



## **Behaviour, Attitudes and Relationships Policy**

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### **APPENDICES**

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**Appendix 8** DfE 'Keeping Children Safe in Education' (2024)

**Reviewed**

**July 2025**

**To be reviewed**

**July 2027**

Policy notes may be subject to review and revision at any time by the Wallington Local Governing Body notwithstanding that the next review date has not been reached. Review dates are for guidance only and

whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Wallington Local Governing Body.

## 1. Intent

At Wallington High School for Girls (WHSG) we subscribe to a relationship-based approach to behaviour management where the highest standards of behaviour are upheld by all students in order to ensure that everyone has the opportunity to learn in a calm, safe and supportive environment. A relationship-based approach recognises behaviour as a form of communication and focuses on building positive relationships and balancing the provision of care and challenge (Jones et al, 2024). This policy recognises the statutory requirement on schools to promote children's wellbeing as well as their academic achievement, and provides a consistent approach to behaviour management that is applied equally to all students.

When referring to 'behaviour' in this policy, this covers all aspects of conduct whilst students in Secondary and Sixth Form are representing our school. We believe our students should be able to exceed as scholars and good citizens and in turn embody the values of the school.

This policy is based on guidance provided by the Sutton Virtual School and Cognus Educational Psychology Service and it has been reviewed and informed by the DfE guidance 'Keeping Children Safe in Education' (**Appendix 8**) and DfE Behaviour in Schools: 'Advice for headteachers and school staff' (**Appendix 7**). This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy and SEND Policy.

## 2. Aims

Our school prides itself on promoting an outstanding education that aims to develop courageous, curious, compassionate and creative individuals. This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

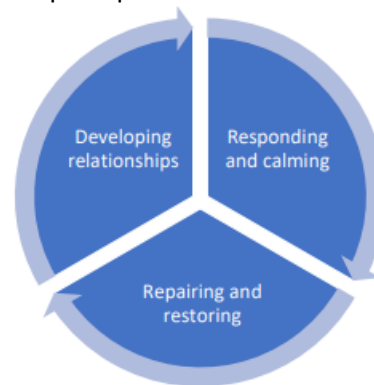
Overall, this policy aims to:

- Ensure that Wallington High School for Girls is a safe and nurturing environment for all members of the school community and any external visitors.
- Support good student behaviour across the school and promote self-discipline.
- Ensure that all members of the school community are treated with respect and treat others with respect.
- Maintain that a proportional and consistent approach is adopted by all staff when dealing with behaviour within the school and each case is judged on its own merits.
- Ensure students understand the consequences of their behaviour and enable them to repair relationships through the use of restorative conversations.

### 3. Our Approach

As a school, we are aware of the limitations of pure behaviourist approaches and, as a result, we aim to adopt a relationship-based approach to behaviour management. It's important to note that this does not mean moving away from boundaries and consequences but looking at ways to increasingly use relational and restorative practices in all aspects of our school's ethos and culture. Our policy is based on the Devon and Babcock model below which draws upon the work of academics, therapists, and practitioners and focuses on the following three main principles:

- 1) Developing relationships
- 2) Responding and calming
- 3) Repairing and restoring



(Devon and Babcock, 2019)

#### **Developing Relationships**

All staff will focus on developing positive relationships with all students in the school community. This will be established through everyday interactions which should be guided by the PACE principles: Playfulness, Acceptance, Curiosity, and Empathy.

#### **Responding and Calming**

All staff can adopt emotion coaching (in and outside of the classroom) when responding to strong emotions and consequent challenging behaviour. All staff should seek to use this approach to de-escalate the situation at an early stage to prevent more significant challenging behaviour.

#### **Repairing and Restoring**

All staff will endeavour to create a supportive environment where all those affected by an incident are involved in finding a mutually acceptable way forward. It is important to provide students with opportunities to reflect, take responsibility for and learn from their own behaviours.

#### **4. Roles and Responsibilities**

- **All students**

Our expectations of students' behaviour are rooted in the school's values: curiosity, courage and compassion. They are also reinforced regularly in lessons and through assemblies. All conversations with students regarding behaviour should reference and reaffirm these values.

- Students will follow the School's Code of Conduct at all times.
- Students will be kind and caring to all at our school and in the wider community, demonstrating compassion.
- Students will work hard and persevere, even when a task feels difficult, demonstrating courage.
- Students will engage and contribute in lessons, demonstrating curiosity.
- Students will be polite and respectful in every interaction with every member of the school community.
- Students will be ready to learn every day, in every lesson. They will strive for 100% attendance and punctuality in order to achieve this.
- Students will be organised and prepared for each day, bringing the correct books and equipment to school.
- Students will have their devices switched off and away whilst in school.

- **School prefects**

Sixth Form Prefects will carry out a duty around the school and take responsibility for a designated area. Prefects are encouraged to act as role models for excellent behaviour and appearance and, whilst on duty, they are also encouraged to support students who are not following the School's Code of Conduct.

- **All staff**

All staff are responsible for upholding the expectations of student behaviour as set out in this policy through relationship-based, restorative approaches linking to the Devon and Babcock model. All staff should be very familiar with all school policies related to student conduct: the School's Code of Conduct; the Anti-Bullying Policy and the Home-School Agreement.

- Staff will show consistent compassion, a warm firm approach, enabling students to make the right behaviour choices.
- Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour, with kindness, respect and high expectations.
- Staff will aim to form positive relationships with students and ensure students feel safe and happy.
- Staff have the authority to issue detentions to students, including same-day detentions. This also applies in certain circumstances when a student's misbehaviour occurs outside of school and school hours.
- Staff can confiscate students' property; schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- Staff must deal immediately with any reported or witnessed incident of bullying. Whether the incident is reported to, or is discovered by a teacher, the same teacher must respond to it. See the School's Anti-Bullying Policy for details on how the school deals with reported incidents of bullying.
- Staff will undertake staff training on relationship-based, restorative approaches to behaviour management and access support provided to improve their practice.
- Staff will be a visible presence around the school before, during and after school, greeting students at their classroom doors, reminding students of expectations during lesson changeover, and supporting colleagues when required.

- **Subject Teachers**

Subject Teachers take responsibility in upholding the standards of behaviour expected in academic work and behaviour on arrival to, during and on leaving their lessons. They should use the school systems to communicate praise or concern to parents/carers as appropriate and Class Charts to award Positive Points and/or record behaviour incidents. In accordance with this policy, subject teachers are responsible for referring any behavioural concerns, academic or otherwise to Heads of Department and Heads of Year or to the relevant Form Tutor where appropriate. If a behaviour incident occurs in their classroom, the Subject Teacher has the responsibility to ensure the matter is resolved.

Consistent adult behaviour will lead to students routinely achieving our expectations. Therefore, it is the expectation that all teachers will:

- Apply this policy in a consistent and fair manner- taking into consideration the needs of individual students and making reasonable adjustments when using rewards and sanctions.
- Greet all students in a warm and welcoming way and start the lesson with a Do Now activity.
- Refer to our school values: curiosity, courage and compassion at every opportunity.
- Model positive behaviours and actively build and foster relationships.
- Employ a range of behaviour for learning strategies to allow all students in the class to focus on their learning at all times. This includes challenging low-level disruption.
- Plan lessons that are engaging, well-resourced and meet the needs of all students.
- Be calm, patient and give time for students to act upon requests.
- Engage in reflective dialogue with students to shape, teach and model the expected conduct.
- Actively recognise and praise positive behaviour.
- Seek advice and guidance from other agencies, should the need arise.

- **Heads of Department and Directors of Faculty**

Heads of Department and Directors of Faculty are responsible for maintaining academic standards in the subject areas within their remit and for supporting their subject staff with overall student behaviour in their classes in the first instance. It may be their role to liaise with parents/ carers as necessary regarding the behaviour of a student within their subject area or supervise a student who has been removed from a lesson.

- **Form Tutors**

The role of the Form Tutor is an extremely important one and integral to the school's aim of developing an inclusive, happy and caring learning environment where all students are encouraged to achieve their best.

Form Tutors reinforce the standards of behaviour expected at the start of each day by the atmosphere created in their form room. Form Tutors will outline the school's expectations regarding good behaviour choices through the delivery of the PSHCE programme, during Year 7 induction, and throughout the year as and when needed. Form Tutors will also work closely with the pastoral and safeguarding team to monitor students' wellbeing and personal development, picking up on any changes in behaviour, appearance or attitude displayed by their tutees.

The Form Tutor monitors Positive Points, Negative Points and attendance and punctuality for their form group and judges when to refer issues concerning behaviour and attendance to the relevant Head of Year.

- **Heads of Year**

Heads of Year (HoYs) have a pivotal role; they have a very close interest in all things pertaining to students in their care, including academic performance, personal development and wellbeing. They will liaise with teachers, Heads of Department/Faculty, Form Tutors, parents/ carers, the Special Educational Needs Co-ordinator (SENCo) and the Designated Safeguarding Lead (DSL), to promote, develop and maintain the aims of this policy.

HoYs will also monitor the overall behaviour and attendance of their year group. Heads of Year lead assemblies which regularly promote and rehearse aspects of the school's ethos and expectations. The Assistant Headteacher with responsibility for Student Support and Behaviour will liaise with the Heads of Year and monitor behaviour regularly and work with families to offer advice and support where appropriate.

The Headteacher has overall responsibility for behaviour, attitudes and relationships.

- **Parents/Carers**

By accepting a place at our school parents/carers must sign the Home-School Agreement for Years 7-11 and the Sixth Form Agreement when joining the Sixth Form. A copy of these can be found in the relevant student planner and in the appendix.

This policy is written in the assumption that, just as parents/ carers rehearse the school's expectations with their child on admission, they will talk through any behavioural or academic issues, both positive and negative, that might occur. Parents are expected to encourage their child to attend detentions.

While it is not the case that every incident needs to be communicated to parents/ carers, the school does seek rapid and close communication with parents/ carers via the student planner, school reports, letters home, phone calls and emails. In certain circumstances, meetings between staff and parents/ carers, with or without their child, may be considered the best way forward.

- **Governors**

Governors will monitor the work of the school in promoting excellent behaviour and may be called upon to support the school in promoting the expected standards.

## **5. Rewards**

- **Verbal praise**

Students thrive on immediate feedback for doing the right thing. The place of verbal praise remains key in sustaining a positive classroom culture and ethos. Beyond the lesson any member of staff may telephone, write or email parents/ carers to pass on positive feedback.

- **Positive Points (House Points)**

Positive Points (House Points) can be awarded by all staff for positive reasons above and beyond the normal expectations of a student at this school. These are recorded on Class Charts and parents/carers will receive notifications. Positive Points are also shown on school reports for all year groups.

'Wallington Wings' are awarded during celebration assemblies at the end of every term. These are awarded as per the table below:

Number of Positive Points/House Points	Recognition	When/Where	Reward
50 (in one year)	Bronze Badge	Class Charts	Certificate
100 (in one year)	Silver Badge	Class Charts	Certificate
150 (in one year)	Gold Badge	Class Charts	Certificate
200 (in one year)	Platinum Badge	Class Charts	Breakfast with the Head Girls
300 (cumulative)	Bronze Winged Badge	End of term Celebration Assembly by member of SLT	Breakfast with the Headteacher
500 (cumulative)	Silver Winged Badge	End of term Celebration Assembly by member of SLT	£10 Waterstones Voucher
700 (cumulative)	Gold Winged Badge	End of term Celebration Assembly by member of SLT	£15 Waterstones Voucher

- **Star of the Term Cards**

At the end of the term each teachers may nominate up to 2 students per class who deserve a Star of the Term card, awarded in the end of term celebration assembly. A student could receive a card for any of the following reasons: effort in class, demonstrating the school values, having a positive attitude, supporting a peer etc.

- **Jack Petchey Awards**

Each term a student is nominated by fellow students for achievement in an aspect of the school vision, linking to our school values. These may be achievements beyond the school. The awards (a certificate and a badge) are awarded in celebration assemblies and the associated prize money is given to a nominated area of the school by the winning student.

- **Great Attendance Certificates**

Certificates awarded to all students whose attendance is 97% and above. These are awarded at the end of each half-term.

- **100% Punctuality Certificates**

Certificates awarded to all students with 100% punctuality to school (excluding lateness due to train strikes etc), students are put into a draw and one student from each year group wins a £10 Waterstones voucher plus 10 points towards the House Cup. These are awarded at the end of each half-term in house assemblies.

- **Golden Ticket**

Golden tickets are awarded to students who have zero negative/behaviour points, students are put into a draw and one student from each year group wins a £10 Waterstones voucher plus 10 points towards the House Cup. These are awarded at the end of each half-term in house assemblies.

- **Well Done Wallington Awards**

At the end of each academic year the 'Well Done Wallington' awards take place for Years 7-10. Outstanding students are nominated by subject teachers for one effort award per class and one achievement award per year group per subject.



- **House Cup**

Awarded to the House at the end of the year with the most House Points (50% of the Cup will be based on House Point totals, with the other 50% made up from results of inter-house competitions throughout the year).

- **Commendations**

Each year Heads of Year nominate a student who has gone above and beyond through extra-curricular, leadership, community, volunteering etc. linking to our school values:

Curiosity - Demonstrated consistently exceptional skill and capability in a school extra-curricular activity.

Courage - A distinguished captaincy or leadership role within an established school extra-curricular activity, achieved competitive success representing the school, either individually or as part of a group, at regional, national or international level.

Compassion - Outstanding contribution to the school i.e. head girl or to the wider community on behalf of the school.

One student from each year group is awarded a certificate and a badge.

- **Wider Participation**

Certificates, letters and/or phone calls home will be awarded to those who participate in a variety of activities, including:

- School productions and performances
- Sports day
- Representing the school in local or national events

These will also be celebrated in the Student Bulletin and the Wallington Week.

## **6. Pastoral Support Systems**

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

We pride ourselves on providing extensive support to our students so that they maintain the highest standards of behaviour. We are committed to the graduated response strategies in accordance with guidelines provided by the London Borough of Sutton. We use our internal support mechanisms to help students who need support with their behaviour such as reports, pastoral support plans, time out cards, careers advice etc.

Where a need is identified which may explain misbehaviour, internal or external support will be recommended by the school to help the student to improve their behaviour. This could include the school's Emotional Literacy Support Assistant (ELSA), the School Counsellor, the Education Wellbeing Practitioner (EWP), the School Nurse, the Educational Psychologist, the Clinical Psychologist, CAMHS or the Borough Senior Attendance Officer. If it is deemed necessary, a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs may be required.

## **7. Sanctions**

It's important to note that, whilst we aim to adopt a relationship-based approach to behaviour management, this does not mean moving away from boundaries and consequences but looking at ways to increasingly use relational and restorative practices in all aspects of our school's ethos and culture.

Some behaviours will automatically warrant a sanction, while others will first elicit a staggered approach – based upon an assertive discipline system i.e., warnings followed by a sanction. These sanctions may include:

1. Note in planner
2. Centralised detention
3. Confiscation
4. Internal isolation
5. Suspension
6. Permanent exclusion

- **WWR**

In lessons, staff follow the WWR system of two warnings (WW) and a removal (R). A removal will result in the student being removed from the lesson via the on call system and taken to another classroom. This will immediately incur a 60 minute Centralised Detention after school and parents/ carers will be notified.

Warnings in lessons may be given for any of the following (this list not exhaustive):

- Talking in class
- Shouting out
- Inadequate classwork/ poor quality
- Silly behaviour

If a student is removed from a lesson, it is important that a restorative conversation takes place between the student and the member of staff within 48 hours. Restorative conversations can help to reframe behaviour. They can help a child consider what can be different next time, and they can reinforce the knowledge that children will start the next lesson with a clean slate without any judgement or resentment. This lets them know that relationships will always be repaired.

- **School Detentions**

Any member of the teaching or non-teaching staff may set a Centralised Detention. These take place on a Wednesday and a Friday and staff may set either a 30 minute or a 60 minute detention. Parents/ carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of any detentions. In exercising its right to take same-day action as required, the school will make every reasonable attempt to log detentions on Class Charts immediately.

Staff have the right to determine when detentions are set. We do not negotiate detentions on specific days based on student or parental requests but do show flexibility if there is a valid reason e.g. a pre-booked medical appointment where evidence may be requested. If a student is set a detention and this clashes with a school enrichment event – the school has the right to expect the student to attend the detention. If a student represents the school in a school enrichment activity (such as a sports team) and continues to incur Negative Points, the school has the right to review the student's place in the enrichment activity.

Detentions are supervised by a senior member of teaching staff. Students are not allowed to complete homework during this time.

There are three types of detentions:

1. 30 minute Centralised Detention
2. 60 minute Centralised Detention
3. Headteacher Detention

A 30 minute detention may be issued for any of the following (this list is not exhaustive):

- No lanyard
- Failed Standards Card
- No PE kit - Second offence
- No homework/ poor quality – Second offence
- Lateness to lesson
- Mobile phone – First offence
- Disruption in class
- Chewing gum
- Eating in class
- Littering
- Unkindness

A 60 minute detention may be issued for any of the following (this list is not exhaustive):

- Failure to attend a 30 minute detention
- Lateness to school (3 occasions in a half-term)
- No PE kit - Third offence
- No homework/ poor quality – Third offence
- Persistent lateness to lesson (more than 3 occasions in a half-term to the same lesson)
- Mobile phone - Second offence
- Removal from a lesson (on call)
- Inappropriate physical contact
- Swearing
- Failure to comply with staff instructions
- Rudeness or defiance towards any member of staff
- Damage to school property
- Failed report card

A Headteacher detention may be issued for any of the following (this list is not exhaustive):

- Failure to attend detentions after school
- Mobile phone - Third offence
- Vandalism/ graffiti
- Extreme rudeness or defiance towards any member of staff
- Serious breach of the School's Behaviour Policy
- Any other incident that SLT deem worthy

- **Suspensions and Permanent Exclusions**

The school follows the Department for Education guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024).

- **Internal Isolations**

If a member of SLT considers that a behaviour incident is serious enough, then a student may be placed for a period of time in internal isolation. If this sanction is decided upon parents/ carers will be informed on the day and given the reasons for the sanction. When setting internal isolation as a sanction the student will be set work in accordance with their usual curriculum. Students will be supervised by staff in the school and have an opportunity to discuss their behaviours and review them before they are reintegrated back into school. Internal isolation may be used instead of a suspension if there are mitigating circumstances to an incident.

- **Suspensions**

Only the Headteacher, or acting Headteacher, has the authority to suspend a student either for a fixed term or permanently. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In all cases the parents/ carers will be informed by telephone and letter on the day before the student is suspended and given all the reasons for the sanction. The student will be seen by the Headteacher or a member of the Senior Leadership Team. Work will be set for the student to complete for the period of the suspension. On the student's return to school, the student will normally be re-admitted by the Assistant Headteacher with responsibility for Student Support and Behaviour following a reintegration meeting with parents/ carers. During this meeting a restorative conversation with the student will take place where they will be asked to reflect, take responsibility for and learn from their own behaviours. It allows them to understand the impact of their actions on others, rebuild relationships, and develop strategies for making better choices in the future, fostering a sense of responsibility and personal development. Students will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

If a student is suspended for a second or third time and does not seem to be treating the sanction seriously, a member of the Governing Body may be included in the re-admittance process. Offences for which suspension may be considered, but are not limited to, include:

- Verbal abuse / use of offensive language towards any member of staff or student
- Serious examination misconduct
- Setting off the fire alarm deliberately
- Possession of an offensive weapon or alcohol
- Vaping or smoking on school grounds or at a school event
- Encouraging non-WHSG students on to site
- Failure to attend a Headteacher detention
- Serious vandalism
- Theft
- Bullying/ Cyberbullying
- Discriminatory behaviour or abuse which is racial, homophobic, religious, physical or mental, including the use of hate speech
- Behaviour where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- Threatening / aggressive behaviour
- Sexual violence
- Sexual harassment

- Abuse of the internet or IT facilities e.g., viewing, accessing or downloading inappropriate material from the internet including racist, homophobic, sexist or pornographic images
- Posting inappropriate material about the school online
- Persistent failure to follow reasonable requests from staff
- Persistent failure to follow the School's Behaviour Policy
- Any other behaviour that brings the school into disrepute; this may occur in school or outside school

Any suspension of a student, even for short periods of time, must be formally recorded. Parents/ carers have the right to appeal against a decision to suspend their child. Students will be given an opportunity to state their case before the decision to suspend is made. Consideration will be given to those students with SEN and early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have before a suspension is authorised. The school will also consider the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or any underlying issues.

#### • **Permanent Exclusions**

A decision to exclude a student permanently is a very serious one and may be used as a last resort in response to a serious breach, including if a student is found in possession on school property of any illegal substances, article, or weapon (e.g. knife), or persistent breaches of the school's Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. In the case of a fixed term or permanent exclusion the Headteacher will follow statutory guidance by the Department for Education, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024) (**Appendix 5**). This policy is based on the principles within the document, 'Behaviour in Schools – Advice for Headteachers and School Staff' (2024) (**Appendix 7**). In any behaviour matter the Headteacher may inform or involve the Police.

#### • **Report Cards – Secondary**

The report card system is outlined below. It is a supportive strategy designed to help students make better choices regarding their behaviour. Before a student is put on report a conversation is had with them to discuss any emerging concerns regarding their behaviour and the support available in school. At all levels the report card must set out no more than three targets for improvement which relate to the reasons for being placed on report. A report card should not be in place for more than two weeks before progress is reviewed and the student is taken off report or escalated to the next level of report.

Whatever the level of the report card, parents/ carers must be informed that their child is being placed on report, the reasons why and the duration of the report card. They should also be informed of the outcome of the review of progress. During this time parents/ carers are expected to discuss the report with their child on a daily basis and sign the report. The student also has an opportunity during this time to comment and reflect upon their time on report, and this will be discussed with the member of staff who has placed the student on report.

If a student is asked to go on report at the end of a term and there is one week remaining – that student will start the new term on report and complete the two-week period.

#### **Purple – Late Report**

If a student is late to school more than 3 times in a half-term they will be placed on late report to their Head of Year. When a student is placed on late report the Head of Year will arrange a meeting with parents/ carers. Students are placed on late report for a period of two weeks.

### **Green – Form Tutor/ Subject Teacher Report**

The green report should be instigated by a Form Tutor where a student has received 5 or more of the same behaviour incidents logged on Class Charts. If the behaviours are predominately from one subject area then a subject teacher report should be instigated following the same principles as those for the form tutor report. When a student is placed on green report the Form Tutor or Subject Teacher will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on a green report for a period of two weeks.

### **Amber – Head of Year/ Head of Department Report**

Failure to satisfactorily complete the green report (Form Tutor/ Subject Teacher) will result in a student being placed on amber report to either the Head of Year or Head of Department. When a student is placed on amber report the HoY/ HoD will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on an amber report for a period of two weeks.

### **Red – Assistant Headteacher/ Director of Faculty Report**

Failure to satisfactorily complete the amber report (Head of Year/ Head of Department) will result in a student being placed on red report to either an Assistant Headteacher or Director of Faculty. When a student is placed on red report the AHT/ DoF will inform parents/ carers. Parents/ carers will also be informed when the student has successfully completed the report. Students are placed on a red report for a period of two weeks.

### **Behaviour Support Plan**

Failure to satisfactorily complete the red report (Assistant Headteacher/ Director of Faculty) will result in a student being placed on a Behaviour Support Plan, this is usually the case where a student is at risk of permanent exclusion. If this is the case a meeting will be convened to agree a plan and targets and this will be attended by parents/carers, significant staff, external agencies etc. Students are placed on a Behaviour Support Plan for a minimum of four weeks.

Please note that in the case of serious breaches of the Behaviour Policy the school has the right to skip stages and place a student on an amber or red report straight away.

- **Stage System – Sixth Form**

The stage system in Sixth Form is outlined below. It is a supportive strategy designed to help students make better choices regarding their behaviour. Before a student is given a written warning a conversation is had with them to discuss any emerging concerns regarding their behaviour and the support available in school. No more than three targets should be set and progress should be reviewed every two weeks.

Stage 1: Written Warning, issued by the Head of Year

Stage 2: Formal Warning, issued by the Director of Sixth Form – meeting with parents/carers and the setting of targets

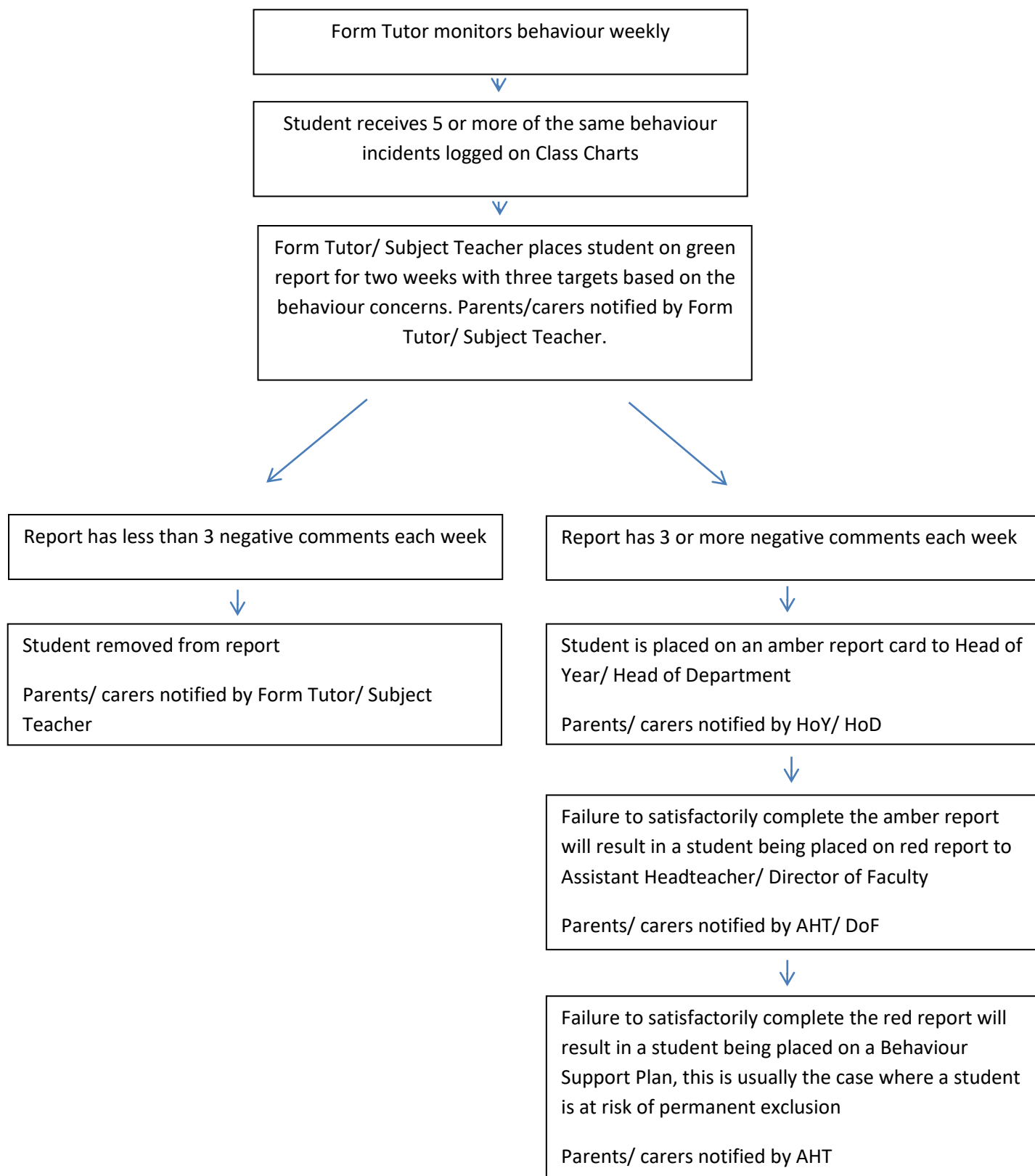
Stage 3: Final Warning, issued by the Assistant Headteacher Sixth Form - meeting with parents/ carers and the setting of targets with support plan

Stage 4: Withdrawal of Sixth Form place

Please note that depending on the severity of the breach of expectations, intermediate stages may be passed over.

## Secondary Reporting System

*HoYs and HoDs will also monitor this and look for overall patterns.*



*Please note that in the case of serious breaches of the Behaviour Policy the school has the right to skip stages and place a student on an amber or red report straight away.*

## **8. Investigation of Incidents**

When a serious incident occurs the Head of Year will begin an investigation. A student may be placed for a short period of time in internal isolation whilst the investigation is conducted, and an Investigation Summary Form completed. We aim to investigate all incidents as swiftly as possible, balancing thoroughness with urgency. Any investigation or decision on sanctions will be conducted fairly for all parties involved. Decisions on sanctions will be made based on the balance of probability rather than beyond all reasonable doubt. Students may receive different sanctions even though they are involved in the same incident. In order to be fair and transparent to all involved when undertaking an investigation, we will not involve parents in that investigation but will speak with them about any conclusions reached. We will only discuss sanctions with the parent/carer for whom that sanction applies. We aim to work in partnership with home to ensure that any issues are resolved as quickly as possible.

- **Malicious Allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of any kind (e.g. sexual violence or sexual harassment) against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, alongside appropriate sanctions, the school will consider whether the student who made the allegation is in need of help or support. If so, a referral to children's social care may be appropriate. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

## **9. Power of Search**

The Headteacher and authorised staff have the power to search students, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item or has broken the law. If a student refuses to co-operate, the member of staff may sanction the student in line with the school's Behaviour Policy, ensuring that they are responding to misbehaviour consistently and fairly. Prohibited items or illegal content include the following:

- knives or weapons;
- alcohol;
- illegal drugs;
- vapes;
- stolen items;
- tobacco and cigarette papers;
- energy drinks;
- fireworks;
- pornographic images or content;
- abusive images or content (racial, homophobic etc.)
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Searches must be carried out by a member of staff of the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a



limited exception to this rule. We can carry out a search of a student of the opposite sex and/or without a witness present where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student identifies as a different gender from their biological sex an agreement will be reached about the most appropriate sex.

The search may be carried out on school premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Behaviour Policy.

In carrying out a search, staff members must adhere to guidance in the Department for Education document, Advice for schools: 'Searching, Screening and Confiscation 2022' (**Appendix 4**).

## **10. Use of Reasonable Force**

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defence to any related prosecution or other legal action.

'Reasonable' means using no more force than is needed. The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

In school, force may be used for two main purposes:

- To control students
- To restrain students

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive, physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.

Members of staff have the power to use reasonable force to prevent students from:

- Committing an offence
- Injuring themselves or others
- Damaging property and to maintain good order and discipline in the classroom

When using reasonable force, schools must consider the age and needs of students. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Staff members using reasonable force must adhere to guidance in the Department for Education document, Advice for headteachers, staff and governing bodies: 'Use of reasonable Force' (**Appendix 6**).

## **11. Bullying**

The school has an Anti-Bullying Policy which works in tandem with this policy. For details regarding this policy please go to the school website.

- **Online Safety and Cyberbullying**

Any form of cyberbullying is unacceptable. This includes the use of ICT to communicate rude, offensive and anti-social messages or material to another party or parties.

As per the Mobile Phone Policy, students are not allowed to take photographs/ videos of staff without their permission. Students are not allowed to take photographs/videos of staff and upload them to the internet.

The school fosters a 'no-blame' culture to ensure all students feel able to report abuse, misuse of inappropriate content. Students are asked to use the SHARP system to report all incidents of cyberbullying.

Please also see the school's Online Safety Policy – found on the school website.

- **Child on Child Abuse**

Students are encouraged to report any incidents of child on child abuse to a member of staff. Child on child abuse will not be tolerated and staff are obliged to challenge inappropriate behaviours however minor. All staff receive regular training on identifying child on child abuse early to prevent it from escalating. Staff maintain an attitude of 'It could happen here approach' and are given advice on how to respond and support victims and alleged perpetrators.

- **Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information – found on the school website.



# WHSB Code of Conduct

## Communication

1. We treat others with good manners and respect - keep our voices down, avoiding intentionally hurtful comments and questions.
2. The classroom is a positive language zone - no swearing, cursing, insulting, put downs or bullying.
3. We accept teachers' requests - when they ask us to move seats, to get back to work, bring homework or equipment to class.
4. We think before we speak and wait for others to finish.
5. We have respect for school property and equipment

## Learning

1. We must bring books, homework, planner and equipment to class.
2. We must be on task and allow others to do their work.
3. We must be on time and move quietly to our seats.
4. Planners are checked and signed weekly by our parents/carers.

## Movement and Safety

1. We move quietly and safely in and out of the classroom.
2. We arrive to school and lessons on time.
2. We carry items with care.
3. We must visit lockers at break and lunch time only.
4. We use the toilet out of lesson time.
5. On corridors, we walk on the left and hold doors for others.
6. We use marked paths on the school grounds.
7. We enter and leave the school from the correct entrance or exit.
8. If arriving late to school we sign in at reception and, if leaving during the school day, we sign out.

## Appearance and Personal Standards

1. We respect property belonging to others.
2. We put all litter in the bin.
3. Mobile phones/iPods/Airpods/ MP3 players are not used during lessons unless required for our learning.
4. We wear the correct uniform at all times.
5. We know that cigarettes, alcohol, vapes and chewing gum are forbidden on school premises. The possession in school of any illegal substance, article, or weapon (e.g. knife) will be dealt with by the school in accordance with its Behaviour Policy and the school may also refer the matter to the Police, or other appropriate authority.
6. We keep our personal property secure at all times. The school is not responsible for our personal property.

## Break and Lunchtime

1. Our form room door must be kept open.
2. We sit on chairs, not on tables
3. We do not touch any classroom equipment
4. We don't shriek, shout or make other unnecessary loud noises
5. We never consume food or drink in the school corridors
6. We dispose of litter in the bins provided
7. We do not sit on corridor floors, the lower field or any area marked as out of bounds.

Students who do not respect the form room as a working environment may be banned from their form room.



## Secondary Home School Agreement

Staff and Governors are looking forward to your child joining Wallington High School for Girls. We are confident they will enjoy their time with us if there is an effective partnership between home and school. We believe that your child will gain maximum benefit from what we offer.

Our aim is to provide first class care, guidance, support and development so that everyone enjoys a positive experience during their time at the school and leaves well prepared for life beyond it.

To support your child, we ask parents/carers to:

- Take an interest in what your child is doing at school and to attend parents/ carers' meetings.
- Ensure your child attends school regularly (holidays during term time cannot be authorised) and are properly equipped. WHSG expects a minimum attendance of 97%.
- Ensure your child arrives at school on time to be in their form room for registration by 8.25am.
- Support your child to catch up with work on return from an absence.
- Support school rules and school policies, in particular on behaviour and homework.
- Ensure your child attends any detentions set.
- Ensure your child respects school equipment and the school environment.
- Ensure your child complies with school regulations on appearance and dress.
- Provide suitable conditions at home for your child to do their homework.
- Read communications (paper and electronic) from school and, where appropriate, to respond to them.
- Monitor the use of your child's mobile phone, paying particular attention to social media, age appropriate content, age appropriate apps as well as ensuring a healthy phone usage.
- Communicate with school staff in a courteous manner and allow 48 hours for staff to respond to enquiries unless urgent.
- Notify the school promptly of any change of circumstance, e.g. address, emergency contact.
- Notify the school if there are personal circumstances which may affect your child.
- Monitor and sign your child's planner.
- Be respectful of local residents if dropping off/picking up your child near school.

In return the school will do its best to provide:

- A well-disciplined, safe and caring learning environment.
- A stimulating and broad academic curriculum.
- Suitable books and equipment.
- Regular monitoring of your child's progress which will include various reports and a parents/ carers' evening annually.
- Opportunities and support for your child to develop their individual skills to the full.
- A wide range of enrichment activities, for example sport, drama, music and visits.
- Ready access to school personnel on any matter of concern.
- School dates distributed at least a year in advance.

Continued overleaf...

**Physical Chastisement  
Education Act 2022**

**Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.**

The law UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care. I am aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement (e.g. belt, stick, slipper) has been used or where the use of that force has resulted in visible injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time.)

I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

**To indicate your agreement with the above statements, please sign both this parental copy and the copy in the Form Returns Pack and retain this parental copy for your records.**

Student's Name: (please print)	
Student's Signature:	
Parent / Carer's Name: (please print)	
Parent / Carer's signature:	
Date:	
Signature on behalf of the school:	(Headteacher)



## Sixth Form Home School Agreement

*At Wallington High School for Girls, we believe students thrive in a structured and supportive environment. Students in the Sixth Form require a special balance between greater freedom to manage their own time and the need to achieve high standards. This agreement outlines the commitments of the school, the sixth form student, and their parent/carer, in line with WHSG's Policies.*

### The School Will:

- Provide a safe, inclusive, and supportive environment rooted in respect and compassion.
- Deliver consistently high-quality teaching and academic support.
- Promote and model the WHSG values of curiosity, courage, and compassion.
- Monitor student behaviour, academic progress, attendance and punctuality and intervene early.
- Support all students with a relational and restorative approach to behaviour.
- Contact parents/carers promptly if a student's attendance or behaviour is a cause for concern.
- Offer a broad range of enrichment opportunities and high quality guidance for life beyond school including careers, higher education and employment advice.

### As a Sixth Form Student, I Will:

#### Attendance and Punctuality

- Strive for at least 97% attendance, in line with WHSG policy.
- Understand that attendance below 90% per subject may result in being withdrawn from examinations.
- Arrive on time to registration, lessons, study sessions, and enrichment, reporting to reception if late.
- Provide valid explanations for any absence, with parental contact before 8:45am each day of absence.
- Book medical/dental appointments outside of school hours where possible.
- Avoid arranging work, appointments, driving lessons or other commitments before 16.10pm as students may have detentions, interventions, period 6 lessons or no home study.
- Follow procedures for signing in and out of school if arriving late or leaving early.
- Attend detentions for lateness, and understand that 4 late marks in a half term will result in a Punctuality report and will trigger WHSG's Sixth Form Disciplinary stage system.

#### Behaviour and Relationships

- Treat all members of the school community with respect, in person and online.
- Demonstrate leadership and act as a role model to younger students.
- Take part in restorative conversations where appropriate, and accept feedback and support to improve.
- Accept and complete consequences such as detentions, report cards or behaviour contracts, where applicable.
- Follow the WHSG Code of Conduct, including policies on uniform, devices, and use of school facilities.
- Understand that failure to behave in line with our behavior policy will trigger the WHSG Sixth Form Disciplinary stage system, and where a student reaches Stage 4 of this system they will lose their place within the Sixth Form.

#### Learning and Progress

- Meet all coursework/homework deadlines and participate fully in assessments.
- Use supervised and independent study time productively.
- Attend all scheduled intervention sessions and seek support when needed.

- Limit paid employment during term time to a maximum of 8 hours per week.
- Understand that persistent failure to meet academic expectations may result in disciplinary sanctions.

#### Safety and Integrity

- Not bring or use prohibited items (e.g. vapes, alcohol, offensive weapons, illegal substances) on school premises or trips.
- Keep mobile phones and devices out of sight unless explicitly permitted for learning purposes or used within the Study Centre or Refectory.
- Report safeguarding or wellbeing concerns to a trusted adult or via school systems (e.g. SHARP).
- Not park on school site unless a pass has been issued for accessibility reasons

#### As Parent(s)/Carer(s), I/We Will:

- Support my/our child in meeting the school's expectations for attendance, punctuality and behavior (Parent understands and has read the school policies on the website)
- Ensure that all absences are communicated to the sixth form attendance officer by a parent/carers by 8:45am each day.
- Avoid requesting term-time leave unless for exceptional circumstances, submitting requests in writing in advance.
- Monitor our child's academic and emotional wellbeing, maintaining regular communication with the school.
- Respond promptly to school communications and attend meetings when requested.
- Communicate with school staff in a courteous manner and allow 48 hours for staff to respond to enquiries unless urgent.
- Respect the school's policies and staff decisions, working in partnership to support improvement when concerns arise.
- Support your child in developing/maintaining healthy mobile phone usage
- Ensure the school are kept up to date with Parent/Carer contact details including telephone numbers, emails and addresses.

#### Signatures

By signing this agreement, we commit to upholding the expectations of Wallington High School for Girls' Sixth Form.

	Name	Signature	Date
Student			
Parent/Carer			

DfE Advice for schools: 'Searching, Screening and Confiscation' (2022)

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)



DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024)

School suspensions and permanent exclusions - GOV.UK ([www.gov.uk](https://www.gov.uk))

DfE Advice for headteachers, staff and governing bodies: 'Use of reasonable Force' (2013)

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

DfE Behaviour in Schools: 'Advice for headteachers and school staff' (2024)

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools -  
\\_advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

DfE Keeping Children Safe in Education (2024)

[https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)

