

BEHAVIOUR AND GOOD CONDUCT POLICY

Updated November 2022

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Introduction

Shrewsbury High School aims to provide a caring, nurturing, and supportive environment in which each student is able to realise their full potential in every aspect of school life. Our values are based on respect for every member of our community, on thoughtfulness and on courtesy. The school rules and code of conduct are intended to encourage the development of the school ethos alongside our core pillars of character, endeavour, and achievement.

This policy sets out the standards of behaviour required of students attending Shrewsbury High School, and outlines both the rewards used to encourage good behaviour and the sanctions adopted in the event of misbehaviour.

The purpose of this policy is to support effective teaching and learning by providing a structure within which positive behaviour is encouraged and supported through:

1. the recognition and appreciation of achievement in all aspects of school life.
2. the application of a fair and consistent system of sanctions which addresses the needs of the individual SHS student (including those with special educational needs or a disability) as well as those of the whole school community.

The School will make reasonable adjustments for managing behaviour which is related to a student's special educational needs or disabilities. Any religious requirements affecting a student will be also considered.

This policy should be read in conjunction with Behaviour in Schools 2022, which can be found on <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and is intended to promote good behaviour, self-discipline and respect; prevent bullying; and ensure that students complete assigned work.

The School has the following related policies that are used in conjunction with this policy in guiding the behaviour of SHS students:

- Expectations, Rights and Responsibilities for students
- Anti-bullying policy
- Annex to AB policy – Cyberbullying
- Attendance policy
- Behaviour – Staff guide on behaviour
- ICT Acceptable Use Policy & E Safety for Students
- Fixed term and Permanent Exclusions Guidance for Parents/for School



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- SEND and Inclusion Policy

The Expectations, Rights and Responsibilities document has been updated in collaboration with the School Council and is founded upon our core school aims, values and ethos.

It is a privilege to be part of our community. In return its members have a duty to behave in a manner which does them and the School credit. Students should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others. All students should show a full and proper commitment to their academic studies and co-curricular activities. Good behaviour in lessons is essential for students to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. The very highest standards of conduct are expected and insisted upon, not only in the School building and during lessons, but also on the sports field and on trips and visits.

Good behaviour is promoted at Shrewsbury High School in a number of ways, and there is a strong pastoral ethos at the School, which encourages positive moral, social and spiritual attitudes. A copy of our values and core pillars, with the Expectations, Rights and Responsibilities is up in all form rooms. Our core values and ethos are embedded throughout assemblies, tutor times and Period X, including: kindness, mutual respect, service and sensitivity towards others. Members of staff are expected to act as positive role models, as are Prefects, Peer Mentors and senior students.

The good reputation of the school can only be maintained by regular reminders to students of our expectations of them. The standards of the school will be as high as the standards expected of the students by our staff.

The SHS Expectations, Rights and Responsibilities can also be found on the School website and within the Parent Handbook. Students are expected to have read this and are expected to abide by its rules and guidelines. The Expectations, Rights and Responsibilities and School rules and guidelines aim to ensure all students have the ability to work in surroundings which are calm, orderly and safe. They protect the reputation of the school community as a whole and protect school property and the wider environment.

The Expectations, Rights and Responsibilities and this policy applies to all students when they are:

- on the school premises, or in the care of the school, or wearing school uniform, or are otherwise representing or associated with the school in any way, on journeys to and from School.
- on school trips or during School-related activities at any time; during online activities associated with the school.
- it includes conduct that may occur away from School that affects the welfare of a member or members of the school community, or which brings the school into disrepute.

Promoting good behaviour – our ethos and approach

The school takes the view that rewards are more effective than punishment in motivating students and is committed to promoting and rewarding good behaviour. A system of rewards and sanctions applies across the entire range of students. It seeks to create and reinforce positive relationships between all members of the school community, and with the wider community it serves. It also endeavours to promote respect for personal and communal property.



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All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others. It is applied fairly so that:

- (a) all students are motivated to seek praise and reward,
- (b) sanctions are both consistent and proportionate, and
- (c) it is clearly understood and valued by staff, students and parents.

Rewards – recognising and celebrating achievement.

At SHS, we know that it is important that we recognise and applaud the work and positive outcomes of our students throughout every sphere of school life; students should perceive that our first instinct is to notice and applaud their achievements and that the school recognises the importance of praise and rewards in promoting good behaviour.

We aim to reward good behaviour informally and to recognise and praise achievements of all different kinds through verbal commendation, assemblies and publications. Rewards at Shrewsbury High School recognise House Points; these will be added up for specific rewards in school in addition to certificates and recognition through praise.

Recognition of positive behaviour could be through:

- a) Celebratory calls, postcards, or emails home
- b) Praise in assemblies (year group or full school)
- c) Referral to Head of Department or Faculty, Head of Stage, SLT or the Head teacher for recognition
- d) Star student of the month
- e) Certificates in House Meetings or full school assemblies
- f) School awards for Character, Endeavour, and Achievement
- g) House Point rewards
- h) News on SHS social media as recognition, or via School website or newsletters

Often the most valuable form of praise and encouragement is that offered by a subject teacher. This can be offered verbally, during or at the end of a lesson, or as part of the marking process. Teachers are also encouraged to make use of CPOMS to add a note (with a category for positive achievements).

House Points and Achievements

We use a system of House Points **to reward character, endeavour and achievement** across every facet of SHS school life.

House Points are awarded by teachers to recognise any type of achievement deemed worthy of such reward. These achievements may include high test or exam marks, a series of excellent homework pieces, significant progress or improvement, hard work, evidence of background knowledge, an outstanding piece of independent work, a notably good class presentation or debate, or a positive contribution to class discussion. They may also be rewarded for school service, extracurricular participation and achievement or house contribution.

House points will be recorded by teachers in SIMS, and these will be shared with Parents via the SIMS Parent App and be logged as 'Achievements'.

- As House Points are awarded, form tutors, co-tutors and Heads of Stage will receive automatic notifications.



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- At key points students will be awarded a House Point certificate and may earn further rewards as raised by School Council – such as VIP tickets to the dining room for example or Hot Chocolate with the Head teacher.
- House Points achievements will be shared in whole school assembly, with certificates awarded in House meetings by the Head of House.
- Individual House Points also contribute to each House total, with a competition each year for the House Cup.

House Point certificates will be awarded as below –

For years 7-9:

- Bronze – 25 House Points
- Silver – 50 House Points
- Gold – 100 House Points
- Platinum – 150 House Points
- Head teacher's commendation – 200 House Points

In years 10-13:

- Bronze – 15 House Points
- Silver – 30 House Points
- Gold – 50 House Points
- Platinum – 75 House Points
- Head teacher's commendation – 100 House Points

School Sanctions (consequences)

It is extremely important that poor behaviour is addressed, and at SHS we will not tolerate poor conduct or unkindness. The system for sanctions includes order marks, which relate to a staged approach through a warning, detentions at lunchtime or after school for example.

Nature of sanctions

Every system of rewards must equally have a process for challenging poor conduct. Sanctions should be imposed for failing to meet our Expectations, Rights and Responsibilities for all students. They should be fair, reasonable, and consistent with this policy.

Sanctions should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the student or others. The system of sanctions should also aim to improve student behaviour. Consequently, students in receipt of sanctions should be properly supported by the School's pastoral system.

All forms of corporal punishment are unlawful. Furthermore, any sanction imposed on a student will take account of any disability, special educational need or specific learning difficulty or particular religious belief. Finally, where misbehaviour by a student raises concerns over a child's safety and welfare, such concerns will be dealt with in accordance with the School's Safeguarding Policy.

Sanctions and order marks

In the case of minor disciplinary cases, a teacher might deal with them himself/herself without using formal sanctions: examples would be with a verbal reprimand, by requiring unacceptable work be repeated, or by sending a student out of a classroom for a short period of time, for example.



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However, it is important that appropriate use is made of CPOMS to note this for the reference of the Form Tutors and Heads of Stage. This is so that if there are difficulties occurring in several areas this will quickly become apparent.

The usefulness of parental contact should never be underestimated and whenever a student is giving regular cause for concern this should be considered. It is essential, however, that reference should be made to the Tutor/Head of Stage before doing so.

All teachers are authorised to impose sanctions as appropriate from the following list. When imposing a sanction, all staff must ensure that it is in line with our philosophy for promoting good behaviour. They must therefore familiarise themselves with this guidance and, where they have doubts, seek advice from the appropriate member of the Pastoral Team.

The following formal Sanctions may be used by all staff at SHS, as a punishment for misbehaviour. They are unlikely to result in contact home.

- a) CPOMS concern referred to Form tutor and Head of Stage.
- b) Referrals to HoS, HoD, or Deputy Head teacher
- c) Lunchtime detention: last for 15 minutes (7-9) or 20 minutes (10-13).
- d) Failure to turn up to lunchtime detention of any kind will result in an after-school detention.

More serious incidents, or repeated behaviours may result in after-school detentions, reports (academic or pastoral) or further sanctions including suspension. Parents would be informed as part of the process. After school detentions should only given by the Deputy Head after consultation with the Head of Stage or member of the pastoral team.

Order marks will be recorded on SIMS, with an accurate record of what occurred and the sanction which has been put in place. Students should be told by the teacher giving the behaviour mark that the sanction is being put in place and be clear about the next steps.

Examples of poor conduct which may result in order marks are:

1. Unkind or intolerant behaviour
2. Inappropriate language to a member of staff or student
3. Repeated disruption to teaching and learning within lessons.
4. Incorrect Uniform across several days
5. Chewing gum or other contraband on site

Where the misbehavior is exhibited by a student who is on the school's SEND register, the Senior Deputy Head and SENDCo will liaise with those staff concerned to ensure consistency and that sanctions are appropriate.

In the case of Sixth Formers, the withdrawal of privileges may be a more appropriate sanction than the award of a detention. This should be discussed with the Director of Sixth Form. If the problem is one that spreads across several year groups, the Deputy Head and relevant Heads of Stage will coordinate the disciplinary process.

After school detention will take place for one hour each Thursday from 4-5pm. Sufficient notice will be given to allow parents time to amend their child's travel arrangements if that should prove necessary (24 hours is the normal requirement).



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Investigations into incidents

Should a student's behaviour require an investigation, speed and confidentiality are of the essence. It is school policy that, save in the most exceptional circumstances, parents are not present at investigatory interviews whilst these are at an initial enquiry stage. However, if possible, another adult will be present during a student interview.

If the conclusion of an investigation at the enquiry stage is that permanent exclusion may need to be considered, parents will be invited to be present at a further interview. In the intervening period a student may be suspended and sent home.

Suspension and Exclusion from school

In the most serious incidents, the Head teacher and / or the Deputy Head teachers may use the following sanctions:

- Internal suspension (also known as internal exclusion)
- Suspension from School (also known as Temporary Exclusion)
- Expulsion (also known as Permanent Exclusion)

A decision to exclude a child for a fixed period or permanently will be taken only for instance when:

- there has been a serious breach, or serious breaches, of the school's discipline policy and/or any related policies such as the school rules, Acceptable Use Agreement, Anti-Bullying policy, Alcohol and Drugs policy for example.
- there has been a build-up of incidents over time, which, in the professional judgement of the Head teacher constitutes a concerted flouting of the school's rules and regulations. Whilst generally exclusion is not an appropriate sanction for minor incidents, in such cases of repeated breach, a fixed period exclusion may be given, and any subsequent failure to abide by the school's rules and regulations could give rise to permanent exclusion; or
- if allowing the student to remain in school will seriously harm the education or welfare of other students in the school or the welfare of staff.
- This document is to be read in conjunction with the Fixed Period and Permanent Exclusions – Parents/School guidance documents.

In some cases, these sanctions will be evoked sequentially. However, a single breach of school discipline of a major kind may justify permanent exclusion without any previous Head teacher's sanction having been invoked.

The Deputy Head issues suspensions. Before deciding to suspend a student, the Deputy Head will:

- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered
- Give the student an opportunity to be heard
- Consult with the Headteacher and other relevant staff

Exclusions may be internal (where the student is excluded from lessons and works under the supervision of their Head of Stage or a member of SLT) or, for more serious offences, exclusion from school.

- Such Fixed Period of Permanent Exclusion will be in accordance with the Trust's published procedure, a copy of which can be obtained from the School Office.



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- Serious disciplinary incidents and the sanctions imposed are recorded and stored with the Head teacher.
- For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.
- Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm, safeguarding procedures will be applied as appropriate.
- In all cases of Fixed Period or Permanent Exclusion full fees will remain payable for the term in which it occurs.

Work will generally be set for a student to do at home during the period when they are suspended. In addition, consideration will be given to any relevant problems of the suspended student and how they might be addressed in the interim together with reintegration post-suspension.

The Deputy Head will inform parents without delay by telephone, followed up by a letter stating the length of suspension, and the reasons.

Expulsion (Permanent Exclusion)

For full detail please refer to the separate Guidance document on Fixed and Permanent Exclusion from School.

Only the Head teacher can expel a student. Before doing so, the Head teacher will follow the same procedure as for suspension/fixed term exclusion. Permanent exclusion can follow from a range of offences including any matter pertaining to a serious breach of the school rules. Such reasons may include (but are not limited to) the possession, use or distribution of alcohol, tobacco, illegal substances, and recreational drugs (including “legal highs”); anti-social behaviour (including cyber bullying); bringing the school into disrepute (including verbally, in print or online); gambling; stealing.

Repeat offences are particularly likely to give rise to a temporary or permanent exclusion. In making decisions about exclusion the Head teacher will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Corporal Punishment

As previously noted, Corporal punishment is against the law and is never used or threatened. The school bans the use of Corporal Punishment by students and staff. Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited for all students in independent schools, including all GDST schools and SHS.

School records

Records of all detentions are retained and monitored by pastoral staff using CPOMS and SIMS. The Deputy Head keeps a record of serious disciplinary sanctions, and the Head teacher reports serious disciplinary cases to GDST as the Governing Body.

Considering individual student needs

We believe that all staff in our school need to take account of the individual needs and circumstances of the students when implementing behaviour policies.



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We expect staff to make reasonable adjustments in the application of our behaviour policy for students with special educational needs and/or disabilities. All staff will be provided with regularly updated information regarding students who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school Behaviour and Good Conduct Policy.

Malicious accusations against school staff

The school recognises that there may be occasions when a student justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff. This Policy is intended to apply both on and outside school premises to the extent that the behaviour has an impact on the school or wider community or any member thereof.

In accordance with Part 4 of the DfE's current guidance Keeping children safe in education (KCSIE), the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Searching Students

1. *Informed consent:* The School staff may search a student with their consent for any item. If a member of staff suspects that a student has a banned item in their possession, they should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If the student refuses, the staff member will need to consider the urgency of the search and whether it should be undertaken without consent.
2. *Searches without consent:* In relation to prohibited items, the Head teacher, and staff authorised by the Head teacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession such as those listed within the Fixed Term and Permanent Exclusion Guidance. Such action will be taken in accordance with the DfE guidance new version of 'Screening, searching and confiscation: advice for schools' (now September 2022).

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and families for the best outcome for every student. Therefore, we are keen for parents to be as actively involved as possible in the education of their child. Contact with parents may include:

- Routine contact via the form tutor during the academic year, via 'phone or email
- Meetings
- Early involvement through planning and discussions for academic or pastoral interventions
- Invitations to agency meetings

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

Review:



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This Policy is reviewed annually.



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