



Walthamstow School For Girls

“Neglect not the gift that is in thee”

Policy Document

Positive Behaviour for Learning Policy

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CONTENTS	PAGE
1 Rationale	3
2 Legislation and Statutory Guidance	4
3 Roles and Responsibilities for all	4
4 Sanctions	8
5 Suspensions	9
6 Offsite Incidents	11
7 Rewards	13
8 Zero Tolerance Approach Towards Sexual Harassment & Sexual Violence	13
9 Malicious Allegations	14
10 Positive Handling	14
11 Suspected Criminal Behaviour	15
12 Links with Other Policies	15
Appendix 1a Nails poster	16
Appendix 1b Nose stud poster	18
Appendix 1c Acceptable boots	20
Appendix 1d Skirt length conversation	21
Appendix 2 Smartphone Free Policy	22
Appendix 3 WSFG Code of Conduct	25
Appendix 4 Rewards System	26
Appendix 5 On Call System	27
Appendix 6 Behaviour Flowchart	28
Appendix 7 Vaping Policy	29
Appendix 8 Punctuality System Flowchart	35
Appendix 9 Duty Room Protocol	36
Appendix 10 Daily Duty Room Report	37
Appendix 11 Improving Behaviour in Schools	38
Appendix 12 Department for Education Reasons for Suspension	39

I. RATIONALE

We believe that every student at WSfG has the right to learn, the right to be respected and the right to feel safe. With this in mind, we aim to provide a safe, supportive and inclusive school environment in which everyone feels welcomed, valued and respected.

Our Positive Behaviour for Learning policy (PBfL) and practice underpin these rights by ensuring that the behaviour of all students maximises learning. We recognise that this is a challenge for some students who may have social, emotional and mental health needs and that we have a responsibility to support these students in being able to manage their own behaviour.

This links to our whole school values of Courage, Compassion Aspiration and Integrity: we have the courage to challenge ourselves and each other to 'do the right thing' and to be the best that we can be.

We believe that Positive Behaviour for Learning is a shared responsibility and that all members of the community have the right to be able to fulfil their role effectively, be treated with respect and have their needs considered, thus promoting the achievement and wellbeing of students. We aim to create an environment which encourages and rewards good behaviour in order to promote learning and wellbeing.

WSfG adopts a restorative and nurturing, rather than an authoritative approach, to resolving any behaviour difficulties. We recognise that human beings make mistakes, but the expectation is that when this happens, students readily engage in the restorative process in order to help them to modify their behaviour.

By ensuring that there are no interruptions to lessons, as a result of behaviour either in or out of lesson time, we provide a safe and happy learning and working environment. This provides the right conditions for academic, emotional and behavioural development for the whole school community. The importance of our Positive Behaviour for Learning policy will be established with each tutor group at the beginning of every academic year when they revisit the school's expectations for learning and behaviour. In this way, we aim to create a calm, safe and supportive environment.

The Education Endowment Foundation has analysed the available research on learning behaviours and makes 5 recommendations for improving behaviour in schools. These are:

- Know and understand your students and their influences
- Teach learning behaviours alongside managing misbehaviour, use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individual students in your school
- Consistency is key

In our work with students in tutor groups and through training with staff, we aim to establish this evidence-based, restorative approach which will be of benefit to the whole school community. We do this through our pastoral curriculum, including assemblies, registration activities and PSHE.

Expectations and Ethos:

We have high expectations for all our students, regardless of their background, ethnicity, culture, gender identification, being differently abled, or varied educational needs.

We aim to consistently:

1. Provide a safe, supportive and inclusive environment for all.
2. Welcome, value and respect all who come to WSfG.
3. Provide every student with the knowledge, behaviour for learning skills, self-belief and motivation to be successful and maximise learning.

4. Support all students in developing their social, emotional and mental health (SEMH) and wellbeing needs in order to become successful learners.
5. Recognise that additional support for students with SEND might be required so that they better understand their behaviour as a result of the appropriate support they receive.
5. Build a community based on service to others and personal responsibility.
6. Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [KCSIE 2025/2026](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. ROLES AND RESPONSIBILITIES FOR ALL

Students:

Each student is expected to make a personal contribution towards upholding the school's Behaviour Code. When they arrive at the school, they are expected to:

1. Be in full uniform, wearing the school blazer and lanyard, following the school's expectations regarding jewellery (Appendix 1 – nails poster, nose stud poster, boots poster, skirt length conversation)
2. Have their fully equipped school bag.
3. Remove chewing gum and dispose of it in the bin.
4. Consume any externally purchased hot food and drink before entering school grounds.
5. Phones should be handed in to the school office. Students are required to switch off and remove headphones or earbuds and put them away into their bag or locker as these are banned on site during the school day. This means that they must not be seen or heard on the school site during the school day including before-school and after-school activities. (Appendix 2 - Mobile phone policy 2025/6)
6. Behave in a way that is a credit to the school and as a role model to others when on and off site.
7. Communicate respectfully, politely and effectively with each other, staff, members of our local community and visitors.

8. Understand that our culture is one of collective responsibility and that we all have a role in encouraging everyone to 'do the right thing', including those who might find this challenging as a result of their SEND needs.

Walking around the school site and to/ from lessons:

1. Follow instructions from any staff member first time, without comment.
2. Move to lessons directly when the bell sounds or when the five-minute warning signal is given
3. Hold doors open for others, e.g. for the person behind you.
4. Always walk calmly and never run in the school building.
5. Walk on the left-hand side of the corridors and stairways.
6. Keep quiet on corridors, being mindful not to shout or disrupt others.
7. Keep the school and the environment clean and tidy and not to leave rubbish behind for others to tidy up.

Students must follow the same routines for entering and leaving classrooms:

1. Students enter the classroom promptly, sit according to the class seating plan immediately and put their equipment and planners on their desk and their bag on the floor, ready to learn.
2. All students complete the 'Do Now' or starter activity as soon as they are ready to learn, while the teacher takes the register. Students should be silent during the register and answer 'Yes Sir/Ms' or 'Here Sir/Ms'. This is a sign of respect and also ensures registers are taken correctly to avoid inaccuracies.
3. At the end of the lesson, students should stand behind their chairs in silence and wait to be dismissed by staff.

All teaching and non-teaching staff have the responsibility to implement the school's Positive Behaviour for Learning policy, for setting high standards for behaviour and having high expectations of students in classrooms, corridors and around the school grounds. This includes, for classroom-based staff, implementing the WSfG Learning Principles.

All staff must be positive role models, teaching, monitoring and responding to student behaviour by using the agreed PBfL strategies. Staff should be calm and assertive with students who demonstrate unacceptable behaviour and should avoid confrontation. Staff are encouraged to seek support if they are experiencing challenges in implementing the PBfL strategies such as Faculty Parking or use of the On Call system.

Parents, Carers and families have a responsibility to support the WSfG Positive Behaviour for Learning policy by ensuring their child adheres to the WSfG Behaviour Code as detailed in the Home/School Agreement. Parents are expected to inform the school of any changes in circumstance that may affect their child's behaviour. They should also be proactive in discussing any behavioural concerns with the class teacher, form tutor or HOY promptly, emailing using the info@wsfg.waltham.sch.uk email.

(Appendix 3 – WSfG Code of Conduct)

Senior Staff:

The Headteacher (HT), along with members of the **Governing Body**, ensures the Positive Behaviour for Learning policy and other relevant policies are communicated clearly to all members of the school community. She should ensure that the strategies in this policy which will enable high standards of behaviour are consistently achieved throughout the school. They include positive reinforcement, such as green reward points, WSfG Value points and use of the reward system.

(Appendix 4 – Rewards System)

The Headteacher decides on external suspensions and exclusions, unless delegated to a Deputy Headteacher, and attends Fair Access Panel (FAP) meetings.

Members of SLT with strategic oversight for behaviour at WSfG and for supporting members of staff, are directly responsible for managing the implementation of the PBfL policy on a daily basis. They will review the strengths and areas for development within the school's behaviour systems and decide on both immediate and long-term strategies for managing behaviour, including positive reinforcement, acknowledgement and use of the reward system.

The Senior Leadership Team models the use of the PBfL policy for all staff and monitors its implementation through the direct line management of middle leaders to ensure consistency. This includes support with the implementation of the policy and how this is communicated with staff within their faculty, subject area or year team.

The AHT (Pastoral: Safeguarding & Behaviour) has strategic oversight for students on Pastoral Support Plans (PSPs). PSPs are action plans containing personalised targets and strategies for students who struggle to adhere to the school's behaviour code or improve their behaviour. The AHT is available as a source of advice for all members of the school community in relation to behaviour. The AHT is also responsible for strategically planning both interventions and preventative strategies, using available data and information.

The AHT (Pastoral: Wellbeing & Community) has strategic oversight for the pastoral curriculum where students are taught the school's expectations regarding behaviour, including being routinely inducted and reminded during tutor time.

Middle Leaders

Middle Leaders/Heads of Faculty are responsible for promoting high standards of behaviour for learning by ensuring that learning is interesting and challenging and that students' emotional and learning needs are met. They will encourage colleagues to use rewards to support good behaviour, where appropriate. Middle leaders support colleagues who are having difficulty with students, following the PBfL strategies. Middle leaders will make appropriate referrals via HOY and Intervention Meetings, where it is felt additional support is needed and communicate clearly with parents/carers in relation to any learning or behaviour concerns for their child. If a student has been faculty parked or an On Call removal has taken place, middle leaders must ensure that all the appropriate steps have been taken before the student returns to lessons.

All staff

Class teachers are responsible for promoting high standards of behaviour for learning through interesting and challenging lessons and by ensuring they follow the PBfL strategies.

Heads of Year (HOYs) are responsible for behaviour in the specific year groups assigned to them. They will communicate closely with parents / carers in relation to any behaviour concerns and will monitor behaviour improvements. Strategies to promote positive behaviour will include rewards, as well as appropriate sanctions. They are, along with form tutors, the first point of contact for parents / carers and students, when additional support is needed. This includes identifying students with SEMH needs and appropriate interventions to support students to manage their own behaviour effectively through Intervention Meetings and / or the Wellbeing Hub. HOYs should use data and information, such as attendance data and Edulink behaviour and rewards data, to plan bespoke support for students in their year group and will measure the impact of any interventions.

Form tutors are responsible for supporting the good behaviour of students in their form. This includes keeping staff informed of any specific issues, such as friendship difficulties which could have an impact on students' ability to behave appropriately and learn. They are, along with HOYs, the first point of contact for parents / carers and students, when additional support is needed.

Staff in the Wellbeing Hub and in the Language and Learning Development teams – All staff are responsible for students with identified learning and SEMH needs. However, staff in the LLD teams and

Wellbeing Hub have specific responsibilities for students with SEND. Where SEND needs are identified, the Assistant Headteacher/ SENDCO coordinates and advises staff on any relevant provision. All staff are responsible for informing the SENDCO if they feel a student may have an unidentified learning need and for ensuring that the learning needs of students with SEND are effectively met in the lessons that they teach. The school has a fortnightly Interventions Meeting which meets to discuss students who have been raised as a concern in relation to their learning, to share ideas for how to support them and make any relevant referrals either to interventions available within the school or to relevant external agencies with the consent of the student's parent(s) or carers.

On Call staff are responsible for ensuring the highest standards of behaviour throughout the school day. This consists of a rota of members of the Senior Leadership Team and teaching staff who circulate the school site during lessons and are available to respond to Call Outs.

(**Appendix 5** – WSfG On Call System)

Learning Support Assistants

(LSAs) have responsibility for supporting the class teacher through use of PBfL strategies and promoting positive behavior in class through their support for students with SEND.

Midday Supervisors

Midday Supervisors are responsible for providing a general presence around the school and site at lunchtimes, ensuring that students behave safely and according to the school's code of conduct and expectations.

Expectations of Staff and Students throughout the School Day at WSfG

Expectations of students at break and lunch time

- We expect students to remain safe and to be respectful of others during break and lunch time, including by respecting the school environment. Students should follow our Code of Conduct (**Appendix 3**)
- Year 7-10 students are expected to remain outside of the building during break and lunchtime, unless they are using the toilets, the Learning Resource Centre (LRC), or the dining hall. If there is to be a 'wet'/'cold' break or lunch there will be a tannoy announcement to let students and staff know. Students may then spend break or lunch in their form room. They may only eat in the dining room and must not eat or drink in the classroom. They must be seated in their form room and treat the room with respect, sitting in chairs with the door open and the lights on.
- Students are only allowed to eat or drink in the dining hall or outside the building and must clear away any rubbish. WSfG provides a range of healthy food and drinks. If students need assistance during their break, they can speak to one of the members of staff on duty.
- There are clear procedures in place for student lunches which students are expected to adhere to. If students do not follow lunchtime routines, they will be issued with a sanction which may include losing their lunchtime privileges such as sitting with their friends or completing a detention.
- We expect the same high standard of behaviour from students at after-school activities or clubs as we do throughout the school day. Students must be registered on the assigned club register list in order to take part. Students who do not adhere to the school's behaviour code during after-school activities may lose the privilege of attending the activity and their parent / carer will be contacted. Students are expected to make sure they have completed any detentions before attending any after-school activities. Students who are not in an after-school activity supervised by a member of staff must leave the site immediately at the end of the day and be offsite by 4pm. Unless given permission to change for a specific activity, students remain in school uniform at all times when on school site.

Expectations of staff

Throughout the day, including at break and lunchtime, staff are expected to:

- I. Reinforce the expectations the school has of students at all times of the day.

2. Be proactive in dealing with infringements of school policies, including the Positive Behaviour for Learning policy and support others doing the same.
3. Know how the school's sanctions for unacceptable behaviour work and apply these consistently to all students, being mindful of unconscious bias and ensuring that no group or individual is unfairly targeted.
4. Refer more serious incidences of poor behaviour to the correct members of staff within the school in a timely manner using the procedures outlined in the school staff handbook, including recording any infringements on Edulink and emailing HOY and / or SLT / HoFs, as appropriate, so that they are aware.
5. Consistently reinforce positive behaviour for learning through using rewards and incentives and green and WSfG Value points on Edulink.
6. Be aware of any particular learning or SEMH needs of the students in their care, read their individual student passports and plan for quality first teaching which meets the needs of all students.
7. Be proactive in referring any student whose behaviour is of continuing concern. In the short-term, this should be through On Call or using the PBfL support strategies. HOYs, the SENCO or AHT Pastoral may bring to these students to the next Interventions Team meeting.
8. Adopt the school's restorative approach to addressing behaviour concerns with students. Staff are expected to remain calm in the face of confrontation and to deal with students in a compassionate manner, in order to de-escalate situations.

(**Appendix 6** – Behaviour / Sanction Flowchart)

4. SANCTIONS

The Positive Behaviour for Learning Policy is only effective if systems are applied consistently.

Learning is disrupted if there is persistent low-level disruption and/or failure to respond to the PBfL expectations, which will be managed appropriately according to the PBfL strategies.

Preventative Work

We recognise that if learning is disrupted, sanctions should be applied. However, the school has an emphasis on promoting positive behaviour. We do this through a number of methods:

- Targeted support for students who display challenging behaviour through both internal and external interventions
- Use of the Wellbeing Hub as both a 'safe space' and a learning space where restorative interventions are carried out
- Support from learning mentors, key workers and counsellor
- Use of the external mental health team (MHST)
- Partnership work with parents/carers
- Use of the On Call system and Faculty Parking to prevent exclusion from lessons and to attempt to resolve issues quickly
- Partnership work with external agencies
- Rewards to encourage good behaviour
- Star cards to encourage personal responsibility for behaviour and self-regulation

Lesson Truancy (being out of lessons without permission):

If a student does not arrive to their lesson but was marked as present earlier in the day, the class teacher will use Teams to alert the On Call members of staff so that they can check that the student is safe and may trigger a callout using the tannoy system. Once the student is located, if it is established that there is no valid reason for them not being in their lesson, they will be issued with an appropriate sanction which might include an internal suspension or a lunchtime in the Duty Room.

Persistent defiance and rude behaviour towards an adult: If a student's behaviour is dangerous or interrupts the learning of others, or if a student demonstrates extreme rudeness or defiance towards a

member of staff, the member of staff will use Teams to request the member of staff who is On Call to visit the classroom. In some cases, the student will be removed from the classroom. They may be placed in the Duty Room, Faculty Parked or supervised by a member of SLT if the Duty Room is closed to allow the student time to reflect. Where situations involve less serious behaviour, it may be possible to resolve the issue and return the student to the classroom but in the case of extremely poor behaviour such as defiance, extreme rudeness, disruption the learning of others or dangerous behaviour, the student will always be removed from the lesson and placed in the Duty room, Faculty Parked or supervised by a member of SLT.

Confiscation of Smartphones and banned items: Please refer to our Smartphone Free School Policy (**Appendix 2**) for details on the school's rules and expectations in relation to the use of smartphones and electronic devices.

Any other items listed as not allowed within our uniform policy or which are listed as unsafe within other relevant policies, will be confiscated and, depending on the nature of the item, either handed to the police or a parent/carer will be asked to come and collect them from the school. This includes badges with political slogans which include a 'call to action' in the form of a verb, e.g. 'vote', 'free', or 'ban'.

Smoking, including use of e-cigarettes and vaping products

Smoking will not be tolerated at WSfG, or when dressed in the uniform of the school. The definition of 'smoking' includes any tobacco-based products, e-cigarettes and vaping products. Smoking, being associated with smokers or being found in possession of smoking paraphernalia in school could lead to a fixed-term suspension.

(**Appendix 7** – Vaping Policy)

4.1 Detention System

Detentions at WSfG are used with the intention of supporting students to rectify any mistakes and to seek support from staff to resolve any difficulties which led to the detention being issued. To achieve this, staff are expected to support students to engage in a restorative conversation with them during their detention, to ensure that any difficulties arising from the lesson have been resolved before students return to their next lesson, and to avoid the same problem recurring in the future.

(**Appendix 8** – Punctuality System Flowchart)

4.2 Refusal to comply Every effort is made by staff to de-escalate situations where students are not behaving well and to support students to manage their own behaviour effectively. Where poor student behaviour persists despite support having been offered, parents/carers will be contacted and may be asked to attend a meeting as a matter of urgency. At this point, suspension is possible unless working with parents/carers brings about a significant and immediate change in behaviour.

5. SUSPENSIONS

Internal Suspensions:

We aim to prevent and minimise suspension wherever possible but in some extreme circumstances, immediate removal from the classroom will be necessary.

The Duty room is used to provide a calm, reflective learning environment where students who have not met the high expectations of the School Behaviour Code may be internally suspended for a fixed period of time. This means that students are still able to attend school but are not allowed to attend lessons, have social time at break or lunch or attend any extra-curricular events and are placed in the Duty room instead. Students may be internally suspended for a number of reasons. If the internal suspension is to last one day or more, parents will be notified via email and/or telephone call. A student may also be placed in the Duty Room if On Call staff have been called to a lesson because a student is disrupting the learning of others.

If it is felt that the student is unable to return to the lesson without causing further disruption, they may be placed in the Duty Room in order to allow the student to reflect on what went wrong and the learning of

others to continue. Students who have been readmitted from an external suspension may spend time in the Wellbeing Hub on return to the school to ensure that they are ready to return to lessons without further difficulties occurring.

If a student with a PSP does not meet the behaviour targets on their behaviour report card while in the duty room, they complete an additional day there. However, if a student with an PSP uses the time to reflect on their mistakes and to resolve any issues from the previous lesson, they are allowed to return to lessons after one day.

Students may also be placed in the Duty Room or the Wellbeing Hub, depending which is most appropriate, for a specified amount of time, following an On Call. The length of the placement will be decided by the senior member of staff on duty following investigation of the reason for the call-out. The purpose of this placement is to allow the student time to reflect on their behaviour in a quiet, reflective environment.

The Wellbeing Hub is used as an additional learning space for supporting students with emotional and behavioural difficulties who require support and / or are at risk of disengagement or exclusion if they attend their usual lessons. In cases where students are placed in the Hub as a preventative measure by agreement with the relevant members of staff, the extended day does not apply.

Persistent poor behaviour in the Duty Room is likely to lead to a Fixed Term Suspension (the student is externally suspended and not allowed to come into the school). When a student is placed in the Duty Room a report will be completed to monitor their behaviour and completion of work. This report is passed on to the HOY at the end of the day.

Students may be temporarily placed in the Duty Room to write an account of something they have witnessed or been involved in. If it is established that the student did not contribute negatively to the incident in any way, no sanction will be given and the student will return to lessons.

(Appendix 9 – Duty Room Protocol)

External Suspensions:

DfE categories are followed when a student is externally suspended from school for either a fixed period or is permanently excluded. Some of the additional reasons for exclusion are not mentioned explicitly in our Positive Behaviour for Learning policy. These include:

- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity or abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

These offences will not be tolerated at WSFG and will result in a serious sanction which could include a fixed-term suspension.

The full list of DfE categories is listed at **Appendix 12**.

The school reserves the right to apply sanctions, including fixed-term suspensions, for any other offence which the Headteacher considers detrimental to the health and safety of the school community.

Reintegration from internal or external suspensions:

Whether the suspension has been internal or external, the school will operate a thorough and supportive reintegration meeting with parents and students. This includes a discussion of the incident which led to the suspension, as well as action for parents/carers, students and the school in order to support the returning student to improve their behaviour in the future and prevent a recurrence of the incident. Some students

will also receive restorative support from Wellbeing Hub staff who will assess whether this should be short or long-term.

Reintegration from Faculty Parking:

Faculty leaders are responsible for facilitating a restorative conversation between the student and the member of staff.

6. OFF SITE INCIDENTS

6.1 Limits of the school's responsibility

The school expects the same high standards of behaviour from students offsite as on site. The legal position of the school in respect of off-site incidents is during the school day the Headteacher is in loco parentis (i.e. acting as a reasonable parent). If a child is allowed out of the school during school hours, they are the Headteacher's responsibility; if they leave without permission, they are the responsibility of the parent.

Parents will be contacted as soon as the school is aware of a student leaving site without permission by using the emergency numbers on the school database.

The legal position of a teacher or member of the support staff in relation to students outside of school hours is the same as that of any other member of the public unless it is an organised school activity. However, we believe that the school's responsibility for incidents arising offsite should extend beyond the narrow legal limitations.

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

6.2 Procedures for responding to off-site incidents

a) If an off-site incident takes place, any member of the school who was a victim, or who witnessed it, should report it immediately to the school. The report should initially be made to the school receptionist, who will alert the Senior Member of Staff on call or the Headteacher (or member of the Senior Leadership Team in charge in the event of the Headteacher's absence from the site).

b) In the event of a violent or threatening incident off site, senior staff are expected to do all they can to ensure the safety of students and members of the public. However, senior staff are not expected to intervene or take any action that puts themselves in danger. This also applies to other staff who may be on the scene.

c) Following the initial report, the follow-up actions for the incident will be completed by the relevant member of the Senior Staff who is On Call, the Line Manager or the appropriate HOY, in line with normal procedures which may include the school's Safer Schools Police Officer or the police.

d) The Duty Room supervisor and HOY referring the student to Duty should ensure that the incident is recorded on Edulink.

6.3 Monitoring and Evaluation:

The procedures supporting the Positive Behaviour for Learning Policy should be followed at all times. Students and teaching staff will be engaged in discussions regarding them at the beginning of every academic year. Students and adults new to the school mid-term should receive information or training as part of their induction.

The Positive Behaviour for Learning Policy and procedures will be formally reviewed by the Leadership Team, along with other related documents, every Summer Term. Staff will be involved in discussions related to these procedures at different times of the year through the usual ongoing meeting cycles and through training as part of INSET days and / or the school's CPD offer.

Heads of Faculty/Subject Leaders are responsible for monitoring data relating to student behaviour within their faculty/subject area, identifying any students with high numbers of behaviour points or On Calls. Heads of Faculty/Subject will discuss any students who are a cause for concern with the relevant subject teacher and put relevant support in place, such as calling the student's home to talk to parents/carers, emailing parents, placing the student on faculty report and providing ongoing support and guidance to staff on Positive Behaviour for Learning strategies. HOY and Form Tutors should be informed so they are kept up to date on actions being taken by Heads of Faculty/Subject Leaders.

Heads of Year (HOYs), in conjunction with tutors, are responsible for monitoring student behaviour in all aspects of the school. They are responsible for monitoring behaviour and rewards in their year group, using the Edulink behaviour module, and for referring students to Intervention Meetings where there are patterns or concerns.

Full School Reports are colour- coded to show the level of sanction.

- Orange = Faculty report
- Green = Tutor
- Yellow = HOY
- Blue = Senior Leadership Team Line Manager / Head teacher

Monitoring Incidents

Incidents should be monitored in the following ways:

- **Edulink:** Classroom teachers and form tutors log incidents and record the appropriate level of sanction as a behaviour point. Incidents will then be monitored by middle and senior leaders for their areas. HOY will be aware of patterns and trends so that appropriate action can be taken, e.g. report issued, an appropriate sanction, Intervention meeting referral or PSP. The SENDCO and Assistant SENCO will also monitor incidents recorded on Edulink for SEND students, both those with EHCPs and SEN K students. As part of this process, the school SENCO will also evaluate whether a student who exhibits challenging behaviour may have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. Incidents which include an aspect of student safety should also be logged on the school's Safeguard system. These incidents will be monitored by the Safeguarding Team.

- Incidents logged through the On Call system will be monitored by the Leadership Team including analysis by ethnicity and Special Educational Need and detailed data of disruptive incidents will be the subject of discussion at Leadership Team, Year Teams, Middle Leader meetings and Line Management meetings as well as at the school's Intervention Meeting. The school places importance on working with a range of agencies to identify any underlying causes for repeated and persistent poor behaviour, and to measure the impact of any interventions put in place, to ensure that students are effectively supported to improve. This includes a commitment to understanding and minimising the reasons for any students or student groups who are disproportionately represented in the school's behaviour data.

7. REWARDS

Rewards and Achievement at WSfG

Walthamstow School for Girls is a learning community where all students are encouraged to achieve their full potential. Rewarding students for their achievements is extremely important in creating a positive ethos. The role of rewards in promoting our school values is a key element in developing the potential of our young people.

WSfG believes in the importance of a culture of praise where we promote a positive learning environment of high expectations that lead to high achievement. Staff are encouraged to award Green Learning points and WSfG Value points for Courage, Integrity, Compassion and Aspiration.

Praise and rewards may be given to an individual student, a group of students within a class or year group, or a whole class. We consider it extremely important to reward all forms of achievement, not just the academic.

Rewards include:

- Verbal praise both in and out of lessons.
- Green learning reward points, predominantly within lesson time.
- WSfG Value points for Integrity, Aspiration, Compassion and Courage.
- Letters, postcards and phone calls home to parents and carers.
- Special responsibilities/privileges e.g. form rep, charity rep.
- Non-uniform days for Green Learning point/WSfG Value point winners.
- 'Golden Tickets' to skip the lunch queue with a friend.
- WSfG Value Certificates.
- Green Learning certificates.
- Attendance certificates.
- Praise in HOY Achievement Assemblies.
- Email to parents/carers (students who receive 7+ Green points in a week).
- Winter Term Reward Trip – Top 15 Conduct Point winners in years 7-10.
- Summer Reward Trip – all students other than those with high numbers of behaviour points or specific behaviour concerns.

(Appendix 4 – Reward System)

8. ZERO TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Examples include:

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child-on-child abuse

Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

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

Sanctions for sexual harassment and violence may include fixed-term or permanent suspensions.

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

9. MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

10. POSITIVE HANDLING

In some circumstances, trained staff may use positive handling to prevent a student:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please refer to Positive Handling Policy.

11. SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make a report to local children's social care in tandem. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and KCSIE provides further guidance.

12. LINKS WITH OTHER POLICIES

This Positive Behaviour for Learning Policy is linked to the following policies:

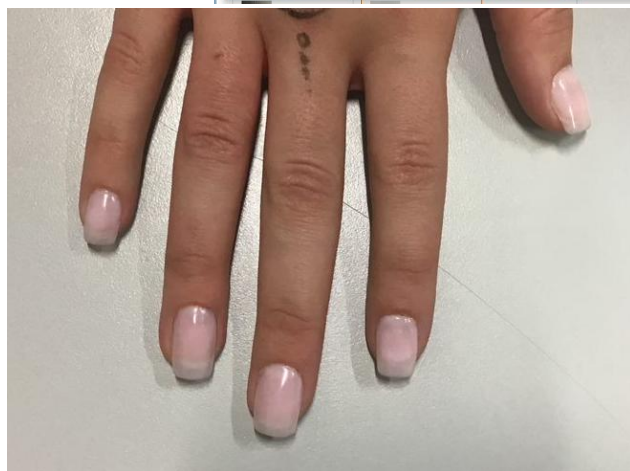
- Child protection and safeguarding policy
- Positive Handling Policy
- Educational Visits Policy

Appendix 1A



Acceptable nail length and detail

Acrylic or natural nails must be short and only extend slightly over the tip of the finger for health and safety reasons.



Unacceptable nail length and detail



If students are wearing these please post on Duty Team stating the students name, form class and that they will be in Duty at lunch. Please tell the student to report to Duty at the start of lunchtime. If nails are worn a second day there will be another lunchtime in Duty. If worn a third day there will be an internal suspension.



APPENDIX 1B



Acceptable Nose Studs

Any nose piercings must be small and discrete studs, no hoops.



Unacceptable nose studs



Large studs or nose hoops are not allowed. If students are wearing these please post on Duty Team stating the students name, form class and that they will be in Duty at lunch. Please tell the student to report to Duty at the start of lunchtime. If this is worn a second day there will be another lunchtime in Duty. If worn a third day there will be an internal suspension.



APPENDIX 1C



Acceptable boots

Boots must be plain black low-heeled leather or faux leather.



Unacceptable boots

Material 'Ugg' style boots or long boots with trousers worn inside are not allowed.





APPENDIX 1D

School Skirts – staff script



At WSfG we have high expectations of all students in terms of uniform. It is important that we maintain a level of professionalism in the way we dress, and skirts are part of this.

Our uniform policy is very clear and states that skirts must be an appropriate length and look professional.

If your skirt or any item of uniform is not appropriate a member of staff will address this with you.

The member of staff will have a private conversation with you and ask that you adjust your uniform. You will be reminded that our school uniform policy is one of professional dress and appropriateness. You will be given the opportunity to adjust your skirt in private if you wish and you can then report back to that member of staff.

If students are not wearing an appropriate length of skirt please address it with them.

We have written a script to help:

"Your skirt is not meeting our uniform policy expectations as it is not an appropriate length. Our policy is one of professional dress. Please adjust your skirt so that it is an appropriate length for school which is a professional setting".

Please do this sensitively, give the student the chance to adjust it privately if they wish and then return to you to check.

If you are unclear on any of this, please do speak to the AHT Pastoral who will clarify the school policy regarding skirts and uniform.

APPENDIX 2

WSFG Smartphone Free Policy

Vision

To foster a compassionate, focused and mentally healthy school community by removing the distractions and risks associated with smartphone use during the school day.

Rules

WSfG is a smartphone-free environment. If parents and carers wish their child to carry a mobile phone to school, they must adhere to the following policy.

The phone must be one of the following types: **Nokia 2660 Flip, Nokia 8210 4G, Nokia 110 4G, Nokia 105 2G, XploraOne, Doro 6820**

We are aware there are other 'brick' phone handsets available. If parents/carers would like to suggest an alternative 'brick style' phone, they must contact the school using the info@wsfg.waltham.sch.uk email address with details of the phone.

Any suggested 'brick' phones must have no ability to connect to the internet or Wi-Fi and should not have any social media apps installed. We will review suggestions on a case by case basis and if a suggested 'brick' phone adheres to our regulations, parents/carers will be contacted to confirm whether the phone is approved.

Any non-approved phone will be classified as a 'prohibited phone' and will be confiscated for 6 weeks.

We've added a couple of additional 'brick' phones to our list of acceptable school phones following parent and carer suggestions. The final list of acceptable devices are displayed below.



We advise that parents/carers conduct their own research before choosing one of these recommended phones.

The phone must be clearly marked with the student's name.

The phone must be switched off before the student enters the school site and placed in their school bag.

The phone must not be brought out at any point during the school day and should only be used after school when the student is outside the school gates.

The phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen.

Touch screen and smart watches are prohibited. If a student is found with one, it will be confiscated for 6 weeks just as with a prohibited phone.

There may be occasions when a member of staff is required to search a student's personal belongings (see Searching Students Policy).

If a prohibited phone is found it will be confiscated for 6 weeks in line with our policy.

Our Smartphone Free Policy applies:

- Inside the school building
- Whilst inside the school gates
- Outside the school gates down Church Hill to the zebra crossing nearest to Woodbury Road
- Outside the school gates up to the corner leading to St Mary's Church

Our Smartphone Free Policy applies from 8:15am until 3:30pm each school day.

If a student is seen with a smartphone in any of these areas inside or outside the school grounds between 8:15-3:30pm it will be confiscated for 6 weeks.

Our Smartphone Free Policy also applies on school trips that are not residential trips or trips abroad. Students can take brick phones on trips but they must remain switched off and in their bag.

If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off.

All prohibited phones and school phones that are not switched off will automatically be confiscated as part of a search.

Any phone that is seen or heard during the school day (school approved or smart) will automatically be confiscated. This includes phones that have been heard from within a student's uniform or bag.

When a 'school phone' is confiscated, it will be kept for 48 school hours. It will only be returned to a parent/carer. The parent/carer will be contacted, and the phone will be locked away.

When a smart phone or touch screen watch is confiscated, it will be kept for 6 weeks. It will only be returned to a parent/carer. The parent/carer will be contacted, and the phone will be locked away and returned after 6 weeks.

GPS trackers

In addition to the acceptable school phones listed above, students will be permitted to keep the following GPS tracking devices in their schoolbag. These should not be used during the school day or the 48 hour confiscation rule for "school phones" will apply.

If parents/carers wish to suggest an alternative GPS tracking device, they can suggest a tracker in the same way they would suggest a 'brick phone' as stated above.



Karri device



AngelSense GPS Tracker



Weenect Kids Tracker

We advise that parents/ carers conduct their own research before choosing one of these recommended trackers.

Smartphone Free Exemption Request Form



Date:

Student name:

Form:

Parent/Carer name:

Reason for the requested exemption. Please indicate Y/N

Reason	Y/N
My child has a medical condition that requires her to have a mobile phone e.g. Type I Diabetes	
My child moves from one parent/carers to another during the school week	

Is your child receiving any SEND/SEMH support? Y/N

Please add details:

.....

.....

.....

Actions taken to date:

Action taken	Y/N	Notes
Discussed reason for exemption with the SENDCO		
Discussed reason for exemption with HOY		
Discussed reason for exemption with the Safeguarding Team		

How will parents/carers support this in terms of ensuring their child hands in their phone every day to the front office?

Agreed by HOY:

Agreed by SENDO/LLD team:

Agreed by SLT LM:

Agreed by Parent/Carer:

Agreed by HMA:

Ratified at FGB 24.3.2026

APPENDIX 3



WSFG Code of Conduct

1. Follow staff instructions and respect all members of our school community.
2. Value our school environment by throwing rubbish in bins.
3. Only eat and drink in the dining room or outside the building.
4. Always walk on the left of corridors, showing kindness towards others.
5. Be courageous enough to do the right thing and follow the WSfG rules.

APPENDIX 4

REWARDS



End of Year Rewards	Top 10 Students = non uniform day, Golden Lunch ticket, certificate	Whole Year Group Rewards Trip (dependent on behaviour)	Rewards Assembly
End of Autumn Term Rewards	Green Point Winners Reward Trip for Top 15 students in years 7-10		
Termly Rewards	Top 10 Students = non uniform day, Golden Lunch ticket, certificate	HOY Praise Assembly	
Half Termly Rewards	Top 10 Student Green point winners = non uniform day , Golden ticket for lunch, certificate		
Monthly Rewards	Tutor Group with highest attendance = congratulations postcard		
Weekly Rewards	7+ Green points = praise email sent to parents and carers		
Outstanding work in or out of lessons	Faculty praise postcard sent home Tutor praise postcard sent home WSfG Value postcard sent home WSfG Value certificates awarded	Praise phone call or email to parents/carers	
Great work in or out of lessons	Green Learning points awarded by staff for great learning within lessons. WSfG Value points awarded.		

APPENDIX 5



On Call System at WSfG

What 'On Call' should be used for

- Disruptive behaviour that is affecting the learning of others after de-escalation strategies have been used, 2 verbal warnings have been given, and a behaviour point has been issued.
- Students missing from lessons with no comment on Edulink, suspected truanting - @Sherkala Shaw in post.
- Pick up students who have Exit Cards and need to use the Hub.
- Swearing or physical aggression in a lesson.
- Refusing to hand over a mobile phone, jewellery or any other banned item in a lesson.
- Repeatedly refusing to sit in the correct seating plan, even after 2 verbal warnings and a behaviour point.
- SLT investigating a fight or serious incident and taking statements related to this.

Following a Faculty Parking by On Call

- There must be a Faculty follow up if a student is removed by On Call as part of our PBfL system. This may be a detention, a phone call home, planned Faculty parking for the next lesson or a Faculty Report if there are repeated issues. Please discuss the most appropriate sanction with your HOF if necessary.

What 'On Call' shouldn't be used for

- Students not engaging with the work.
- Students asking to use the Hub without an Exit Card.
- Students not wearing lanyards or blazers – issue behaviour point.
- Checking students with long nails or false lashes that cannot be removed. Post on Duty Team that the student will be in Duty at lunch and tell the student to report there at lunch.
- Students wearing jewellery – please confiscate.
- Pick up students who are unwell (unless they have a safety plan) - please send to First Aid and post.
- Non – emergency Safeguarding issues.

Protocol for posting

- First name, form class and location of student.
- No specific details of behaviour issue needed, simply request On Call support and outline reason.
- Please do not post 'want child removed' as that may not be the most appropriate action.

What you can expect of On Call

- Acknowledge the On Call post when possible.
- Support as soon as possible but posts need to be prioritised depending on seriousness of issue.
- Speak to the student about the reason On Call has been used.
- Use removal as a last resort – the aim is to keep students in lessons where they are learning.
- If removal is required, you will be asked where the student needs to be Faculty Parked.

APPENDIX 6



Behaviour Flowchart

Level 1	
- Off task/chatting with other students - Low level defiance - Low level disruption - Low level rudeness	- Refusal to engage - Lateness - Disrespectful comment or behaviour - Refusal to follow seating plan



Possible Classroom Teacher Actions	
- Verbal warning - Move student 10 minute class teacher detention issued	- Conversation outside the room - Change of seating plan in future lesson
Once = verbal warning by teacher Twice = second verbal warning and behaviour point Three times = post on Teams for On Call to speak to student/faculty park student if appropriate <i>Actions after Faculty Parking – SIMS entry, contact parents/carers, detention, Faculty Report (please speak to HOF to decide most appropriate action)</i>	



Level 2	
- Swearing - Repeated disrespectful comments - Racist, homophobic, Islamophobic comments - Student suspected truanting	- Refusal to hand over a banned item - Vandalism - Refusal to attend 10 minute teacher detention
Alert On Call Immediately then follow up with HOF/HOY/SLT	

Possible HOF/HOY/SLT Actions	
- HOF 30 minute detention for failure to attend teacher detention - HOF contact SLT LM - Contact parents/carers	- HOY investigate incident - HOY contact SLT LM - SLT detention at lunch in Duty



Level 3	
- Extreme defiance - Harmful and abusive behaviour - Fighting	- Harmful or threatening behaviour - Drugs/alcohol/smoking/vaping - Bringing the school into disrepute



HOY/SLT Actions	
- Loss of social time - Internal Suspension - External Suspension	- Meeting with parents/carers - Excluded from social events or representing school - PSP – students at risk of Permanent Exclusion

APPENDIX 7:



Walthamstow School For Girls Vaping Policy 2026

CONTENTS

1. Introduction	29
2. Smoking in Children and Young People:	29
3. Vaping in Children and Young People – Prevalence:	30
4. Vaping in Children and Young People – Risks:	30
5. The Role of the School:	30
6. Statutory Duty:	30
7. Searching and Confiscation:	31
8. Disposal and Safe Storage:	31
9. Disposing of Confiscated Vapes and Vaping Liquids:	31
10. Safe Storage:	31
11. Following up on Vaping Behaviour:	31
12. Working with Local Agencies:	32
13. Reporting:	32
14. Why it is Important to Report:	32
15. Adverse Reactions:	32
16. Identifying Illicit Vapes:	32
17. Cannabis and Other Illegal Substances:	32
18. CBD:	33
19. THC:	33
20. Other Illegal Substances:	33
21. Resources and Training for Staff:	33
22. Resources to Support Students, Staff, Families and Carers to Quit Smoking:	33
23. Links to School Policies:	33
24. Who Does the Policy Apply to?:	34
25. Staff Training:	34
26. Appendix I – Disposal Form:	34

I. INTRODUCTION

In recent years, there has been an increase in the availability and awareness of vapes. Vapes are now the most common adult Stop Smoking aid in the UK and the latest evidence on vapes shows that they are significantly less harmful than smoking tobacco. The availability of vapes now offers an alternative route to quitting for many adult smokers.

Smoking is the leading cause of premature death in England. In 2022 adult smokers over 18 comprised 12.7% of the population. It is estimated that two-thirds will die early as a result. Despite an overall decline in prevalence, tobacco continues to have a long term, negative impact on smokers, families and communities. Supporting smokers to quit is therefore, the single biggest actionable activity to improve health and reduce inequalities.

2. SMOKING IN CHILDREN AND YOUNG PEOPLE

Smoking rates have continued to fall among school age children. In 1996, 22% of 11 to 15 year olds in England reported smoking at least once a month. In 2021, the figure was 3%. A survey of over 13,000 14 to 17 years olds in the North West found 6% smoking. This is down from 22% in 2007.

For most young people, vaping is not a gateway into smoking. As vape use has increased in children, there has been no associated increase in smoking. Rates for 11 to 15 year olds in England who smoke at least once a month has fallen from 9% in 2010 to 6% in 2016 and 3% in 2021.

3. VAPING IN CHILDREN AND YOUNG PEOPLE - PREVALENCE

There is clear advice from the National Institute for Health and Care Excellence that vapes should not be used by children, or those who do not currently smoke, as nicotine is an addictive substance and the long term risks are unclear.

The law bans the sale of vapes for persons under 18 and bans the proxy purchasing of vapes for children by adults.

A large scale 2021 NHS Digital survey found 9% of 11- to 15-year-olds vaping at least once a month. However, figures from the 2023 North West Trading Standards survey indicate that 14% of 14 to 17 year-olds are vaping more than once a week.

The survey also indicates that 39% of children purchase vapes from local shops and 28% are given vapes by an under-18 friend.

4. VAPING IN CHILDREN AND YOUNG PEOPLE - RISKS

Excessive use of vapes can produce nausea, sore throat, dizziness and headaches.

In addition, there is a substantial market in illicit, unregulated vapes with an associated risk of a more extreme reaction.

It is estimated that a quarter of the vapes sold to young people are not compliant with UK product regulations. The majority of vapes contain nicotine which is an addictive substance. Nicotine may be riskier for young people than for adults, as evidence suggests the brain in adolescence is more sensitive to its effects.

Sir Chris Whitty, England's Chief Medical Officer has advised that vaping is not risk free, as the long-term effects are unknown.

Additionally, unsafe, illegal vapes are available with recent reports showing they may contain dangerous levels of metals such as lead and nickel.

To summarise, vaping is a valuable aid for adults to quit smoking, but the long-term effects are unknown. Sir Chris Whitty, summarised the risks in a press article as: "If you smoke, vaping is much safer; if you don't smoke, don't vape"

5. NICOTINE POUCHES

Although marketed as tobacco-free and often perceived as a safer alternative to smoking or vaping, oral nicotine pouches pose significant health and safeguarding risks to young people. Placed between the lip and gum, these discreet, flavoured sachets contain high levels of nicotine, a highly addictive chemical that negatively impacts adolescent brain development, affecting attention, impulse control, and learning. Their use frequently leads to immediate physical adverse effects—including severe gum irritation, mouth pain, nausea, dizziness, sweating, and fainting—alongside long-term cardiovascular risks and heightened susceptibility to substance dependency.

Please note that any reference to vaping in this document should also be assumed to include the prohibition of nicotine pouches.

6. THE ROLE OF THE SCHOOL - STATUTORY DUTY

As part of the statutory duty to promote students' physical, mental health and emotional wellbeing, schools have a clear role to play in managing vapes as part of their pastoral responsibilities.

Schools also have a statutory duty to deliver health education on drugs, alcohol, and tobacco.

The role schools have in managing vapes falls broadly into two categories:

1. Incorporating vaping prevention into the whole school's approach to health and wellbeing. This includes PSHE programmes and the wider curriculum, school policies, ethos and environment, and partnerships with parents and the local community.
2. Managing behaviour related to vapes and vaping. Schools may need to tackle incidents associated with vaping, which might include:
 - A student vaping in school or on school property.
 - A student reported to be vaping in the local community.
 - A student selling vapes to other pupils or peers.
 - A student with vapes in their possession at school.
 - Incidents related to vapes and coercion.
 - Students, who vape or smoke on the school premises, or in school uniform, will receive consequences in accordance with the school's Positive Behaviour for Learning Policy (PBfL). Parents will be contacted unless this puts the child at risk.

The school promotes the health and welfare of all who work in or visit the school.

The school is a SMOKE FREE environment, and as such smoking of vapes / e-cigarettes, cigars and tobacco is not permitted on the entire premises.

7. SEARCHING AND CONFISCATION

Walthamstow School for Girls (WSfG) prioritises the risk of student uptake and treats vapes in the same way as other age restricted products, such as alcohol and tobacco, by prohibiting them onsite as a first step, and then confiscating and disposing of them.

Searching and confiscation is conducted in line with the schools Searching Students Policy

8. DISPOSAL OF CONFISCATED VAPES & VAPING LIQUIDS

Vapes contain electrical components, including lithium-ion batteries, and are therefore considered Waste Electrical and Electronic Equipment (WEEE), in UK law. WEEE includes most products that have a plug or need a battery.

Such equipment should never be disposed of in household waste and should instead be handed in to an approved collector of WEEE waste.

Walthamstow School for Girls will dispose of all confiscated vapes by handing them over to an approved collector of WEEE waste.

9. SAFE STORAGE

The vast majority of vaping devices have circuitry to regulate battery power and protect vapers from battery malfunctions.

On very rare occasions, a battery in a vaping device may fail by discharging all its stored energy at once. The risk is low; a 2022 OHID review reported 15 fires related to vaping products across London from 2017-21 compared to 6428 from smoking, i.e. 0.2% of fire service responses in this category.

However, as Walthamstow School for Girls will not know the prior handling of a confiscated device, we will store confiscated vapes in a clearly marked container, away from flammable material until we can dispose of or recycle.

10. FOLLOWING UP ON VAPING BEHAVIOUR

Walthamstow School for Girls will respond when vapes are identified through searching and screening, or vaping behaviour is observed, or reported in the school or the local community, when a student is wearing a Walthamstow School for Girls uniform.

This might involve:

- Viewing CCTV when the school vape alarms have been activated.
- Searching a student and confiscating any banned items found
- Exploring any safeguarding concerns, mental or physical health concerns, or other potential risk behaviours, such as substance use.
- Exploring how any confiscated vapes were obtained and reporting any illegal sales.
- Communication with parents/carers about the student's behaviour, following the school's policy and rationale for the screening, searching, confiscation and disposal of the vapes and vaping products.
- Making relevant referrals and/or providing advice and signposting to the student and their family.
- Responding to any safety incidents.
- Issuing a consequence in line with the school Positive Behaviour for Learning Policy.

11. WORKING WITH LOCAL AGENCIES

Walthamstow School for Girls works with a range of external agencies to ensure appropriate support and early intervention for students as part of the school's safeguarding procedures.

A student found with a banned substance, include vaping devices, may indicate "that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation".

Walthamstow School for Girls works with local agencies such as the Waltham Forest School Nurse Team; Early Help; Change, Grow, Live (CGL addiction service); Trading Standards etc.

Police and Safeguarding Teams will aid overall management of school vaping and any adverse vaping events.

12. WHY IT IS IMPORTANT TO REPORT

Reporting enables:

- Identification of youth vaping trends.
- Investigations into any dangerous substances and toxicity levels.
- Investigations into the legality of product.
- Assessment of risk and development of a locally co-ordinated plan where alerts need to be issued to prevent harm.

It is also important as part of the media management of any vaping adverse event on the school premises.

13. ADVERSE REACTIONS

Excessive use of vapes will present as nausea, sore throat, dizziness and headaches. If a student suspected of vaping collapses or presents with the symptoms listed above, Walthamstow School for Girls will seek help from accident and emergency and refer to the local young person's substance use service.

14. IDENTIFYING ILLICIT VAPES

All vapes must comply with the requirements of the Tobacco and Related Products Regulations and be labelled in accordance with the regulations for hazardous substances.

All vapes are now refillable and Walthamstow School for Girls has no way of knowing what substance is being used within the liquid for the vape. It is not the school's responsibility to differentiate or test the vape liquid being used within the vape. All vapes will be treated as items of substance misuse and will be dealt with according to the school's Positive Behaviour for Learning Policy.

15. CANNABIS AND OTHER ILLEGAL SUBSTANCES

Cannabis Vapes can be used to consume cannabis. A vapouriser is used to heat the cannabis, rather than burning it. Consumption of cannabis on school premises will be dealt with according to the school Substance Misuse guidelines.

16. CBD

CBD oil is legal to sell in the UK, and this includes the sale of CBD vape juice. However, UK law dictates that any CBD oil sold must contain no nicotine. It must also contain no detectable THC.

It is not possible to detect if this substance has been added to the vape liquid.

17. THC

THC vape liquid is illegal and can produce the same effect as cannabis. It may contain synthetic cannabinoids. These products are more potent than cannabis and can produce adverse reactions and behaviour change, including excessive sweating, rapid heart rate, vomiting and fainting.

THC liquid may also include vitamin E acetate. This is used to dilute the liquid and can produce a toxic gas with associated lung injuries.

It is not possible to tell by sight if this has been added to the vape liquid.

18. OTHER ILLEGAL SUBSTANCES

Some schools report that vaping devices could be used and/or modified for delivering other substances. The management of these situations is covered in our PBfL Policy.

Walthamstow School for Girls will seek support from relevant partners, such as drug and alcohol services, police, and safeguarding if there is suspicion that a vaping device has been used or modified to deliver other substances.

It is not the school's responsibility to test any vapes found on school site for illegal substances, and all vapes found on the school site will be dealt with according to the school's PBfL Policy.

19. RESOURCES AND TRAINING FOR STAFF

Resources to incorporate vaping into PSHE material include:

- The PSHE Association and Life Lesson plans. The lessons include the environmental cost of vapes and analyses ways to challenge influences and misconceptions about vaping.
- Talk to Frank on vapes. Talk to Frank provides clear, non-judgemental information on alcohol and drugs for young people. It has a 24 helpline on 0300 123 600.
- ASH / Smoke Free materials. This includes posters, leaflets, a short, animated film with associated notes and a classroom presentation.

Further information and support services can be found in the WSfG Student Safeguarding Leaflet 2026.

20. RESOURCES TO SUPPORT STUDENTS, STAFF, FAMILIES & CARERS TO QUIT SMOKING

Walthamstow School for Girls is aware that some staff, parents and carers may be smokers, with many making positive steps to a quit by using a vape. The resources below may be helpful to support this.

The NHS Better Health site provides information on vaping devices and e-liquids, side effects, and vaping in pregnancy. Details of the local stop smoking service can also be found via the Better Health website.

The NHS Live Well site has information about vaping in general and choosing the right vape for smoking cessation.

21. LINKS TO SCHOOL POLICIES

This policy links to other school policies, including the Safeguarding Policy, Positive Behaviour for Learning Policy and the Searching Students Policy.

This policy applies at all times on the school premises and extends to cover journeys to and from school. It also covers students on Work Experience, Alternative Provision placements and to all school trips, including those abroad.

22. WHO DOES THE POLICY APPLY TO?

The policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, parents, contractors and external services or activity providers. This policy applies to all students in this school.

A copy of the school's Safeguarding Policy and the Positive Behaviour for Learning Policy can be found on the school website.

This policy will be updated and reviewed every 2 years and will act as a central reference point for all school staff, or following identification of new/emerging trends in children and young people's behaviour.

23. STAFF TRAINING

Safeguarding training is delivered to all members of staff.

Appendix I

Disposal Form

Name(s) of student/s : (who provided the item/s for disposal)

DISPOSAL OF ITEM

Item for disposal: _____

Method of disposal: _____

Staff members who witnessed disposal: _____

Date of receipt: _____

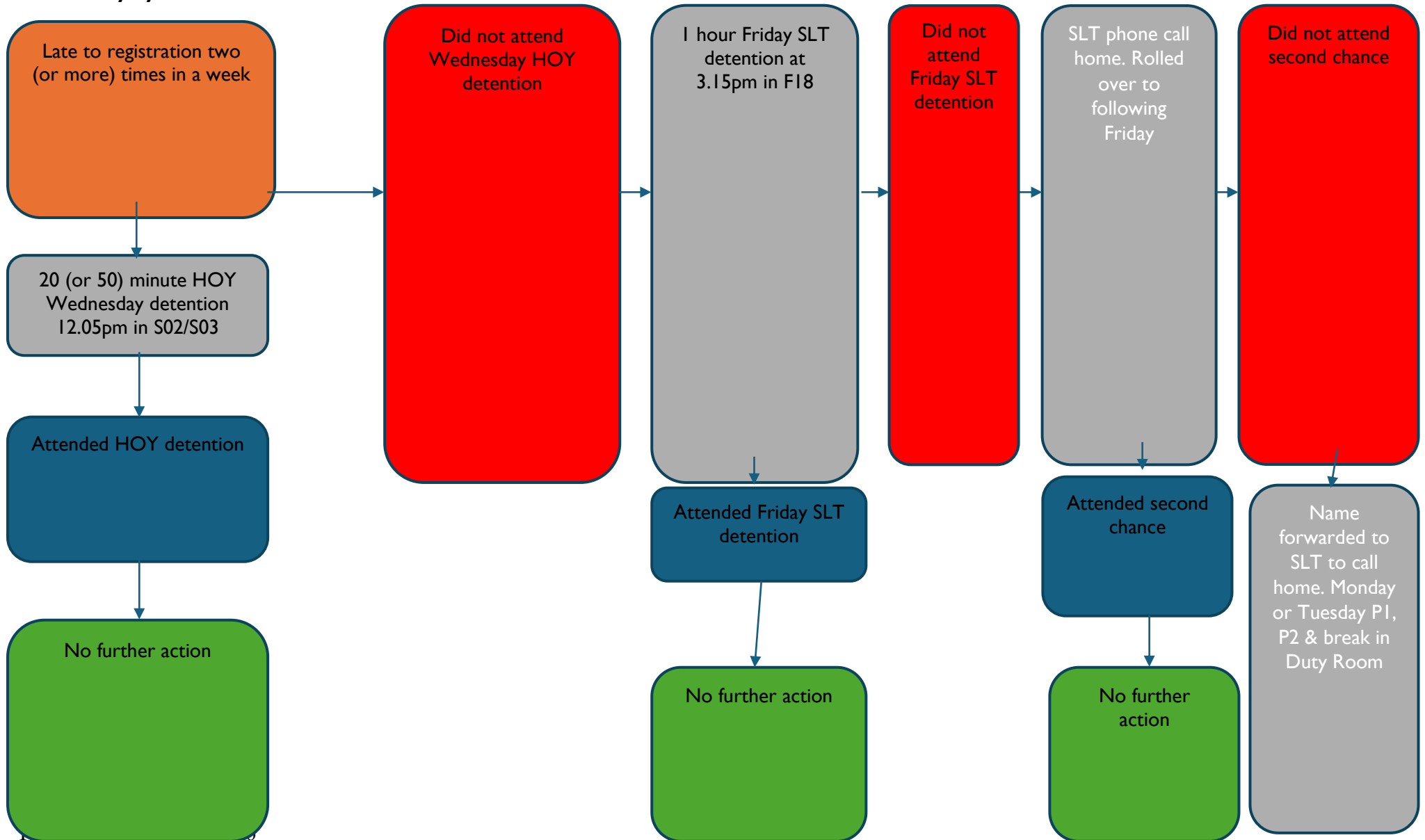
Date of disposal: _____

Signatures of staff who witnessed disposal:

ADDITIONAL NOTES: procedures undertaken following student/parent/carers responses:

APPENDIX 8

Punctuality System Flowchart



APPENDIX 9



Duty Room Protocol

Duty member of staff needs to open Duty Team to monitor On Call communications and support On Call member of staff if necessary.

Prior to students being Internally Suspended

- HOY to write student name in Duty diary or e-mail period 1 Duty member of staff so they know to expect the student. HOY contact SLT link if they cannot do this.
- HOY/SLT link e-mail teachers of the student to request work for the day.
- HOY/SLT link e-mail Sherkala Shaw (Attendance Officer) to let her know names of any students who will be in Duty.

Period 1 Duty Room member of staff

- E-mail Sherkala Shaw as soon as possible to confirm students in Duty.
- Write student names in the diary if that has not already been done.
- Start the Duty Room Report for all students and leave these visible on the teacher's desk.
- Ask students if they have work for the lesson. If they don't have work within 10 minutes, contact the Office to ask student receptionists to go to period 1 teacher.
- Post for On Call support if Office staff are not responding.

Period 2, 3, 4 Duty Room member of staff

- Complete the Duty Room Report for the students who are in Duty.
- Ask students if they have work for the lesson. If they don't have work within 10 minutes, contact the Office to ask student receptionists to go to period 1 teacher.
- Post for On Call support if Office staff are not responding.

Period 5 Duty Room member of staff

- Complete Duty Room Report for students who are in Duty.
- Return Report to HOY (office rooms listed on report).
- Return any textbooks that were provided to teacher pigeon holes in the staffroom.

APPENDIX 10



Daily Duty Room Report – Internal Suspension

Student name		Date	
Head Of Year		Duration	Half day / Whole day

Expectations and targets for duty room:

1. Staying seated and silent
2. Completing assigned work
3. Following instructions and being respectful

	Staff	Work	T1	T2	T3	Comments
P1						
P2						
Break						
P3						
Lunch						
P4						
P5						
		Score	/7	/7	/7	

Desk tidy	Y / N	Work submitted	Y / N
Tally of toilet trips			

Period 5 Duty Teacher please drop report to HOY at 3:30pm.

Year 7 JBR - G05, Year 8 RMO - F43, Year 9 DDE - G05, Year 10 LWO - W15, Year 11 HAK – F31b

APPENDIX I I

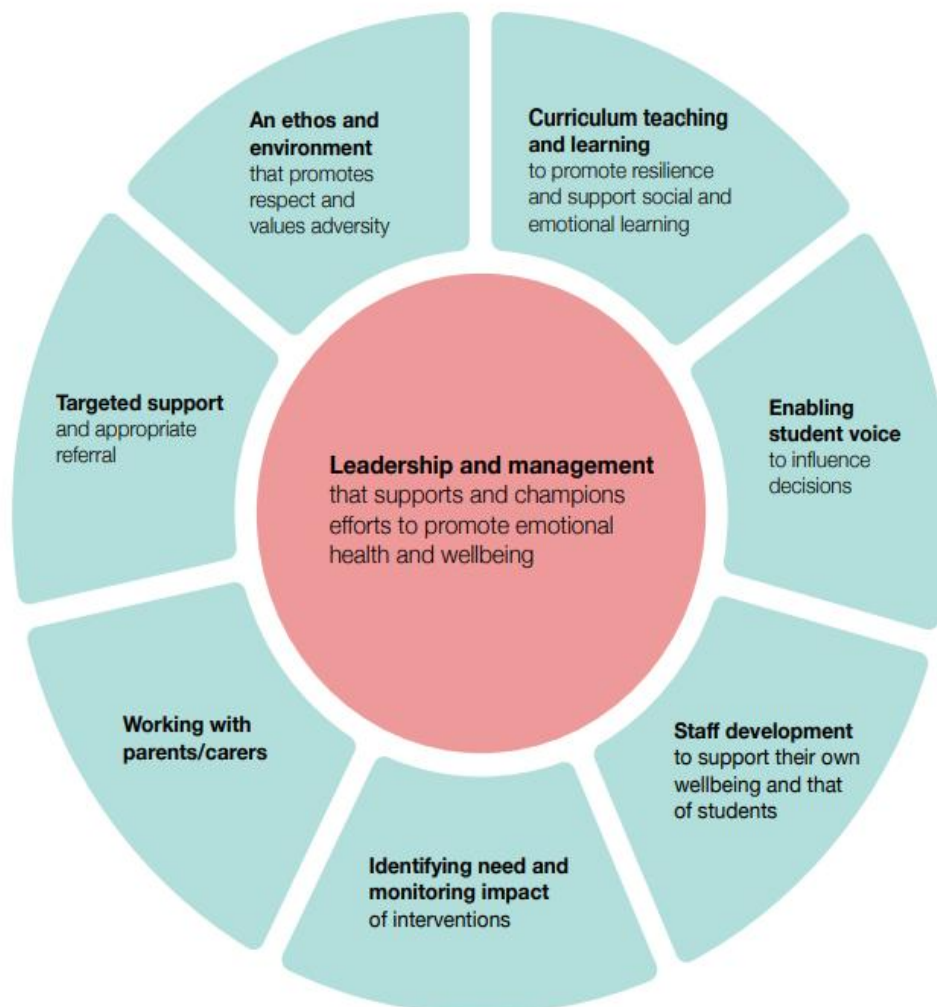


Improving Behaviour in Schools

[Improving behaviour in schools \(d2tic4wvvo1iusb.cloudfront.net\)](https://d2tic4wvvo1iusb.cloudfront.net)

NEU guidance: <file:///C:/Users/Staff/Downloads/NEU986%20Positive%20behaviour%20management.pdf>

Figure 8: Elements of a whole-school approach for wellbeing interventions (PHE 2015)⁴⁴



APPENDIX 12

DfE Reasons for Exclusion

The DfE expects schools, from the beginning of academic year 2020/21 to **cease** the use of “**other**” as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusion. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil)

		Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics

		Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to property	Damage - includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely