



St Albans High School
— for Girls —

BEHAVIOUR AND EXCLUSION POLICY **Whole school**

Owner: Jo Taylor

Role: Senior Deputy Head

Date reviewed: June 2019

Date to be reviewed: June 2020

The whole school refers to all staff and pupils in the Preparatory School and the Senior School of St Albans High School for Girls. This includes: the Early Years/Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2); Senior School (Key Stages 3-5). St Albans High School for Girls is an independent, selective day school with approximately 1100 pupils between the ages of 4 and 18.

This policy has been developed with reference to:

- Article 12 of the UN Convention
- Keeping children Safe in Education DfE September 2019
- DCSF Circular 10/99
- Education and Inspections Act 2006
- DCSF Circular 10/98 Section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils
- S550A of the Education Act 1996 (inserted into that Act by S4 of the Education Act 1997)
- The Education Act 2002
- The Equality Act 2010
- The Education Act 2011
- The non-statutory advice "Behaviour and Discipline in Schools" January 2016
- DfE guidance "Searching, Screening and Confiscation" February 2014
- Ofsted Guidance for Inspectors August 2016

This policy should be read in conjunction with the following:

- The Safeguarding and Child Protection Policy
- The Child Missing in Education Policy
- The Staff Code of Conduct
- The Misuse of Substances and Offensive Weapons Policy
- The Absence and Attendance Policy
- The School's Statement of Care and Consideration
- Data Protection Policy
- Anti-Bullying Policy and Cyber-Bullying Policy
- The Transgender Policy
- Complaints Procedure
- Mobile Device Policy

AIMS

- To promote a culture of high expectations.
- To promote an atmosphere of mutual respect between staff and pupils and between pupils themselves in the framework of a Christian community.
- To encourage high standards of behaviour in school based on a strong sense of personal values.
- To encourage achievement.
- To ensure that Rewards and Sanctions are applied fairly and consistently.
- To ensure an environment in which there is no tolerance of bullying or other anti-social behaviour.
- To recognise that some poor behaviour may have underlying causes that may require an alternative approach.
- To establish a clearly defined hierarchy of responses to inappropriate behaviour.
- To comply with the School's legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs (SEN).

SCOPE

This policy and the school rules shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the school, for example on public transport on their way to or from school, or in the local area. A pupil is subject to school discipline:

- Whilst engaged in a school trip,
- Whilst on their journey to and from school,
- When wearing their school uniform,
- Where their behaviour could have repercussions for the orderly running of the school,
- Where their behaviour affects the welfare of a member or members of the school community (or a member of the public),
- Where their behaviour brings the school into disrepute.

RESPONSIBILITIES

Headmistress

The Headmistress has the day to day responsibility for maintaining discipline by:

- Ensuring that, in accordance with the law, there is **NO** corporal punishment allowed by the School
- Promoting proper regard for authority and respect for others and thereby ensuring that standards of behaviour are acceptable.
- Ensuring that there is a clearly understood system through which behaviour is managed.
- Ensuring that all rewards and sanctions are applied fairly and consistently and in accordance with the Equality Act 2010 and the School's Equal Opportunities Policy and that reasonable adjustments are put in place for any pupil with SEN or a disability, where certain expectations would seem to be appropriate.

The Headmistress may enlist the services of the Head of the Preparatory School, Deputy Heads and Pastoral team, Heads of Departments and teaching staff to achieve this end.

Staff

All staff in the school are expected to encourage good behaviour and respect for others in pupils, and to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Good behaviour is promoted by:

- Good classroom management, achieved through well planned, interesting and demanding lessons. Heads of Department are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.
- Promoting good attendance and punctuality at school and in lessons. Absence from lessons must be explained and unexplained absence will be followed up by the relevant staff (see Absence and Attendance Policy).
- Promoting adherence to the uniform regulations and use of mobile devices (see Mobile Devices policies).
- Promoting courteous behaviour, with no tolerance for rudeness or disrespect towards others.
- Pursuing zero tolerance of bullying (see Anti-Bullying Policy and Cyber-Bullying Policy). Encouraging pupils to engage positively with all aspects of school life (See SMSC Policy and PSHEE and Relationships and Sex Education overview).

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Pupils

- Pupils are expected to:
- Be courteous at all times: rudeness towards others is not tolerated;
- Be punctual at all times;
- Show respect for the environment;
- Wear the correct School uniform;
- Walk around the building calmly and in an orderly fashion;
- Attend all lessons and complete assignments punctually and to the best of their ability;
- Obey school rules.

Parents

- Parents have a key role in promoting good behaviour amongst their daughters and the School expects full support from parents in dealing with their daughters' behaviour. The School encourages parents to keep it informed about any difficulties or traumas that may occur at home so that the School can be supportive and act appropriately.
- All parents of pupils at the School are expected to co-operate with the School and act in accordance with the parent contract. A refusal to abide by the terms of an exclusion may be considered a breach of contract. Where a pupil has behaved badly, parents may be asked to sign a written agreement to encourage improved behaviour.

MALICIOUS ALLEGATIONS AGAINST STAFF

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

BEHAVIOUR MANAGEMENT

Programmes

The school has a number of programmes and techniques for supporting behaviour management. These are:

- **Involvement of parents**
Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head/Head of the Preparatory School or the Senior Deputy Head. Parents are also encouraged to support good behaviour and positive habits in their children.
- **Involvement of staff**
The working of the School's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in Tutor group time. Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time as needed.
- **Involvement of pupils**
Article 12 of the UN Convention on the Right of the Child allows children who are capable of forming views the right to express those views.

The School Council will be involved in reviewing the Senior School's Anti-Bullying Policies and procedures and in the Senior School's programmes to reinforce self-discipline and positive work and behaviour patterns from time to time.

Discussion in Tutor group time will inform the deliberations of the School Council.

The Senior Deputy Head is responsible for ensuring the positive contribution of pupils. With the Senior Housemistress, this involves managing transition phases for pupils. A number of strategies are involved to give time for new pupils to settle in to the school and to learn its expectations e.g.: there is no homework set for the first two weeks in the Michaelmas term of Year 7. The Senior Deputy and the Senior Housemistress work closely with the Assistant Housemistresses/masters to create an environment in which the new pupils feel welcomed and able to ask questions.

Furthermore, the HoD of Learning Support will ensure that the needs of SEN pupils are properly taken in to account, and their participation in the consultation process is assured.

In the Prep School it is the Pastoral Deputy Head, in conjunction with the Form Tutors, who is responsible for overseeing transition of the younger pupils into the Prep School.

Record Keeping

All sanctions imposed on pupils for serious misbehaviour will be recorded and the record will be kept by the Head (Prep) and Senior Deputy (Senior School). Records of lesser sanctions are recorded in the same way. Individual notes on incidents are included in the pupil's file as a permanent record. Copies of the letters sent to parents are also filed in the pupil's file.

Reasonable adjustments

The School will make reasonable adjustments for managing behaviour which is related to a pupil's SEN or disability. Where behavioural issues give cause to suggest that a child is suffering, or is likely to suffer, significant harm, the School's Safeguarding and Child Protection Policy will be followed. The Head (Prep School and Senior Deputy (Senior School) liaise with external agencies, as necessary, to support and guide the progress of each child.

Safeguarding

The safety of the children is paramount in all situations. In the event of a child's behaviour endangering the safety of others or preventing learning, the class teacher would stop the activity and prevent the child from taking part for the rest of that session.

AWARDS AND SANCTIONS

AWARDS

The School seeks to recognise and encourage scholarship, adventure and integrity through its awards.

Senior School

Awards are made on an individual and collective (House) basis.

Individual Awards

- Academic awards:

These are awarded to pupils in each subject in the year group who have exemplified scholarship throughout the year and who have performed well in the end of year examinations (Y7 will not receive academic awards).

- House awards (Y7 - 10):

These are awarded to pupils in each tutor group who have achieved the highest number of House points throughout the year. House points are awarded for “contribution, curiosity, effort, enthusiasm, kindness, leadership, progress and tenacity”; values that can be demonstrated anywhere in the school, both in and out of lessons.

- Collective award; The House Trophy

This will be presented to the House with the most House points at the end of the year. It will recognise the cumulative individual contributions of girls in the House combined with the collective efforts of the House in House events such as Sports Day or Inter-House Debating.

The House ‘Trophy’ represents the schools’ commitment to encouraging individual endeavour and to promoting community spirit.

The Prep School

Every pupil from Reception to year 6 has a merit card. Merits are awarded to pupils who demonstrate continued persistence, continued resilience, a good attitude to learning, exceptional effort shown in their work, exceptional kindness or helpfulness. Merits are recognised as an individual achievement, with 20 merits being awarded a bronze certificate, 40 merits a silver certificate, 60 merits a gold certificate and 80 a platinum certificate. Merits are also pooled to count towards their House totals, for which a House cup is awarded to the House with the highest number of merits at the end of each term.

Pupils can also be recognised as having an excellent attitude to learning or being an excellent citizen each half term, which is recorded in the Head’s Golden Book.

SANCTIONS

Discipline is firm but reasonable. Pupils are encouraged to develop self-discipline in their work and behaviour. Where this fails, there is a range of sanctions to meet the variety of situations which can arise. As far as possible the sanction applied should be as constructive as possible.

Before applying sanctions, the following should be considered:

- Are they proportionate and reasonable: according to age, any SEN or disability or religious requirements?
- Are they fair?
- Are they consistent with the School's practices and with previous sanctions?
- Do they take in to account whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, in which case the School's Safeguarding and Child Protection Policy should be followed?
- Is the disruptive behaviour a consequence of unmet educational or other needs? If so, a multi-agency assessment may be necessary.

Senior School

Reasons for sanctions

(This is not an exhaustive list).

Order Marks

- Chewing gum around school.
- Persistent uniform infringements.
- Having a phone out in lessons or around school.
- Late homework.
- Failure to use the biometric system.

Detentions

- Truancing tutor time, assembly or lessons.
- Inappropriate, dishonest or offensive behaviour towards pupils or a member of staff.
- Destruction of school property.
- Persistently late homework.
- After 3 order marks accumulated over one term.

Sanctions may include:

- Completion of work at home or extra work (in school or at home).
- Carrying out useful tasks to help the school.
- Removal from the group / class or particular lesson.
- Withdrawal of break or lunch time privileges.
- Withholding participation in educational visits or sports events which are not essential to the curriculum.
- Order mark (3 order marks result in a detention).
- Detention in school hours (or at lunch time or outside school hours; the parents will be notified at least 24 hours previously).
- To go 'on report' whereby behaviour and work is monitored lesson by lesson.
- Saturday Morning Detention where 3 afternoon detentions have been obtained and/or where a pattern of behaviour is being repeated without improvement being in evidence.
- Fixed and permanent exclusion.

Prep School

- Pre-Prep pupils: Short time out from activity or playtime, or time with the Head of Pre-Prep.
- Prep pupils: Completion of work at home or extra work (in School or at home).
- Carrying out useful tasks to help the School.
- Short time out from activity or playtime.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in educational visits or sports events which are not essential to the curriculum.
- Being placed on a 'report' or behaviour card.
- Fixed and permanent exclusion.

Please see attached appendix for procedures for discipline in the Senior School and The Prep School.

EXCLUSIONS

Only the Head can exclude a pupil. Pupils may be excluded for one or more fixed periods or permanently.

Fixed periods

For serious breaches of the school's behaviour policy pupils can be excluded for one or more fixed term periods not exceeding 10 school days in any one school year.

The School will notify parents in writing of any fixed term exclusions, setting out the reason for the exclusion.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken as a last resort if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. This may occur as a result of a series of lower level disciplinary offences, or an exceptional 'one-off' offence. These include but are not limited to:

- Intimidation or harassment or serious violence, actual or threatened against a pupil or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Intent to do criminal damage or actual criminal damage.
- Upskirting (a criminal offence)
- Bringing the school's reputation into disrepute.
- Proven malicious accusations against a member of staff (see Safeguarding and Child Protection Policy).

Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases. Parents will be given a copy of the appeals procedure current at the time.

Where exclusion needs to be considered, the school will ensure that a pupil with SEN or a disability is able to present their case fully where their disability or special education need may hinder this. Religious requirements affecting pupils will also be considered.

Drug or misuse of offensive weapons related exclusions

Any decision to exclude in a drug related or offensive weapon case will be based on the criteria laid out in the school's Misuse of Substances Policy.

Alternatives

Before resorting to exclusion the school will normally try the following alternative solutions. For example:

- A restorative justice process – whereby the harm caused to the 'victim' can be redressed.
- Internal exclusion (removal from class, but not the site).

Inappropriate exclusion

The school does not see exclusions as normally appropriate in the following cases:

- Minor breaches of discipline.
- Poor academic performance.
- Truancy or lateness.

Appeals

Parents are entitled to appeal to the governing body against any permanent exclusion. Parents are only able to appeal fixed term exclusions which are for more than ten days or which would prevent the pupil taking a public examination. A letter stating the intention to appeal should be sent to the Clerk to the Governing body at the school, and copied to the Head within seven days of the decision being notified to the parents. A hearing will be set up as quickly as possible, but within ten ordinary, working days of the Clerk to the Governing body receiving the appeal.

The Head will advise the parents of the procedure under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If parents appeal a decision to exclude, the pupil will be suspended from School until the decision to expel or remove has been set aside or upheld.

The Governors' decision is final.

Continuing Education

The School will continue to provide education for a pupil who remains on roll and will always consider how best to reintegrate the pupil post exclusion. In the case of an exclusion of more than 15 days, the School will consider:

- How the pupil's education will continue?
- How her problems might be addressed in the interim.

Following Exclusion

Having followed a fair procedure and made a decision to exclude a pupil, the school will do all it reasonably can to minimise the educational damage to the excluded pupil. Finding a new school is important especially if the pupil is in the process of studying for national exams. To minimise disruption, the School will consider whether an exclusion decision can be made but on a deferred basis so that the parents have sufficient time to make suitable alternative arrangements. Consideration could be given for the pupil to return to School solely for the purpose of sitting imminent public examinations. This may not be possible in many situations and will depend on the reason for exclusion.

The School has no absolute obligation to provide references and Schools will owe legal duties to both the pupil and the recipient. Any reference the School makes in relation to the excluded pupil will be fair, accurate and not misleading.

RESTRAINT AND REASONABLE FORCE

Corporal Punishment is illegal in all circumstances.

However, if authorised by the Head, a teacher or other member of staff, may use 'reasonable force', which will always be proportionate and lawful, to prevent a pupil from:

- Committing a criminal offence.
- injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the School or among any of its pupils, whether during a lesson or at any other time.

These include:

- A pupil fighting another.
- A pupil attacking a teacher.
- Acts of vandalism, rough play or misuse of objects which might cause personal injury or damage to property.
- Refusal by a disruptive pupil to leave the classroom.

Reasonable force will be used in accordance with the DfE guidance *Use of Reasonable Force July 2013* and only when immediately necessary and for the minimum time necessary.

Staff will always try to defuse and calm a situation through other strategies before using force and any force used will be the minimum needed to achieve the desired result. There are further details on the use of reasonable force in the Staff Code of Conduct.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed and given an opportunity to discuss the incident with a senior member of staff as soon as reasonably practicable. The Head has authorised all teaching staff to use reasonable force in the above circumstances. Force is never used as a form of punishment.

Searching Pupils

The school staff may search a pupil, with their consent, for any item which is banned by the School Rules. If a member of staff suspects that a pupil has a prohibited 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.

In relation to prohibited items, the Headmistress and staff authorised by the Headmistress may search a pupil or a pupil's possessions without their consent where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Prohibited items means knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) and any other items defined as such from time to time.

Mobile electronic devices may be required to be produced for examination if the school believes inappropriate communications and/or cyberbullying has taken place. 'Mobile electronic device' includes without limitation, mobile phones, smartphones/watches, tablets, laptops, MP3 players. Pupils may expect to have their mobile electronic device/s confiscated as a disciplinary penalty.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or.
- a search of school property, e.g. pupils' lockers or desks; and/or.
- a search of personal property e.g. bag or pencil case within a locker.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. The searcher and the second member of staff present will be female.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance "*Screening, Searching and Confiscation (Advice for head teachers, school staff and governing bodies)*" February 2014.

Consultation

The Head will seek the widest possible agreement for this Policy, and will report at least annually to the Governing body on its implementation.

Publication

A summary of the Policy will be made available to all parents and prospective parents of pupils at the school and all new members of staff. It will also be made accessible to parents whose first language is not English on request. The School will consider translating the Policy as appropriate.

APPENDIX

PROCEDURES FOR DEALING WITH DISCIPLINE AT THE SENIOR SCHOOL

Introduction

Discipline is firm but reasonable. Pupils are encouraged to develop self-discipline in their work and behaviour. Where this fails, there is a range of sanctions to meet the variety of situations, which can arise. Staff are usually free to choose the one, which they feel is most appropriate. Any concerns about a pupil will be communicated to her House Tutor via CFC (Causes for Concern) found on Sharepoint. This may simply be to inform the tutor or may indicate the issuing of a sanction. Sanctions will always be imposed in a way which is equitable and non-discriminatory and in proportion to the offence.

Order Mark

These are given when a pupil's attitude, behaviour, work or appearance does not meet the standards we expect. They are recorded via forms on SharePoint. If a pupil receives three Order marks per term, the Housemistress, or Assistant Housemistress, may give an after-school detention, if she feels this is appropriate.

Handling lateness/uniform infringements by tutors

- Tutor gives warning to student.
- Tutor gives student an order mark/s and contacts parents and informs AHM, HM or Assistant Head/Director of Sixth form.
- With 3 order marks AHM, HM or Assistant Head/Director of Sixth form gives a detention to the student, contacts parents and issues a formal written warning.

Detentions

Lunchtime: for poor work or bad behaviour. Parents are not automatically notified but the Housemistress is informed so that she has an overall picture of the pupil's conduct and can contact parents if she feels this is necessary.

After School: these are given for serious or repeated disregard for school rules or other acts of disobedience and are recorded on the central discipline register. A pupil is required to stay after school for up to one hour. A detention form is sent home at least twenty-four hours in advance to be signed by a parent or guardian and countersigned by the House tutor. The pupil then returns it to the Senior Housemistress. If a student obtains 3 after school detentions, there will be consideration for a Saturday morning detention to be given.

Saturday Morning: these are rare in occurrence and will only be given either when poor behaviour has not been improved through the experience of after school detentions or when the breach of behaviour is severe but not enough to warrant exclusion. Parents will be informed by a letter from the Senior Deputy Head.

'On Report'

These are generally given for pupils giving cause for academic concern. For a predetermined period of time a pupil will have an electronic report on SIMS, highlighting specific areas of concern and requiring ongoing comment from teaching staff. 'On Report' is overseen by House Tutors and Housemistresses or Assistant Housemistresses after discussion with parents and the Deputy Head Academic.

Restraint of Pupils

The right to restrain pupils falls within the teacher's duty of care. Section 550A of the Education Act 1996 allows all teachers at a school and other persons who are authorised by the Headmistress to have control or charge of pupils to use reasonable force to control or restrain them.

We consider it reasonable to use force to stop a pupil:

- injuring herself.
- injuring others.
- injuring a member of staff.
- causing damage to property (i.e. acts of vandalism).
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of the pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- committing a criminal offence.

Staff will always try to defuse and calm a situation through other strategies before using force and any force used will be the minimum needed to achieve the desired result.

If an occasion arises when force has to be used to restrain a pupil, the member of staff concerned will tell the Headmistress, or in her absence the Senior Deputy Head, as soon as possible and provide a written report.

Parents will be informed and given an opportunity to discuss the incident with a senior member of staff.

PROCEDURES FOR DEALING WITH DISCIPLINE AT THE PREP SCHOOL

At The Prep School, expectations of pupil behaviour and attitude to learning are high. These attributes are reinforced by positive praise, awarding merits and recognising achievements. Where issues arise the following tiered system is in place to ensure consistency across The Prep School and a mutual understanding of consequences in relation to misbehaviour for the pupils.

Tier 1:	Tier 2:	Tier 3
<ul style="list-style-type: none"> • Poor effort put into work • Failure to hand in homework • No homework diary • Incorrect uniform • Untidy appearance • Noisy or unruly behaviour • Excessive talking or calling out in a lesson • 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 • Thoughtless or unkindness towards peers • Lack of respect towards school property or personal property • Dishonesty 	<ul style="list-style-type: none"> • Persistent poor effort put into work • Persistent failure to hand in homework • Disruption to lessons • Insolence, rudeness or disobedience • Persistent or deliberately nasty behaviour towards other children • Inconsiderate or offensive behaviour (including racist remarks) • Mobile phones used during the school day. • Being disrespectful to an adult • Severe or persistent dishonesty • Continued lower level misdemeanours despite previous Tier 1 interventions by staff. 	<ul style="list-style-type: none"> • Wilful damage to classroom or property • Physical aggression towards others • Blatant refusal to cooperate in lessons • Intimidating or bullying other children • Cyberbullying • Leaving the school site without permission • Stealing • Entering inappropriate internet sites • Truancy • Deliberate action that puts the health and safety of the school community at risk.

