattern of minor breaches which are tantamount to a serious breach of discipline or where a serious breach of discipline has been established, members of the Senior Leadership Team, including the Headmistress, will be involved, alongside Heads of Year. Sanctions here could include suspension, removal or expulsion.

Depending on the number and nature of the breach of discipline, staff may move straight on to Steps 2, 3, or 4 involving the relevant members of staff. The aim at each stage is to intervene and/or apply sanctions that will stop future breaches of the code of conduct.

WHAT HAPPENS NEXT WHEN YOU HAVE FOLLOWED THE CODE OF CONDUCT AND SHOWN BEHAVIOUR THAT IS PARTICULARLY SUPPORTIVE OF OTHERS AND OUR WHOLE SCHOOL COMMUNITY:

- A member of staff will draw your attention to what you have done well and add a record on Daybook.
- Each positive Daybook entry gains a point for your House and the winning House receives a special conduct and character cup each term.
- Your number of conduct and character house points is shared with parents and celebrated in year group assemblies.

DON'T WORRY CHECKLIST

We know it might feel like a lot to get right but don't worry – use this checklist and then enjoy your day!



HEALTH AND WELLBEING

These are considered to be the main areas of health and wellbeing and we have suggested activities in school that will help you to maintain wellbeing in each area. If you have any questions about health or wellbeing, you can speak to your form tutor or a member of the health or pastoral team.

Physical and mental health and emotional wellbeing

- Engage with PSHCE and PE lessons
- Get outside at lunchtime or join a club for enjoyment and connection
- Use help@wgs.org
- Visit the pastoral team / health team or school counsellors for more advice

Protection from harm and neglect

- Read the Pupil's Guide to Safeguarding and speak to your PSHCE teacher or any member of staff if you have any questions or worries
- Engage with PSHCE lessons on relationships, families and personal safety

Education, training and recreation

- Engage with your lessons and a good range of extra-curricular clubs and activities in and out of school
- Look out for extra events, assemblies, trips and residential that will help you build your knowledge and skills
- Participate in Feel Fab Feb activities

Contribution to society

- Contribute to your form's charity event
- Join the Partnerships team in school and work on a Partnerships project
- Participate in the Duke of Edinburgh's Award
- Volunteer for a position or responsibility

Social and economic wellbeing

- Engage with our assembly programme
- Connect with others and interact positively with a wide range of pupils and staff in school
- Engage with the Futures programme and take every opportunity to develop your skills and knowledge for a successful career beyond school

STAFF

Staff are required to follow a code of conduct that ensures they behave respectfully to everyone in our community at all times.

They will listen, support all pupils, get to know you and treat everybody with respect, kindness and understanding. They will apply sanctions fairly.

OUR WITHINGTON ETHOS

WHERE GIRLS SHINE

WELLBEING and INCLUSION
All pupils are nurtured, supported and encouraged to reach their full potential, academically, socially and personally within our caring community

RESPECT and RESPONSIBILITY
The golden rule of respect for self, respect for others and personal responsibility underpins our school community and extends beyond the classroom into the wider world

BEYOND the CLASSROOM
Pupils develop talents, skills, interests and character through the wealth of extra-curricular opportunities on offer

LOVE of LEARNING
The pleasure of learning is its own reward; valuing and understanding how to learn sustains and enriches us throughout our lives

COMMUNITY and DIVERSITY
We are a community where diversity is celebrated, teamwork valued and every pupil is encouraged to play their part; older pupils and alumnae provide inspirational role models

withington GIRLS' SCHOOL EST. 1890

WHERE GIRLS SHINE

Rewards and Sanctions in the Junior School

The behaviours are based on Respect, Responsibility, Resourcefulness and Resilience with a different colour being allocated to each. Girls are issued tokens linked to each area when they display these positive behaviours. The tokens are linked to their house points and the girls receive rewards at the end of each term. When girls display unwanted behaviours (listed in Level 2 and above), they are issued with a red disc. Each red disc deducts 10 points from the houses' total.

Respect (Pink)

Opening doors for others

Listening to staff/peers in class

Courtesy to both their peers and adults

Good communication skills – eye contact when talking to adults

Kindness to one another

Being happy for others' achievements

Responsibility (Turquoise)

Keeping desks tidy and clean (free of food for example)

Keeping their kit in cubby holes/on pegs

Helping to keep the cloakroom clean and tidy

Respect for our school as a community

Waiting sensibly, before PE for example

Resourcefulness (Purple)

Independence – taking charge of their learning, looking after their belongings

Using their common sense!

Using a range of resources available to them to support their learning

Thinking outside the box

Resilience (Yellow)

Not giving up when they find something challenging

Putting on a brave face

Bouncing back following a disappointment

Celebrating a learning mistake

Unacceptable Behaviours

Level 1:	Level 2 *	Levels 3 - 5
<ul style="list-style-type: none"> • Poor effort put into work • Failure to hand in homework • Absence of homework diary • Incorrect uniform – e.g. coats, hair accessories • Noisy or unruly behaviour • Excessive talking or calling out • Running in the building • No PE kit • Late for lessons with no reasonable excuse • Mobile phone not handed in • Refusal to comply with requests made by adults • Thoughtlessness or unkindness towards peers • Rudeness/lack of respect towards adults • Lack of respect towards school property or personal property • Loitering in unsupervised areas e.g. classrooms out of lesson times or cloakroom • Dishonesty. 	<ul style="list-style-type: none"> • Persistent poor effort put into work • Persistent failure to hand in homework • Persistent disruption to lessons • Insolence, rudeness or disobedience • Persistent or deliberately nasty behaviour towards other children • Inconsiderate or offensive behaviour (including racist remarks) • Using devices (personal laptops) for purposes other than those instructed by the teacher • Using devices (personal laptops) to send messages • Mobile phones used during the school day. • Persistent lack of respect to an adult • Severe or persistent dishonesty. 	<ul style="list-style-type: none"> • Ongoing behaviour associated with Tier 2 • Willful damage to classroom or property • Physical aggression towards others with intent to hurt • Blatant refusal to cooperate in lessons • Intimidating or bullying other children • Cyberbullying • Stealing • Entering inappropriate internet sites • Deliberate action that puts the health and safety of the school community at risk.

Outcome and contact with parents

Level 1	Level 2	Level 3	Level 4	Level 5
Teacher / adult to speak to child about their behaviour or actions and relevant sanction given (if appropriate)	Teacher/ adult to speak to child about their behaviour or actions and relevant sanction given. Red disc issued	Behaviour IP written in conjunction with child and parents	Internal suspension or temporary exclusion	Permanent exclusion
Teacher / adult inform parents via homework diary/ in person/email.	Teacher/ adult to make formal contact with parents ie. via phone call or email Phase Leads/ Deputy Head of Junior School to talk to pupil/parents - as appropriate.	Pupil and/or parents meet with the Head of Junior School		

Appendix 1b Substances

Withington is a non-smoking school.

Smoking and possession or supply 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 nicotine and nicotine substitutes, e-liquids, electronic cigarettes, cig-a-likes and / or vaporiser devices.

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 Health Team 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, travelling to/from school, representing the school or any time when wearing the school's uniform, or otherwise associated with the school at any time, the Headmistress would immediately inform your parents/ guardians, the Chair of Governors and the police. If the case against you was upheld, following investigation by senior staff, the

Headmistress would, follow the guidance in 8.2 of this policy.. A record would then be kept in your file.

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. Acts of kindness and responsibility are expected to be the norm, but behaviour that is particularly supportive of others is rewarded in the senior school with a Daybook entry that equates to a house point. Each term, the house that has gained the most positive Daybook entries is awarded a 'conduct and character' cup and the form that has gained the most positive Daybook entries is awarded a treat such as cookies at breaktime. Repeated positive Daybook entries indicate positive engagement with School Values and will be shared with parents in the Form Tutor's comment in the pupil's written report.

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. Incidents of misbehaviour are recorded on Daybook and staff follow steps 1-4 of the Pupil Code of Conduct in applying sanctions which might include specific seating plans, being put on report or loss of social time. In the Junior School, sanctions are applied in line with Rewards and Sanctions in the Junior School.

If a pupil is failing to produce work of an adequate standard through lack of effort this will be recorded on Daybook and 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 in line with the Pupil Code of Conduct for example, challenging breaches of uniform rules. Incidents are recorded on Daybook and 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.

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. a sixth former not being allowed out of school at lunchtime
- loss of social time
- school based community service, such as tidying a classroom
- confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology.
- 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, removal or 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 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 cohort³ 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.

³ 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 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 A request for a Review must be made in writing 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.