

**LANCASTER GIRLS' GRAMMAR SCHOOL
BEHAVIOUR POLICY**

Purpose of the Policy	The purpose of this policy is to ensure that: <ul style="list-style-type: none"> ▪ promoting positive behaviour is the responsibility of the whole school community ▪ all governors, teaching and support staff, pupils and parents know what the school policy is on behaviour ▪ all staff apply the rewards and sanctions fairly and consistently ▪ LGGGS fulfils its statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
Teachers responsible for Policy	Jackie Cahalin
Dated	May 2005 Reviewed March 2014, May 2016, May 2017, June 2018, Nov 2019
Related Material	Behaviour and discipline in schools- Guidance for governing bodies. September 2015 Guidance on behaviour and discipline for school leaders and staff. January 2016 The most up to date versions can be found at this link: https://www.gov.uk/government/collections/statutory-guidance-schools#behaviour-and-attendance-- SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

B. Review dates for this policy

Review Date	Changes made	By whom
May 2016	Use of SIMS to record penalty points Definition of drugs	JSC
May 2017	New rules regarding mobile phones	JSC
June 2018	Update to statutory guidance on exclusions Changes to reward systems	JSC
November 2019	Vision and values inserted. Updates following the release of new Lancashire guidance.	

LANCASTER GIRLS' GRAMMAR SCHOOL BEHAVIOUR POLICY

1. STATEMENT

LGGS is a community based on self-discipline and a sense of responsibility towards others.

We expect our girls to behave with courtesy towards staff, visitors and fellow pupils, to act with common sense and to cooperate with and consider others. They should respect their own property, other people's property and that of the school. The same standards of behaviour are expected outside of school.

Vision

Our vision is for a school in which all students are supported and challenged as they grow in knowledge and confidence; enabling them to reach their full academic and personal potential. We are dedicated to preparing them for success and fulfilment in their futures as resilient, happy and responsible young women, who will make a positive contribution to society.

The values, which underpin this vision are

Care

At LGGS we value pastoral care highly and our emphasis on health and well-being is often seen as a strength of the school by students and parents. Caring for others and for our community and environment are important features of LGGS life for both staff and students. Our family ethos is combined with an outward looking approach and strong international links.

Contribute

We believe in the importance of everyone contributing to the school community. In lessons this means working collaboratively.

Contributing to school life is an important part of the LGGS ethos, whether this be musical, sporting, artistic or through any of the other opportunities. On a larger scale we aim to contribute positively to our local community as well as encouraging fundraising and projects on global issues.

Challenge

As an academic school we expect staff to challenge students in their learning and for students to be open to this challenge. This means developing skills of resilience and accepting that success may not always come easily. It is also about rewarding effort as much as success. As a school we want to be challenged and continuously improve so that we continue to provide a very high standard of education.

2. AIMS

- To maintain our tradition of the highest standards of pupil behaviour
- To ensure that behaviour is a whole school responsibility.
- To ensure that rewards and sanctions procedures are applied fairly and consistently.
- To ensure that all pupils at LGGS stay safe, enjoy their time at school, achieve to their full potential and make a positive contribution to the school and wider community.

3. RESPONSIBILITIES

- a) The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated annually to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in their efforts to maintain high standards of behaviour.
- b) The Headteacher will be responsible for determining measures designed to secure good behaviour and to promote self-discipline, proper regard for authority and respect for others as well as the implementation and the day-to-day management of the policies and procedures.
- c) All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and applied consistently and fairly. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment and teaching good behaviour. All staff should model the high standards of behaviour and punctuality expected of pupils. Subject teachers should ensure high standard of behaviour in the classroom through purposeful teaching and the appropriate level of expectation and challenge.
- d) Form teachers have a key role and are an important contact for pupils, parents and colleagues on behavioural issues. Form tutors support and encourage individual pupils through praise, positive reinforcement and contact with parents. They monitor standards of behaviour especially in relation to uniform, punctuality and homework.
- e) The Pastoral team (Heads of Key Stage and Senior Leadership Team) have specific responsibilities concerning pupil welfare and behaviour. They monitor any behaviour of individual pupils which gives cause for concern in conjunction with the form tutor and liaise with parents as necessary. They play a key role in supporting individual pupils to change their behaviour.
- f) Parents and carers are responsible for working in partnership with the school and to assist the school in maintaining high standards of behaviour.
- g) Pupils are expected to practise self-discipline and take responsibility for their own behaviour. They should act with consideration for the rights and property of others, keep their word, always tell the truth and be polite and courteous at all times. Pupils also have a responsibility to ensure that any incidents of poor behaviour, including bullying, are reported. They are expected to involve themselves positively in the life of the school and participate in activities designed to promote a sense of community.

4. IMPLEMENTATION OF THE POLICY

As part of our Personal, Social and Health Education programme, pupils are made fully aware of the Code of Conduct and rewards and sanctions procedures. The procedures will be applied consistently and fairly. They promote the idea of personal responsibility and that every member of the school has a responsibility to the whole community. All staff who work at the school are made aware through training of the behaviour policy, Code of Conduct and procedures. Parents are made aware of procedures through the Year

Handbooks. The Behaviour Policy is published on the website. As with all our school policies, parents may see specific information on request from the Headteacher.

LGGS recognises its responsibility under the Equality Act 2010 (the Equality Act), not to discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

LGGS also recognises that the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it

5. THE SCHOOL RULES

We have a small number of rules at LGGS which are primarily to care for the health and safety of all girls while at school and to secure effective learning.

The following must NOT be brought into school:

- drugs*
- matches, lighters
- alcohol
- chewing gum
- any forms of mains electrical equipment
- knives or offensive weapons, fireworks
- bottles of correction fluid

*Drugs includes all mood and performance changing substances, both legal and illegal, and includes alcohol, tobacco, illegal drugs, psychoactive substances (“legal highs”) and volatile substances.

Large amounts of money should not be brought into school. On the rare occasions that this is necessary, the money should be handed into the Finance office for safe keeping. No money should be left in cloakrooms or form rooms, but should be carried in a zipped pocket or locked in the pupil’s personal locker.

6. Mobile Phones

We understand that the pupils may wish to carry a mobile phone with them, especially if they are travelling by public transport to and from school. However we do not permit use of mobile phones at any time during the school day. That includes breaks and lunchtimes. Mobile phones should be switched off from 8.40 until 3.30, and alarms etc disabled. If a pupil is found using a phone during the school day she will automatically be given a detention. We ask parents not to text / phone their daughter during the school day, as she should not be accessing her phone. If a message needs to get to a pupil, parents can phone the school and the Reception staff will ensure that the pupil receives the message. If a pupil needs to contact home during the school day they should

go to Reception or the KS4 office, where they can use their mobile phone.

Pupils may sometimes be allowed to use mobile phones on a school trip. This will be made clear in the arrangements for the trip.

If a pupil uses their phone at any point during the school day, in addition to the penalty points, the phone will be confiscated for the remainder of the school day.

The phone will be kept in the school safe in the main office.

It will be the pupil's responsibility to collect the phone at the end of the school day.

Pupils can check their phones in their form rooms before the start of the school day, making sure it has been put away and switched off by 8.40am.

Pupils can also check their phones in their form rooms at the end of the day but should not leave school looking at their phones. Use of a mobile phone before 8.40 am or after 3.30 pm in any part of the school apart from a form room will lead to the phone being confiscated that day (if before 8.40) or the following day (if after 3.30). If a pupil forgets to hand in their phone the following day they will be placed in lunchtime detention.

If a student's phone is confiscated more than three times in an academic year, parents will be contacted. The pupil will have to hand in their phone to the office on a daily basis for a week.

Smart watches are not allowed in school.

7. SEARCHING PUPILS

Pupils may be searched with their consent for any item. Appropriate consideration will be given to factors that may influence a pupil's ability to consent. If a pupil refuses to let a member of staff carry out a search sanctions will be applied in accordance with this policy.

Search procedure for Prohibited Items: In relation to prohibited items, as defined below, the Head, and staff authorised by the Head, 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, drugs and stolen items; and
- tobacco and cigarette papers, fireworks, pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to or damage to the property of any person; and
- any item banned by the School Rules identified as being an item which may be searched for; and
- any other items as defined in law as such from time to time

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.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

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.

8. REWARDS

It is the school's policy to reward effort, good behaviour and positive contributions to the school community, through both informal and formal praise and reward.

Individual achievement and effort are recognised through staff praise and encouragement, publicly in school assemblies, newsletters, Sports Presentation Evening, Speech Day and Celebration Evening. Pupils can gain House points, merits and prizes. Their sporting prowess is rewarded by trophies, sporting colours, badges and certificates.

The merit card system at LGGS aims to place emphasis on raising Key Stage 3 pupils' self-esteem by implementing a system of rewards. It provides positive feedback to pupils. A personal certificate will be awarded when a number of merits have been awarded to a student. Bronze, Silver and Gold certificates will be awarded. These are presented in house assemblies.

Merits may be awarded for the following but the list is not exhaustive

- Excellent standard of work
- A personal best
- Improvement in work
- High level of achievement or effort
- Helping at Parents' Evening or Open Evening
- Representing school/house
- Extra-curricular (clubs etc)

Alternative methods of recording and rewarding achievements are currently being trialled.

9. SANCTIONS

Our tradition of the highest standards of pupil behaviour should be emphatically maintained. Sanctions are needed to respond to inappropriate behaviour. Penalty points are issued by staff in a fair and consistent manner

Penalty points may be given for the following reasons:

- late to school-unacceptable reason (two points)

- not bringing equipment to lessons
- not handing in homework
- unsatisfactory work
- smoking while in uniform (5 points)
- poor behaviour
- late to lessons (without good reason)
- chewing gum (5 penalty points)
- misuse of school ICT facilities* (up to 5 points)
- mobile phone switched on between 8.35 am and 3.30 pm (5 penalty points)
- failure to follow the uniform and appearance code.

*Repeated or serious misuse of school computers by hacking or other activities that compromise the integrity of the computer network will be treated as a serious breach of the school's behaviour code and could lead to a serious sanction including fixed term or permanent exclusion.

Five penalty points in a half term will result in an after school detention of 45 minutes. Year 7 will be awarded penalty points from week 2 until half term. These will be recorded in the register, but pupils will not be given detention during this settling in period. Penalty points are recorded on SIMS

Any member of staff can place a pupil in an after school detention of up to 45 minutes with 24 hours' notice. A form giving details of the detention will be posted home for parents' signature and returned to the member of staff concerned. For cases of extreme bad behaviour and work, a member of SLT may place a girl in Special Detention which will take place outside of school hours.

The Education Act (2011) gives schools the right to set a detention outside school hours without giving the parent/carer 24 hours' notice in writing. However we will continue to give such notice for afterschool detentions except in exceptional circumstances.

We are permitted to give detentions outside of normal school hours on any school day where the pupil does not have permission to be absent, at weekends (except the weekend preceding or following the half term break) and on non-teaching days e.g. INSET days. Due consideration will be given to the pupil's safety when giving detention outside school hours.

Lunchtime detentions can also be used by staff. These tend to be used by departments in cases when students have failed to hand in homework. Uniform lunchtime detentions will also be used to reinforce the school rules about uniform. A record is kept of attendance at these detentions and parents will be contacted for repeat offenders.

Where there is concern about the behaviour and/or progress of a student, a report card may be used to monitor attendance, punctuality, behaviour, uniform, standard of work in class and homework. Parents will be contacted about the use of the report card.

School based community service may also be used as a sanction e.g. litter picking, tidying a classroom or removing graffiti.

The majority of our pupils are well behaved and we will not have to use any sanctions throughout their school career. However, when breaches of our Code of Conduct do occur the above sanctions are used. The sanctions used will be reasonable and proportionate to the circumstance of the case and consideration will be given to the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. We will take into account a range of individual pupil needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010.

The more serious offences rarely occur and are dealt with by the Headteacher and SLT.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

10. EXCLUSIONS

If a pupil needs to be isolated from normal lessons but for some reason a formal exclusion is not appropriate, then an Internal Exclusion or Isolation may be operated. The pupil is excluded from normal lessons and normal contact with others. Work is set and the pupil works under the supervision of the Head of Key Stage or a member of SLT. Parents are notified when this system has to operate.

In extreme cases pupils may be excluded for a number of days (fixed term) or permanently. A decision to exclude a pupil for a fixed period may be only taken by the Headteacher in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being permanently excluded.

In line with DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 ", a decision to exclude a student permanently would be taken only:

- a) In response to a serious breach, or persistent breaches, of the school's behaviour policy

b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Parents will be informed without delay of the period of exclusion and the reasons for the exclusion.

The school will meet its obligation to provide education during a fixed-period exclusion. Where a pupil is given a fixed-period exclusion or consecutive fixed term exclusions which are of a duration of six school days or longer, the school has arrangements in place to ensure suitable full-time educational provision in a referral centre following the fifth day.

A reintegration meeting will normally take place following a fixed term exclusion, which should be attended by the pupil and her parents. The purpose of the meeting is to assist the reintegration of the pupil and promote the improvement of her behaviour. Excluded pupils will be enabled and encouraged to participate in all stages of the exclusion process.

Any permanent exclusion or fixed term exclusion of more than 15 days or an exclusion resulting in a pupil missing a public examination is reviewed by a panel of the Governing Body with the opportunity for representation by the Headteacher and by the Parents. When a permanent exclusion decision is upheld by the Governing Body, parents have a right to an independent review panel hearing.

The school will follow the procedures set out in the DfE guidance on exclusions.

The school will have due regard to its duties under the Equality Act 2010 when deciding whether to exclude a pupil.

LGGS will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where expulsion needs to be considered, the school will ensure that a disabled pupil is able to present his or her case fully where the disability might hinder this.

11. ANTI- BULLYING/PEER ON PEER ABUSE

Bullying and any other form of peer on peer abuse is seen as unacceptable behaviour and as such, the sanctions described in this behaviour policy will be used against bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, disability, age, gender, gender reassignment, sexual orientation, pregnancy and maternity or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. All bullying including homophobic, biphobic and transphobic (HBT) bullying is unacceptable. Bullying can have a devastating impact on students' mental health and wellbeing and serious long term consequences. **Peer on Peer Abuse** occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"

Any allegation of bullying will be dealt with as thoroughly and quickly as possible. Staff should

- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts
- adopt a problem-solving approach which moves pupils on from justifying themselves

A member of staff will be identified to deal with the allegation; this will usually be a member of the school's Safeguarding team. A bullying incident should be addressed as a child protection concern if there is reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm and advice sought from the local authority safeguarding team.

The key member of staff should talk to the pupil making the allegation and ask them to write down what has happened. The key teacher should then look into the allegations, talking to other pupils as necessary, consult with other senior staff and decide on action to be taken

Contact will usually be made with the parents of the students involved. There is more detail in the LGGs anti bullying policy.

12. USE OF REASONABLE FORCE

LGGs regards the use of reasonable force on pupils by its staff as a last resort which is therefore necessary only in exceptional and rare circumstances. 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 and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- attacking or endangering another pupil, a member of staff or other person
- fighting in the playground
- injuring themselves or others
- harming themselves through physical outbursts
- committing a criminal offence
- causing damage to property, including their own
- causing disorder
- 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

Examples where the use of reasonable force might be appropriate include:

- To prevent a pupil from attacking or endangering another pupil, a member of staff or other person, or to stop a fight in the playground
 - To restrain a pupil at risk of harming themselves through physical outbursts.
- When force has been used on a child a written record must be submitted to the Headteacher who will report the use to the pupil's parents

Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a pupil may have. Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

13. ACCUSATIONS AGAINST SCHOOL STAFF

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

14. BEHAVIOUR OUTSIDE OF SCHOOL

Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

This includes behaviour on activities arranged by the school, such as educational visits, and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place or otherwise which brings the school into disrepute.

Pupils may be disciplined for behaviour which has repercussions for the orderly running of the school and poses a threat to another pupil or member of the public.

It is expected that pupils will behave themselves in a way which upholds the values of the school and shows respect to the local community.

15. PUPIL SUPPORT SYSTEMS

In the rare instances when pupils do not respond to the usual range of rewards and sanctions in place, the school will work closely with the family and external agencies as necessary. The school has a dedicated pastoral team including Heads of key Stages, Learning Mentors, Coordinator of wellbeing and SENCo who work closely with families and external agencies. The school will usually make use of multi-agency assessment if a pupil has been placed on a fixed term exclusion.

16. SCHOOL SUPPORT SYSTEMS

Staff receive regular safeguarding training and updates on behaviour issues and changes to the school rules when needed. All new staff have training in our rewards and sanctions system. Mid-day staff have additional training as needed and have a member of SLT to report to with any concerns.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

COMPLAINTS PROCEDURE

The school's complaints procedure is available on the school website.

- a. Any complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- b. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- c. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- d. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance makes clear that a person should not be suspended automatically, or without careful thought.
- e. The Governing Body must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- f. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- g. The Governing Body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- h. The Governing Body recognises its duty of care towards their employees and to ensure it provides appropriate pastoral care to all members of staff

17. LINKS WITH OTHER POLICIES

The behaviour policy is underpinned by additional LGGS policies on equality, safeguarding, mental health, drugs, special educational needs and anti-bullying. Where behavioural issues give cause to suspect that a child is suffering or is likely to suffer significant harm, the safeguarding policy will be followed. The behaviour policy recognises the school's legal duties under the Equality Act 2010 and in respect of pupils with Special Educational Needs.

The behaviour policy is supported through the code of conduct, rewards and sanctions procedures, ICT code of conduct, uniform and appearance code and behaviour guidance documentation for staff.

18. MONITORING AND REVIEW

Details of pupils in after school detentions are maintained. This enables the pastoral team to audit how well the school is managing behaviour.

Records of major incidents of poor behaviour and school detentions are maintained electronically through the school information database (SIMS). We also endeavour to maintain an electronic record of positive activities undertaken and rewards received for each girl. CPOMS is also used to record behaviour issues.

Attitude to learning grades are used to monitor positive behaviours to learning on a termly basis.

The behaviour policy will be reviewed annually by the governors.