

# 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 Junior School including EYFS, 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 school community as a whole.

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 (including cyber bullying)
- Rewards and Behaviour processes for staff
- ICT Acceptable Use Policy & E Safety for Students
- Fixed term and Permanent Exclusions Guidance for Parents/for School
- SEND and Inclusion Policy



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- Pastoral Care and Climb Policy

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. Our core values and ethos are embedded throughout assemblies, tutor times and Period X, including: visible kindness, mutual respect, service and sensitivity towards others.

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 support 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 endeavors to promote respect for personal and communal property.

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 most importantly, validating or encouraging the student's own pride.



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## 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 behavior. We also believe strongly that students should recognize their own endeavors and successes, in order for their intrinsic motivation to be heightened and long lasting.

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 teacher for recognition
- d) Certificates in House Meetings or full school assemblies
- e) School awards for Character, Endeavour, and Achievement
- f) House Point rewards
- g) News on SHS social media as recognition, or via School website or newsletters

## 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.
- 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.
  - Bronze – 25 House Points
  - Silver – 50 House Points
  - Gold – 100 House Points
- House Points achievements will be shared in whole school assembly
- Individual House Points also contribute to each House total, with a competition each year for the House Cup.



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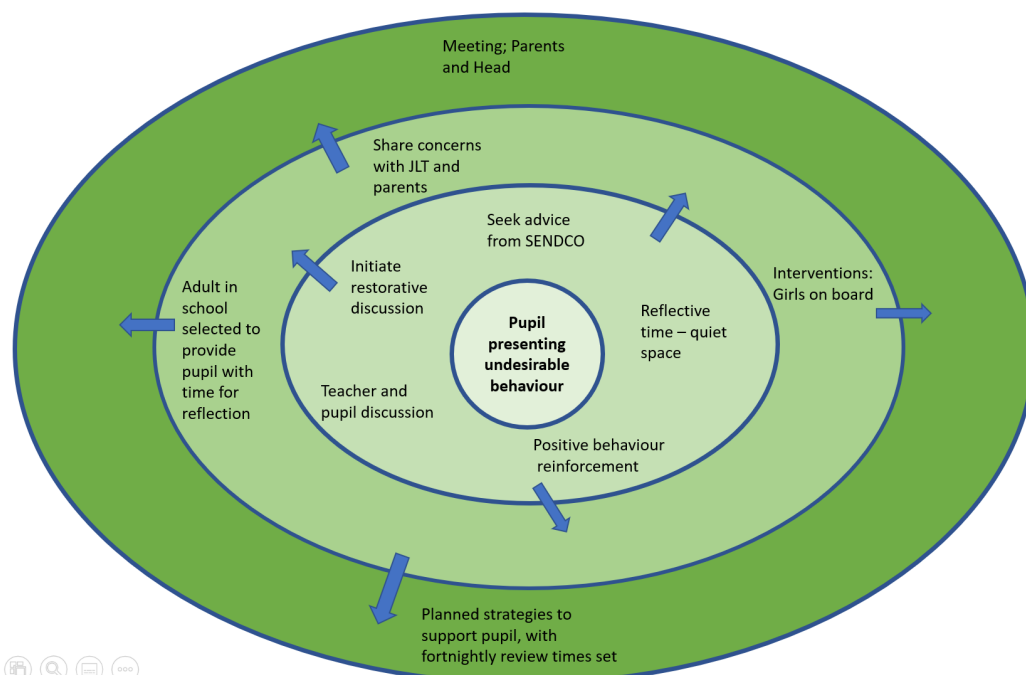
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## Undesirable behavior

It is extremely important that poor behaviour is addressed, and at SHS we will not tolerate poor conduct or unkindness. We view moments of poor behavior as times when a student might require further support and adopt a restorative approach. As a team of practitioners, we aim to demonstrate consistency in our tolerance of poor conduct but have a range of strategies which can be employed accordingly to suit the individual and the behaviors that they are presenting. A member of staff can select from several strategies to find the most appropriate course of action at an appropriate level depending on the frequency and nature of the undesirable behaviour. We place the student at the center of our approach and respond to them as an individual.



The above model depicts how a student and their behavior may be responded to. At the first stage any one or more of the strategies on the inner circle could be implemented and logged on CPOMS. If no improvement is seen then the support is increased and a Girls on Board session may be called. At this point, parents and JLT are made aware of the behaviors and the support being given.

Our restorative approach hinges on:

- Culture of listening
- Communication our most utilised and valued tool
- 6 to 1, positives to negatives
- Set high expectation of behaviour and when pupils fall short of this, find a way to get them back on board.



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## **Suspension and Exclusion from school**

In the most serious incidents, the Head teacher may use the following sanctions:

- 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.

## **Corporal Punishment**

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 are retained and monitored by pastoral staff using CPOMS and SIMS. The Head of Juniors 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.

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.



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## 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:

This Policy is reviewed annually.



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