



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	Philosophy	3
2	Expectations of Students	3
3	Expectations of Staff	3
4	Strategies & Procedures	4
5	Range of Sanctions & Strategies	4
6	Permanent Exclusion	7
7	Professional Development	7
8	External Agencies	7
9	Communication	7
10	Monitoring & Evaluation	7
Appendix A	Roles of Students & Staff in Behaviour Management	8
Appendix B	WSFG Code of Positive Behaviour for Learning	14
Appendix C	Out of Lessons Positive Behaviour Code	15
Appendix D	WSFG Sanction Grid	16
Appendix E	Consequences of Breaking the Positive Behaviour Code	19
Appendix F	WSFG Referral Form	20
Appendix G	<i>Pending</i>	21
Appendix H	<i>Pending</i>	22
Appendix I	<i>Pending</i>	23
Appendix J	<i>Pending</i>	24
Appendix K	<i>Pending</i>	25
Appendix L	Duty Room Procedures	26
Appendix M	Student Incident Form	32
Appendix N	<i>Pending</i>	33
Appendix O	Student Use of Form Room Sanctions	34
Appendix P	WSFG Sample Pastoral Support Plan Contract	35
Appendix Q	Pastoral Support Plan	36
Appendix R	Re-admission from Fixed Term Exclusion Contract	38
Appendix S	The Internal Exclusion Room	39
Appendix T	Cover Setting Instructions	40
Appendix U	Cover Work Sheet	41
Appendix V	Notes for Supply Staff	43
Appendix W	Conduct Card	45

I PHILOSOPHY

WSFG aims to provide a challenging and exciting learning environment which celebrates achievement and encourages everyone to do their best in the pursuit of excellence.

By participating in the school community, students learn to express themselves with confidence, to respect others and to have respect for the rights of others.

At WSFG, the learning environment encourages students and staff to develop their talents, personalities and self-esteem in an atmosphere which is safe and secure, and respects and celebrates the achievements of all members of the community.

Our commitment to equal opportunities recognises the need to use rewards and sanctions that are clearly explained and publicised, fair to all and applied consistently.

By emphasising praise and reward (See Rewards Policy 2006) and by encouraging self discipline and personal responsibility for good behaviour, we aim to enable everyone to have a sense of fulfilment about their own achievements and a commitment to life long learning.

We recognise that without high standards of behaviour, top quality teaching and learning cannot take place. This can only be achieved if all partners in the learning process share common values and accept their collective responsibilities in the implementation of the school aims.

Furthermore, we acknowledge that good standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. We have a responsibility to prepare students for a successful life in this wider society.

Positive behaviour is the responsibility and concern of everyone in the school community (see Appendix A: Roles of Students and Staff in Behaviour Management). All members of staff are responsible for ensuring that agreed behavioural expectations are upheld. Ultimately, however, the students themselves must take the greatest responsibility for their own behaviour.

2 EXPECTATIONS OF STUDENTS

At WSFG, we expect positive behaviour from all students at all times. Every student has the right to study in an environment conducive to learning. No one has the right to disrupt the learning of others.

However, we acknowledge that students bring to school a wide variety of behaviour patterns, based on differences in home values, attitudes, experiences and parenting skills. At WSFG our standards are based on principles of honesty, fairness, respect, consideration and responsibility.

The school's expectations of students are laid out in the Code for Positive Behaviour for Learning (Appendix B) and Out of Lessons Positive Behaviour Code (Appendix C) which are displayed in all classrooms and in every student's planner.

3 EXPECTATIONS OF STAFF

All members of staff are expected to model high standards of behaviour in their dealings with students and with each other.

We know that self image is formed largely by how young people feel they are perceived by significant adults in their life and by their peers.

Staff should have high expectations of all students, in terms of behaviour and academic potential.

Staff should avoid at all times situations which make students feel uncomfortable or humiliated.

All adults should aim to:

- Maintain a positive and secure learning environment
- Promote honesty, courtesy, respect and consideration
- Ensure fair treatment of all

Behaviour for learning needs to be taught, as the following rather sobering extract from an article in *Managing Schools Today* illustrates:

“If we taught Maths, for example, the way we teach (or actually don’t teach) ‘behaviour’ it might look like this: As the teacher, we would set the class a number of maths problems without any explanation of how to solve them. We will assume that our pupils should know how to ‘do maths’ already (and anyway the syllabus is written up somewhere in the school handbook). Once the pupils are working, we will ignore those who are actually solving the problems, giving them no feedback as to whether they are succeeding or failing with their tasks. However, we will warn those who are getting their maths wrong that they’d better improve matters otherwise they’ll be in serious trouble. We ‘tell them off’. And if they don’t respond to that threat we will get exasperated and send them out, with the expectation that someone else will teach them better maths by the time they rejoin our lesson.

Who would learn how to solve any sort of maths problem under these conditions? It sounds the complete opposite of ‘teaching’, doesn’t it? Indeed it is.

Yet in classes where many pupils appear either not to know how to act appropriately or be willing to behave responsibly, this is still how many of us approach the ‘teaching of behaviour’. We expect that our pupils will be able to behave themselves without any assistance from us. We don’t explain to them, indeed teach them, how they will perform this behaviour, what they need to do in order to be successful. We often may tell, but we don’t teach. Telling isn’t teaching. We then ignore those pupils who do behave responsibly, and save our attention for those who don’t. We do a lot of ineffectual telling off. We get into threats and eventually (and sometimes randomly) start hurling out punishments. Finally we give up on our failing pupils and expect that it is someone else’s job to get them to behave more responsibly in our lessons in the future.”

G. Moss & J. Bailey, Sept/Oct. 2006

Staff should set clear ground rules for positive behaviour in line with the school policy. These ground rules should be regularly reinforced, not just when they are broken. Adherence to the ground rules should be acknowledged and praised.

4 STRATEGIES AND PROCEDURES

WSFG has a wide range of graduated sanctions for use when students fail to meet the school’s behavioural expectations. The Sanction Grid (Appendix D) shows the range of sanctions used for different types of misdemeanours. In deciding what is an appropriate sanction for a particular incident/’offence’, the individual circumstances and the student’s background and previous record will be taken into consideration. The sanction(s) will fall within those indicated in the grid, but not all will necessarily be used on each occasion. The grid is designed to be used as a guide to give an indication of what might be an appropriate response to a particular infringement of the Positive Behaviour for Learning Code.

The grid is supported by a student friendly, simplified visual diagram (Consequences of Breaking the Positive Behaviour Code, Appendix E) which is displayed in each classroom.

5 RANGE OF SANCTIONS AND STRATEGIES

Quiet word with the student

Describe the student’s behaviour to them. Make your expectations clear calmly but avoid public embarrassment.

Warning outside the classroom

Ask the student to leave the room so that you can talk to them privately. Remain calm. Explain the options to the student and the consequences of their continued poor behaviour. Invite them back in for a fresh start.

Change of seat

Move the student away from friends/students with whom she is misbehaving.

Time out of lesson

If a student is worked up or would benefit from a few minutes on their own to cool down/consider their behaviour, it may be productive to ask her to stand outside the room. This should only ever be for a brief period (5 minutes maximum), before the teacher talks to the student and invites her back in (or implements a different sanction).

Faculty Parking System

If a student is disrupting learning in a lesson but their behaviour is not serious enough to meet the criteria of a Duty Room referral (see below), they could be sent to work by prior arrangement in the classroom of the named teacher on the faculty parking rota. The class teacher retains responsibility for setting and marking work.

Referral form for information

For recording concerns that need to be logged, without necessarily requiring action, complete a Referral Form (Appendix F) and tick the "For Info" box.

Note in planner

Write a note to the parent/carer on the page for the appropriate day in the planner. Remember to make it clear if you require a response and then follow up with the student the next day.

Phone call home / letter home / voice connect text

It is often a good idea to check with the SPL/ASPL first to find out which is the more appropriate parent to contact and whether there are any home circumstances that you should be aware of. You can get contact numbers/addresses from SIMs or a member of the admin team.

Detention

Detentions can be set for break times, lunchtimes or after school. For after school detentions of more than 10 minutes, 24 hours' notice must be given to a parent/carer (a note in the student's planner against the date that the detention is to be served stating the venue, time, duration and your name is sufficient). Avoid setting whole class detentions as it is rarely the case that every student has broken expectations! Any member of staff setting an after-school detention should record the details on the Detentions Database (on your Desktop) so that office staff can check which students are in school late should a parent contact the school with a query.

Faculty or SPL detention

Some faculties have a weekly faculty detention that students can be booked into. The responsibility for staffing this rotates between faculty members. If a student fails to attend a detention set by the class teacher or tutor, the HOF or SPL will pick up the matter in support of their colleague. This will often involve setting a detention with themselves. This may be of a longer duration than the original detention.

Late detention

Any student late for a.m. or p.m. registration should automatically be detained for 10 minutes on the same day at 15.30 by their form tutor. Two or more late arrivals in a week leads to a 30 minute after school detention with the SPL and 3 or more late arrivals in a week leads to an AHT detention for 1 hour after school on a Friday.

Leadership Team detention

LT detentions are usually used to support a middle leader who is having difficulty getting a student to attend a detention. In rare cases, these may be arranged for a Saturday or an INSET day.

Referral form for action

The Referral Form (Appendix F) is used for recording information relating to a behavioural incident, outlining the action taken by the generator of the form and requesting that further action is taken. On the reverse is a flow chart explaining who the form should be passed on to and the responsibility of each member of staff in the chain through which the referral form passes.

Confiscation and item passed to SPL/AHT/HT (see Banned Items list in student planner)

Banned items should be confiscated, put in an envelope if small enough which must be clearly labelled with the name and form of the student, description of the item and date of confiscation and then passed to the SPL in the case of non-uniform clothing or non-valuable item or to the AHT Pastoral or HT in the case of mobile phones and jewellery.

Attendance Report (Appendix G)

This is used in cases where there are concerns regarding truancy or erratic attendance to lessons, to enable the SPL to monitor attendance.

Behaviour Report

If a student's behaviour is causing concern across the curriculum, the SPL might place the student on a behavioural report. This might have standard, predetermined targets set by the SPL (Appendix I) or personalised targets for the particular student (Appendix H). These reports are daily reports, monitored by the SPL. Appendix J is a weekly report which a student might request to be placed on in order to monitor their own behaviour. The student themselves fills in the self report. In addition, faculties may use reports for students whose behaviour is a cause for concern specifically in their curriculum area.

Meeting with parents

An SPL may arrange a meeting with a parent if a student's behaviour is causing concern and they are not responding to strategies put in place to support them. If a class teacher, tutor or HOF is planning to arrange a meeting with a parent, it is advisable to liaise with the SPL.

Sent to duty room

In the Duty Room, students are often requested to write a statement giving details of the incident leading to their referral. The Student Incident Form (Appendix M) should be used for this purpose. See Appendix L, Duty Room Procedures.

Community Service

This might be arranged in order that a punishment fits the 'crime' e.g. cleaning tables if caught writing graffiti, repairing a display if found to have been defacing one, picking up litter if caught dropping it.

Withdrawal of privileges

This could include attendance on trips, access to the canteen, use of the internet, representing the school at an event or fixture or being a form rep. In the event of problems occurring in a form room at break or lunchtime, there is a clear procedure for the withdrawal of the privilege of using the room (Student Use of Form Rooms Sanctions, Appendix O). The expectations for the use of form rooms is laid out in Appendix N.

BSP

A student would be placed on a BSP (Behaviour Support Plan - Appendix P) if her behaviour was a serious cause for concern across the curriculum. Often this step would be taken following an exclusion from school. The parent/carer and student would be involved in the setting up of a BSP, along with the SPL and AHT Pastoral.

PSP

A student would be placed on a PSP (Pastoral Support Plan – Appendix Q) if they were at serious risk of permanent exclusion. To set up a PSP the parent/carer, SPL, AHT Pastoral, parent/carer and a member of the LA inclusion team would be involved.

Internal exclusion

See Appendix S, The Internal Exclusion Room, for details.

Fixed Term Exclusion

For serious breaches of the school's behaviour expectations, fixed term exclusion may be used. The Headteacher (or Deputy Headteacher in her absence) is the only member of staff who can take the decision to exclude a student from school. Fixed term exclusions are usually for one or two school days. The AHT Pastoral informs staff of a fixed term exclusion via the whiteboard in the staffroom. Following a fixed term exclusion, the student will attend a readmission meeting with a parent/carer and a Readmission from Fixed Term Exclusion Contract (Appendix R) will be signed before their return to lessons. For further information, refer to the DFES guidance documentation on exclusions.

Governors' Pupil Discipline Panel (GPDP) meeting

If a student has been excluded for 15 days or more in a term, a meeting of the Governors' Pupil Discipline Panel will be convened to consider the student's behaviour. The student and their parent/carer are invited to attend. The Headteacher may call a meeting of the GPDP for an exclusion of less than 10 days if it is felt that the involvement of Governors could be beneficial to the student.

6 PERMANENT EXCLUSION

A Permanent Exclusion is effectively an expulsion from school. It is used only for the most serious of offences or when all other strategies have been exhausted. The Headteacher informs staff at the Staff Briefing. For further information on criteria and procedures, refer to the DFES guidance documentation on exclusions. All permanent exclusions will be taken to the Fair Access Panel by the Headteacher.

7 PROFESSIONAL DEVELOPMENT

The school is committed to providing the necessary CPD for all members of staff to feel confident in their understanding of this policy and their ability to implement it consistently. This may take the form of an external Behaviour Management course, time spent discussing strategies with a colleague or behaviour consultant, attendance at in-house INSET or observation of other practitioners.

8 EXTERNAL AGENCIES

We work with a range of external agencies to support students whose behaviour is a cause for concern, including the Behaviour Improvement Team (BIP), the Counselling Service, Child and Family Services (CFS) and the Social Inclusion Team.

9 COMMUNICATION

All students and their parents are informed of the school's behavioural expectations and Code of Positive Behaviour for Learning when they join the school and sign the Home-School Agreement.

A strong partnership between parents/carers and the school is seen as vital for supporting students in demonstrating positive behaviour.

We ask parents to tell us if anything happens at home /out of school which may affect their child's behaviour and to work with us to find appropriate strategies if her behaviour becomes a cause for concern.

10 MONITORING AND EVALUATION

This policy will be regularly reviewed and its implementation monitored and evaluated. The Headteacher is responsible for the monitoring of Positive Behaviour for Learning at WSFG and reporting to the Governing Body at its termly meetings.

APPENDIX A

ROLES OF STUDENTS AND STAFF IN BEHAVIOUR MANAGEMENT

The following should be read in conjunction with staff job descriptions, the Student Behaviour Expectations and the Tutor Top Tips documents.

Students

are responsible for behaving according to the school expectations/code of conduct and equal opportunities policy at all times.

All staff (including support staff)

are responsible for challenging any behaviour which breaches the school's rules and expectations. In particular this includes:-

- anti-social and noisy behaviour
- dropping litter
- not walking on the left
- lateness to lessons
- being out of lessons without a planner note
- eating or drinking in areas where eating and drinking are not allowed
- wearing jewellery/incorrect uniform
- chewing
- banned items

If a member of staff is challenged when picking up one of the above issues and requires assistance, the matter should be referred to the form tutor or, if sufficiently serious (e.g. the student has been aggressive or blatantly defied the member of staff), to the SPL.

All members of staff who are on duty at break or lunch time are responsible for picking up incidents of inappropriate behaviour in the grounds, canteen or food queues. If unresolved by the member of staff, they should be passed on to the relevant form tutor or, if sufficiently serious, to the SPL.

All members of teaching staff are expected to provide a presence in the corridors and around the school during lesson changeovers. All other staff are expected to provide a presence when they are in the corridors/moving about the site.

Class Teachers

are responsible for:-

- ensuring prompt and orderly entrance and exit of students into and out of the classroom
- challenging latecomers and applying sanctions
- challenging students who are eating or chewing in class and applying sanctions in line with the Sanction Grid (Appendix D)
- checking that uniform is correct (and addressing/confiscating where it isn't)
- ensuring that students sit according to the seating plan
- ensuring that coats are taken off and hung up appropriately (if pegs available)
- checking that students have all the correct equipment, including planner and homework (and challenging/issuing sanctions where they don't)
- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them or an LSA/technician

- picking up any EO incident, dealing with it (referring on if bullying of staff, major incident or persistent bullying/discrimination) and reporting it to DHT i/c Equal Opportunities
- calling the duty teacher in the case that a referral to the Duty Room is appropriate e.g. fight, serious disruption to learning, suspicion of weapon possession etc.
- completing a referral form for any Duty Room referral and ensuring that a meeting has taken place with the student before the next lesson and steps have been put in place for her successful reintegration to the classroom (which will usually involve a sanction and communication with a parent/carer)
- confiscating any banned items and giving them to the appropriate member of staff - SPL (for inappropriate uniform) or Pastoral AHT/HT (for phones and other banned items) – or to front office if Pastoral AHT/HT/SPL not available
- using sanctions such as note in planner; break, lunch or after school detentions; phoning parents; letter home; moving seats; parking in another lesson according to the faculty parking system; referring to faculty detention where appropriate; referring to Head of Faculty where other sanctions have not worked or the concern is serious etc.
- ensuring the tidiness of the room after the lesson

Form Tutors

are responsible for:-

- challenging students who are late for tutor time and issuing a late detention according to school procedures
- challenging students who are eating or drinking in the form room (KS3) and applying suitable sanctions
- challenging students who are chewing and issuing suitable sanctions
- checking that uniform is correct (and challenging/confiscating where it isn't)
- ensuring that students sit according to the seating plan in the form room
- ensuring that coats are taken off and hung up appropriately if pegs available
- checking that students have all the correct equipment, including planner (and challenging/issuing sanctions where they don't)
- ensuring that students behave according to the school rules and expectations during tutor time (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident, dealing with it (referring on if bullying of staff, major incident or persistent bullying/discrimination) and reporting it to DHT i/c Equal Opportunities
- picking up out of lesson issues referred by another member of staff
- intervening if members of the form are behaving inappropriately in the form room at break, lunch time or after school or leave it in an unacceptable state
- picking up inappropriate behaviour in assembly and issuing an appropriate sanction
- completing a referral form for any Duty Room referral and ensuring that a meeting has taken place with the student before the next lesson and steps have been put in place for her successful reintegration to the classroom (which will usually involve a sanction & communication with a parent/carer)
- ensuring the tidiness of the room after registration

Heads of Faculty

are responsible for:-

- supporting colleagues who are having difficulty with students for the following reasons and who have tried strategies of their own first: persistent low level disruption; persistent lack of equipment; persistent failure to produce homework; persistent lateness to lessons
- supporting colleagues where a student has: spoken rudely to them; defied their authority; refused to comply with a reasonable instruction/request; failed to attend a detention; been sent to the Duty Room
- making referrals for support to the LLD Faculty

Intervention by the HOF might include: contacting parents, detentions, letter home, meeting with parent(s), faculty detention, removal from lessons, subject report. The HOF may refer the matter to their LT line manager once they

have tried a range of interventions, if the problem still persists. If a referral to the Duty Room has taken place, the HOF should ensure that all the appropriate steps have been taken before the student returns to lessons.

SPLs

are responsible for:-

- picking up serious out of lesson incidents referred by another member of staff (but keeping the form tutor informed)
- picking up students who have been late twice in a week for a late detention
- supporting tutors with students who fail to respond to their interventions regarding time keeping, uniform, equipment etc.
- supporting tutors where a student has: spoken rudely to them; defied their authority; refused to comply with a reasonable instruction/request; failed to attend a detention; been sent to the Duty Room
- dealing with issues of ongoing bullying or discrimination involving members of the year group
- dealing with incidents involving members of the year group which occur out of lessons
- making referrals for support to the LLD Faculty
- intervening with students who are causing behavioural problems in a number of curriculum areas or who have been referred to the Duty Room 3 or more times in a term
- making referrals to the Learning Mentors

Intervention by the SPL might include: contacting parents; letter home; meeting with parent(s); detention; daily report; behaviour contract. The SPL may refer the matter to their line manager after trying a range of interventions if the problem still persists or if the matter is sufficiently serious to warrant immediate LT involvement. If a referral to the Duty Room has been made by a form tutor, the SPL should ensure that all the appropriate steps have been taken before the student returns to the form room.

The Duty Teacher

is responsible for:-

- collecting or receiving students who have been referred to the Duty Room
- retaining them for the duration of the lesson (unless the referral does not fit the criteria and is not appropriate, in which case the student would be referred to the HOF)
- keeping them isolated from other students in the Duty Room
- recording the details on the computer system
- passing on the referral form to the appropriate staff member
- if on duty during period 5, putting a list of names of students who have been in the Duty Room during the day on the staffroom board
- sending a letter home

Members of the Leadership Team

are responsible for supporting their link HOFs or SPLs with serious and/or persistent behaviour management issues. This may include supervising students while an incident is being investigated/dealt with. They support their link year group with duties (and should arrange for cover in the case of absence.) They should be involved immediately in cases which pose a significant Health & Safety risk, which involve a criminal offence, where there has been a physical assault or in cases where a member of staff has been bullied. They make recommendations for internal or external exclusion. The Pastoral AHT detains students who have arrived late more than twice in a week, sets up PSPs and makes referrals to the counsellor, BIP team and other external agencies.

Members of LT may make referrals to the Learning Mentors or SENCO, using the student concern form.

The Headteacher

oversees and has responsibility for the Positive Behaviour for Learning Policy, decides on external exclusions, conducts all exclusion readmissions, oversees PSPs, convenes GPDPs as appropriate and attends the LA HTPP meetings.

The Governing Body

oversees the school's Positive Behaviour for Learning Policy and monitors exclusions from school termly. Governors sit on Pupil Discipline Panels and Exclusion Panels as required.

The Police

assist the LT with cases where a criminal offence has been committed e.g. weapons possession, drugs use or possession, theft, assault, intimidation or harassment.

Learning Mentors

work with students referred to them for whom behavioural/social/emotional issues are a barrier to learning and report back to the relevant staff about their work and provide strategies that might be helpful with particular individuals. The work may be 1:1 or small group. It may be led by the Learning Mentor or by external agencies.

The SENCO

is responsible for coordinating support given to students on the SEN register. This involves:-

- setting up appropriate timetables of support for SEN teachers and LSAs
- setting up and attending annual reviews
- liaising with staff, parents and external agencies
- supporting and advising LSAs and class teachers regarding specific students in matters of behaviour management and differentiation
- reviewing provision and support for SEN students regularly and tracking their progress

LSAs

are responsible for working with the class teacher in:-

- ensuring orderly entrance and exit of students to/from the classroom
- challenging latecomers
- challenging students who are eating or chewing in class
- checking that uniform is correct (and challenging/confiscating where it isn't)
- ensuring that students sit according to the seating plan
- ensuring that coats are hung up appropriately
- checking that students have all the correct equipment, including homework (and challenging where they don't)
- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident and reporting it to the class teacher
- confiscating any banned items and passing them on to the class teacher

In-Class Technicians

are responsible for assisting the class teacher in

- ensuring that all health and safety rules are adhered to

- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident and reporting it to the class teacher
- confiscating any banned items and passing them on to the class teacher

Midday Supervisors

are responsible for:-

- managing the behaviour of students within the lunch queue and dining areas, supported by members of the Leadership Team
- challenging a student who speaks inappropriately to them and referring the matter on to the teacher on duty if necessary
- referring any difficult situation to the members of Leadership Team who are on duty
- providing a general presence around the school and site at lunchtimes, ensuring that students behave safely and according to the school rules and expectations

Lunchtime Activity Supervisors

are responsible for:-

- ensuring that all health and safety rules are adhered to
- ensuring that students behave according to the school rules and expectations during the activity (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them and referring the matter on to the teacher on duty if necessary
- picking up any EO incident and reporting it to the teacher on duty
- confiscating any banned items and passing them on to the duty teacher

The Teaching and Learning Leader

assists NQTs, BTs and middle leaders with (and is available for consultation with other members of staff for) the development of behaviour management and differentiation skills involving groups of students or whole classes via:-

- lesson observations
- arranging peer observations
- recommending relevant reading or INSET
- 1:1 discussion

The Break Duty Team

is responsible for managing the behaviour of students at break time throughout the site. This involves:-

- being at the assigned station (including responding to wet break changes)
- being on time and staying for the duration of the duty
- playing a proactive role in supervising students
- ensuring that students move on to lessons promptly at the end of break
- ensuring that students leave the area they are vacating neat, tidy and litter free

List of Acronyms

<i>AHT</i>	<i>Assistant Headteacher</i>
<i>BIP</i>	<i>Behaviour Improvement Project</i>
<i>BSP</i>	<i>Behaviour Support Plan</i>
<i>BT</i>	<i>Beginner Teacher</i>

CPD	<i>Career and Professional Development</i>
DHT	<i>Deputy Headteacher</i>
EO	<i>Equal Opportunities</i>
GPDP	<i>Governors' Pupil Discipline Panel</i>
H&S	<i>Health & Safety</i>
HOF	<i>Head of Faculty</i>
HTPP	<i>Hard To Place Panel</i>
HT	<i>Headteacher</i>
LA	<i>Local Authority</i>
LM	<i>Learning Mentor</i>
LSA	<i>Learning Support Assistant</i>
LT	<i>Leadership Team</i>
NQT	<i>Newly Qualified Teacher</i>
PSP	<i>Pastoral Support Plan</i>
SEN	<i>Special Educational Needs</i>
SENCO	<i>Special Educational Needs Coordinator</i>
SPL	<i>Student Progress Leader</i>
T&LL	<i>Teaching and Learning Leader</i>

APPENDIX B

WALTHAMSTOW SCHOOL FOR GIRLS CODE OF POSITIVE BEHAVIOUR FOR LEARNING

IN LESSONS/REGISTRATION:

1. Classrooms:

Be on time, line up sensibly, coats off, respect the seating plan, enter and leave calmly, leave the room clean and tidy, be ready to learn.

2. Be organised:

Equipment and planner out, safety rules, homework on time, correct uniform

3. Respect for all:

Be polite, wait your turn, be safe, tidy up, respect others, the school and property, look after each other

4. Learning:

Active listening, positive participation, do your best, everyone has a right to learn

5. Banned items:

Illegal items, dangerous items, mobiles, electrical items, chewing gum, jewellery, Tippex & non-uniform items

APPENDIX C

OUT OF LESSONS POSITIVE BEHAVIOUR CODE

- Move around calmly, safely and quietly
- Consider others
- Walk on the left
- Put all litter in the bins
- Use the correct entry/exit doors
- No eating in tutor rooms, corridors or staircases
- Follow staff instructions

APPENDIX D

WSFG SANCTION GRID

1 - Serious															
	Quiet word with student	Warning outside classroom	Referral form for info	Note in planner/ call home	Lunchbreak/ after school detention	Referral to HoF/SPL for action	Confiscation and item passed to SPL	Confiscation and item passed to AHT Pastoral	Change of seat/isolation in classroom	Time out of lesson	Attendance report	Late detention	Picking litter	Access to internet/network removed	Ban from canteen
Chatting in class	✓	✓	✓	✓	✓				✓	✓					
Calling out	✓	✓	✓	✓	✓				✓	✓					
Off task behaviour	✓	✓	✓	✓	✓				✓	✓					
Disruptive behaviour(one off)			✓	✓	✓				✓	✓					
Mobile Phone								✓							
Personal stereo/electrical items								✓							
Non uniform clothing/jewellery				✓		✓	✓	✓							
Persistent non uniform clothing				✓		✓		✓							
Conspicuous make up	✓		✓	✓		✓									
Defiance (one off)		✓	✓	✓	✓				✓	✓					
Eating in class/chewing	✓	✓	✓	✓	✓		✓								
Pushing in queue	✓		✓		✓	✓									✓
Late for lesson (one off)	✓	✓			✓										
Late for lesson (pattern)			✓	✓	✓	✓									
Inappropriate language (one off)	✓	✓	✓	✓	✓				✓						
Dropping litter	✓														
Lateness to registration				✓								✓			
Regularly forgetting basic equipment			✓	✓	✓	✓									
Misuse of ICT	✓	✓	✓	✓	✓	✓				✓				✓	

2 – More serious

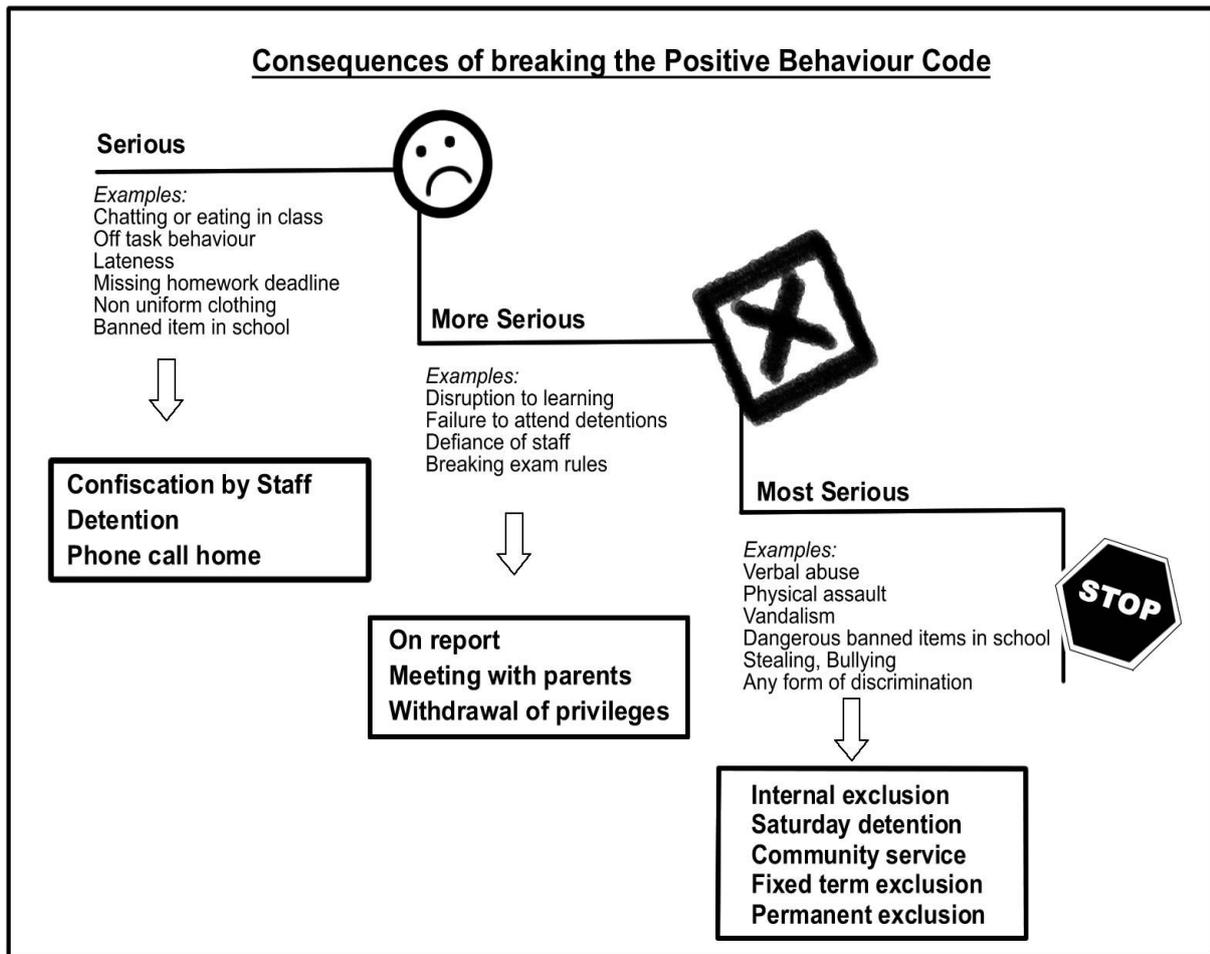
	Referral form	Send to HOF	Write/call home	On report	SPL/ HOF Detention	Leadership Detention	Sent to duty	Meeting with parents	Community Service	Withdrawal of privileges	Internal exclusion
Defiance of staff (ongoing or serious Incident) questioning staff judgement	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Disruption to learning	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Going into out of bounds area	✓		✓		✓				✓		
Failure to attend detention	✓		✓		✓			✓			
Failure to attend Faculty detention	✓		✓			✓		✓			
Failure to attend LT detention	✓		✓				✓			✓	✓
Smoking in school	✓		✓		✓	✓		✓	✓		
Breaking exam regulations	✓		✓					✓			
Damage to environment	✓		✓		✓			✓	✓		✓

3 – Most serious

	Referral	Detention	Duty Room	Call/letter home	Community Service	Attendance Report/withdraw privileges	Meeting with parents	Internal exclusion	INSET day/Sat detention	Fixed term exclusion	BSP/PSP	Police involvement	GPDP	Perm. exclusion
Swearing at member of staff	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
Verbal abuse to student	✓	✓	✓	✓	✓		✓	✓					✓	
Physical assault/fight 1 st offence	✓		✓	✓	✓		✓	✓		✓				
Physical assault/fight repeated	✓		✓	✓			✓	✓		✓	✓	✓	✓	✓
Banned items to school-H & S implications	✓		✓	✓			✓	✓		✓		✓	✓	
Weapon in school	✓		✓	✓			✓	✓		✓		✓	✓	✓
Drugs in school	✓			✓			✓	✓		✓		✓		✓
Drug dealing	✓			✓			✓					✓		✓
Stealing	✓		✓	✓	✓		✓	✓		✓		✓	✓	
Bullying	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		
Discrimination incl. racism, sexism, homophobia	✓	✓	✓	✓			✓	✓		✓	✓	✓		
Persistent bullying	✓			✓			✓			✓	✓	✓	✓	✓
Ongoing disruption	✓	✓		✓	✓		✓	✓		✓	✓		✓	
Failure of BSP/PSP				✓	✓		✓			✓			✓	✓
Threatening behaviour to member of staff	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Setting off fire alarm	✓			✓			✓	✓		✓				
Vandalism	✓	✓		✓			✓	✓	✓	✓		✓	✓	
Truancing lessons/school	✓	✓		✓	✓	✓	✓		✓					

APPENDIX E

CONSEQUENCES OF BREAKING THE POSITIVE BEHAVIOUR CODE



APPENDIX F

Walthamstow School for Girls Referral Form

For Info

For Action

EO incident (copy to TIC EO)

Name _____ Tutor Group _____

Date of incident _____ Period _____ Subject _____

Swearing
Bullying
Truancing
Other

Rudeness to staff
Uniform
Equipment

Defiance
Disruptive behaviour
Fighting

Brief description of the incident

Action taken by referring member of staff

Name of referrer (please print)

Date of referral

Further action taken by HOF/LT/SPL/ASPL/DUTY TEACHER

Name

Date dealt with

Copy to

Office

SPL/ASPL

Head of Faculty

Tutor

Parents informed by _____ via telephone
in writing

APPENDIX G

THIS APPENDIX IS CURRENTLY BEING UPDATED AND WILL BE INCLUDED IN THE FINAL DOCUMENT

APPENDIX H

THIS APPENDIX IS CURRENTLY BEING UPDATED AND WILL BE INCLUDED IN THE FINAL DOCUMENT

APPENDIX I

THIS APPENDIX IS CURRENTLY BEING UPDATED AND WILL BE INCLUDED IN THE FINAL DOCUMENT

APPENDIX J

THIS APPENDIX IS CURRENTLY BEING UPDATED AND WILL BE INCLUDED IN THE FINAL DOCUMENT

APPENDIX K

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APPENDIX L

DUTY ROOM PROCEDURES

Referring Member of Staff

is responsible for

- completing a duty slip and giving it to the student (or another student) to take to the duty room - the student will be returned to the HOF if a duty slip is not issued.
- providing appropriate work for the student
- issuing a detention at which the issues can be discussed
- contacting the student's parents as soon as possible
- completing a referral form by the end of the day and passing it to the teacher on duty at the time of referral

Duty Room Teachers

are responsible for

- collecting or receiving students who have been referred to the duty room
- supervising the student in the duty area for the remainder of the lesson (unless the referral does not fit the criteria, in which case referring the student to the HOF)
- recording the details in the duty book, logging it on the system using the details provided on the duty slip and completing the relevant section of the referral form
- passing the referral to the Head of Faculty/SPL and filing the duty slip in the folder in the duty room
- issuing a standard letter which informs parents that they will be contacted by the referring teacher/HOF and giving a copy of the letter to the relevant HOF
- at the end of period 5, printing off the list of students who were referred to duty that day and displaying it on the staffroom board
- resolving issues with a student who refuses to leave a classroom with the duty room teacher as the matter has become one of more serious defiance
- responding to unexpected visits from parents or reports of students missing from lessons

Heads of Faculty

are responsible for

- supporting colleagues when a student has been sent to duty. This will include collecting the reply slip for any student who has been sent to the duty room by a member of faculty and arranging a meeting between the student and teacher to reinforce expectations before the student returns to lessons. It may also involve contacting parents and/or arranging for the student to sit in another class for a set period of time, using the faculty parking system. Where it is the second referral to duty one strategy would be for the HOF to place the student on a faculty report and issue a faculty detention

SPLs

are responsible for

- following up students who are referred to duty for a break/lunchtime incident, issuing a suitable sanction and contacting parents
- supporting tutors when a student has been sent to duty during registration. This will include arranging a meeting between the student and tutor to reinforce expectations before the student returns to registration and may involve making alternative registration arrangements for an appropriate period of time

- Intervening when a student is sent to the Duty Room more than 3 times in a term, to include meeting with parents and setting a detention

Pastoral AHT

is responsible for:

- making the decision to place a student in internal exclusion

THE DUTY SYSTEM – ROLES AND RESPONSIBILITIES

MEMBER OF STAFF

Immediately

- Complete Duty Slip
- Provide work

By end of Day

- Complete referral and pass to the duty teacher

Within 24 Hours

- Issue detention
- Inform parents

Before next lesson

- Meet with student supported by line manager



DUTY TEACHER

Supervise student
Record details on system
File duty slip
Pass referral to HOF/SPL
Period 5 - Post list of students who have been sent to the Duty Room that day



HOF/SPL

Support member of staff by arranging meeting before next lesson /tutor period
Oversee and support detention, ensure detention is set
Report card/Contact parents

Criteria for Referral to Duty Room

The Duty Room is for the immediate, short term containment of students who have seriously breached school rules.

A student should only be sent to the Duty Room for the following serious breaches of school rules:

1. Extreme rudeness or defiance

- swearing at or being abusive towards the teacher
- aggressive or challenging behaviour
- complete refusal to follow the teacher's instructions, despite being given repeated opportunities to do so. The teacher should first have:
 - repeated the instructions
 - considered the use of the parking system or giving the student cooling off time
 - made the consequences of the defiance clear
 - given several warnings

2. Violence

- throwing objects e.g. chairs
- fighting
- any form of aggressive physical contact

Walthamstow School for Girls
DUTY ROOM

The Duty room is for the immediate, short term containment of students who have seriously breached school rules in the following ways:

1. Extreme rudeness or defiance

- Swearing at or being abusive to the teacher
- Aggressive or challenging behaviour
- Complete refusal to follow the teacher's instructions, despite repeated opportunities to do so

2. Violence

- Throwing objects e.g. chairs
- Fighting
- Any form of aggressive physical contact

Name of Student Teacher Period

Subject Date Time

How has the code of conduct been breached?

Extreme rudeness or defiance

Violence

Details:

Work set:



Walthamstow School for Girls

A Mathematics and Computing Specialist School
with a Second Specialism in Applied Learning

Headteacher: Ms M Davies BA (Hons) NPQH

Church Hill, Walthamstow, London, E17 9RZ

Tel: 020 8509 9446

Fax: 020 8509 9445

Email: info@wsfg.waltham.sch.uk

Website: www.wsfg.waltham.sch.uk

[Date]

[Address]

Dear Parent/Carer

I am writing to inform you that your daughter [name] was sent to the Duty room during her [subject] lesson period [no.] today for seriously breaching school rules.

The referring teacher [name] will follow up this matter by contacting you to give you further details of the incident and to outline the consequences of your daughter's behaviour.

Yours sincerely,

Duty Room Teacher

.....
.....

Walthamstow School for Girls

Please return this slip through the post or via your daughter to confirm that you have read this letter

Student's name Tutor Group

I confirm that I have received your letter of (Date)

Signed (Parent/Carer)

Please return this slip to the Head of the [subject] Faculty

APPENDIX M

STUDENT INCIDENT FORM

Full Name	Tutor group	Date	Time of statement
Names of any staff present	Place where written		
Area where incident occurred	Time incident occurred		
Who asked you to write about this incident			
What happened? (include what led up to the incident, what happened, what happened afterwards, what you did and why, what others did, what rules were broken). How could you fix it?			
Staff comment/interview			
Student signature	Date		
Staff signature	Date		
Parents informed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	By

APPENDIX N

THIS APPENDIX IS CURRENTLY BEING UPDATED AND WILL BE INCLUDED IN THE FINAL DOCUMENT

APPENDIX O

STUDENT USE OF FORM ROOM SANCTIONS

IF ANY OF THE FOLLOWING PROBLEMS OCCUR IN FORM ROOMS AT BREAKTIME AND LUNCHTIME:

- Eating food in the classroom
- Rubbish left in the room/room left in bad condition
- Use of computer
- Playing music/DVD's
- Allowing other classes in the form room
- Unacceptable level of noise/silly behaviour

The following sanctions will be incurred by the whole form(s) if individuals cannot be identified

1 st time	2 nd time	3 rd time	4 th time	5 th time	6 th time
Ban for 1 day (issued by Tutor in conjunction with SPL)	3 day ban(issued by Tutor in conjunction with SPL)	5 day ban (issued by SPL)	Room closed for ½ term (spoken to by LT)	Room out of bounds for the whole term	Ban for the rest of the academic year

APPENDIX P

WSFG SAMPLE PASTORAL SUPPORT PLAN CONTRACT

Student: (Name) (Tutor group) – Tutor: (Name)

Readmission meeting held on (date) _____

Present – Student (Name) Parent/Carer (Name) SPL (Name)

3 behaviour targets to be agreed by all present:-

1. XXXX must not bring any banned items onto the school premises. XXXX will be asked to empty the contents of her school bag at the start of each day.
*If a banned item or object is found, XXXX will be sent home from school.
Parent will be contacted by the school to collect XXXX.*
2. XXXX must attend all her lessons and get her attendance report signed every lesson. XXXX will report to at 3.30pm every day. If is not available, alternative arrangements will be made.
*If XXXX does not attend all her lessons or complete her attendance report or see at 3.30pm every day, she will be given an automatic detention of 1 hour at the end of the day.
Parent will be contacted to be informed of the detention.*
3. XXXX must behave according to the school code of conduct for learning at all times. XXXX must not be sent to the Duty Room for poor behaviour during the school day.
*If XXXX is sent to the Duty Room, she will have an automatic detention of 1 hour at the end of the day. If the member of staff in the Duty Room decides it to be appropriate, XXXX will be sent home from school.
Parent will be contacted by the school to collect XXXX.*

The 3 agreed targets will be reviewed every week by

Student (Name)

ASPL/SPL (Name)

For every week that XXXX completes her behaviour targets, she will receive a certificate and a postcard home from the Headteacher.

Copy of this document to above people, Form Tutor/s, XXXX's teachers, and the Leadership / Duty Team.

Signed _____ Student

Signed _____ Parent/Carer

Signed _____ Headteacher

Signed _____ SPL

Signed _____ Assistant Headteacher Pastoral

APPENDIX Q

PASTORAL SUPPORT PLAN

Pastoral Support Plan

Student's name Tutor Group Date

SEN stage Level IEP Yes / No Plans in place by other agencies i.e. Care plan:

Main Reasons for introduction of PSP

❖ ❖

❖ ❖

Action taken so far, current support

❖ ❖

❖ ❖

PSP Outline

Targets

Action to be taken by:

School	Student	Parent	Other Agencies

Interventions

Learning mentor: Yes / No
Attending Learning Support Unit: Yes / No

Present at PSP meeting: Parent/carer Student LEA Representative
 HoY EP SE Other _____
 If parent/carer was not present at interview, was s/he invited? Yes / No
 PSP overseen by: _____ Signed by: _____
 Review Date: _____

PASTORAL SUPPORT PLAN – REVIEW SHEET
 (To be given to each subject teacher for review meeting)

Students Name:	Tutor Group	Date

SEN Stage	IEP in place Yes/No	Pupil Support Allowance Yes/No

Main Reasons for introduction of PSP:

PSP Outline

Targets (Targets to be taken from original PSP)	Achieved (Please tick)	Partly achieved (Please tick)	Not achieved (Please tick)	Any comments that you feel would be helpful

Member of Staff:	Subject taught:
-------------------------	------------------------

APPENDIX R

RE-ADMISSION FROM FIXED TERM EXCLUSION CONTRACT

Re-admission from Fixed Term Exclusion Contract

Name: _____

Tutor Group: _____

Reason for exclusion: _____

Length of exclusion: _____

Date of re-admission: _____

I agree to:

- attend regularly and on time
- wear the full school uniform at all times
- comply with the school's Equal Opportunities policy
- respect the authority of all members of staff
- respect the school's health and safety code
- respect the learning of others
- respect the Positive Behaviour For Learning policy

Signed by _____
(Student)

Witnessed by _____

Name _____
(Headteacher)

Signature _____

Name _____
(SPL/ASPL)

Signature _____

Name _____
(Parent/Carer)

Signature _____

APPENDIX S

THE INTERNAL EXCLUSION ROOM

The IE room is distinctly different in principal from the Duty area, with students being placed in the room and having no contact with their peers or staff during the school day.

Students in IE will not be allowed to socialise with their peers at break or lunchtime.

They will be escorted to collect their lunch and will eat in the IE room.

Students will be placed in the IE room for major incidents or behaviours that are considered by the LT to be more serious than a normal Duty area incident. Placement in the IE room may be for a serious one-off incident or for a culmination of incidents over a period of time. LT may consult with the SPL, but will take the final decision on the placement of a student in the IE room.

Length of placement of a student in the IE room will be discussed by the LT and the Parent will be informed of the decision either in advance or at the start of the first day.

Staff will be informed of a student placement in the IE room personally if possible and via the student noticeboard in the staffroom.

Students in the IE room will be under direct supervision all day and will be given suitable work for each lesson, from the selection of textbooks that have been provided for the IE room, by HOF and HOD.

It is envisaged that the IE room should be used as a last stage procedure by the school before an External Exclusion is considered.

The IE room will be monitored by the AHT Pastoral and LT.

APPENDIX T

COVER SETTING INSTRUCTIONS

Instructions for teachers setting cover in advance of known absences

1. Complete a blue cover proforma in full.
2. Ideally, attach a seating plan for the class.
3. Ensure that you set work that will be straightforward to supervise. Avoid practical tasks and tasks involving room changes (unless students have been prepared in advance).
4. Ensure that all necessary resources are provided. Do not assume that every student will have their text book/exercise book etc.!
5. Indicate on the cover form if you should have support in the lessons, if the lesson is being taught by a BT etc.
6. Ensure that you have set sufficient work. Include timings for each activity and set plenty of extension work in case students finish early.

APPENDIX U

COVER WORK SHEET

Walthamstow School for Girls - COVER WORK SHEET

Name of absent teacher: _____ Name of class: _____ Room: _____
Subject: _____ Date: _____ Period: _____

Seating plan attached: Yes/No

Homework to be collected: Yes/No

Work to be completed: In exercise book/on paper/other (please specify)				Timings:	
Extension tasks:					
Resources:	No. given out	No. collected in	Description	Location collected from	Location returned to
Textbooks					
Paper					
Scissors					
Rulers					
Glue					
Pencils					
Other (please specify)					
Homework:					
Additional information: (e.g. about individual students, SEN etc.)					
Teacher to contact if any problem:					
Name:				Location:	

Name of cover teacher (Print): _____

Expectations of cover teacher

We expect all cover teachers to take an active role in lessons, explaining work, helping the girls if required and making sure that the girls are on task.

Classroom expectations

1. On entry, girls should remove coats, gloves, scarves and hats.
2. Bags should be placed on the floor.
3. Girls are not allowed out of class except for emergencies or where the work specifically requires it. If you need to allow/send a girl out of the classroom, sign the permission to leave class page in her student planner.
4. If you have any classroom management problems, or queries about the cover work, please consult the named teacher overleaf.
5. In cases of blatant defiance or dangerous behaviour, use the duty system. Send the student who is disturbing the lesson, with a duty slip and work, to the duty teacher (see rota). Remember to complete a referral sheet after the lesson and pass it to the teacher on duty.

Comments on behaviour of the class/individuals:

Comments on work completed:

Other comments:

Signature: _____

APPENDIX V

NOTES FOR SUPPLY STAFF

Welcome to Walthamstow School for Girls. We hope you have a successful day.

You should have signed in at Reception. If you have not, please return to do so. They will then direct you to the staffroom. Please have your DBS disclosure notice available, as you will not be allowed to work if evidence is not available.

In these notes you will find general administrative information and notes on what we expect of you, brief details of our Equal Opportunities Policy, a map of the school, a Duty Room timetable, a First Aid rota and duty slips should you need them.

Timing of the School Day

8.45 - 9.05	Registration
9.05 -10.05	Lesson 1
10.05 - 11.05	Lesson 2
11.05 - 11.25	BREAK
11.25 - 12.25	Lesson 3
12.25 - 1.25	LUNCH
1.25 - 1.30	Registration
1.30 - 2.30	Lesson 4
2.30 - 3.30	Lesson 5

Admin. Information

Your timetable for the day will be on the 'cover' board in the staffroom. Please collect yours from the board when you arrive. Work set for classes will either be in the subject drawers below the cover board or on the desk in the classroom. Science cover work is always in the prep room.

Details of the work set should be left for you on the blue cover work form. The blue forms are in the drawers below the cover board. Attached to each lesson's blue cover sheet will be a register and photographs of the students. Please complete the reverse of the form and return it to the teacher's pigeonhole in the staffroom, unless indicated otherwise on the cover sheet, along with the register. If the work set is not on a blue form, then you should still complete the reverse of the form (lesson feedback to absent teacher) and return it with the register.

Please make sure you are familiar with the evacuation procedures / fire drill (notes are displayed in all rooms) and the routes you should take with your class, as you are responsible for leading your class **in silence** to the Redgra for registration.

Refreshments are available in the Staffroom. Free coffee is available in the staffroom at breaktime. You can buy breakfast, snacks at break or lunch in the dining hall. It is customary for staff to go to the head of any queue.

Staff toilets are situated at various points around the school.

If you need to get a timesheet / attendance record signed, then please go to Reception at 3.30pm.

Expectations

We expect all supply teachers to take an active role in lessons, explaining work, helping the girls if required and making sure that they are on task. Girls are not allowed out of class except for emergencies or where the work set specifically requires it. If this is the case, they should offer you their diary/planner and you should sign the permission to leave class page. If they cannot produce a planner they should not be allowed to leave the room.

On occasions you may find that you are not the only adult in the class. There may be a support teacher or LSA for certain students in that class, or you could be the required qualified teacher in a class which is being taught by a Beginner Teacher.

Support

During every period there is a Member of Staff 'on duty' to deal with any problems (see enclosed sheet). Girls who cannot be contained within your lesson should be sent, with a completed yellow duty slip, a note in their planner and work to do, to the 'Duty Teacher'. There is a follow up / referral slip which must be completed afterwards. Any other problems should, in the first instance, be directed to the teacher named on the cover sheet.

GUIDANCE FOR VISITORS TO THE SCHOOL ABOUT OUR EQUAL OPPORTUNITIES POLICY

These notes are intended to help people who may be visiting or working in our School for a limited period

We have students of a wide range of abilities and from many different social, religious, cultural and linguistic backgrounds: we want them all to develop confidence and achieve success, as young women and as members of particular groups. We have a detailed Equal Opportunities Policy covering many aspects of School life. As a short term or temporary visitor to our School we would ask you to be aware of the following:

Language used between students and between students and adults should be respectful. We do not allow comments and language which are racist, sexist or homophobic or other discriminatory comments. We would prefer you to call groups "girls" rather than "young ladies". You too should not receive any racist, sexist or homophobic comments, and if you do, please report them to the Duty teacher.

If you are in a position where you may be rewarding or sanctioning students, please do so in a way which students can see is fair and consistent.

We do not allow bullying of any sort, and we have procedures for dealing with it. Please ensure that you report any incident of bullying.

We actively encourage students to use languages other than English, both in lessons and around the School. Students are only not allowed to use another language if they are deliberately trying to exclude somebody; another student or a member of staff.

Headcoverings, in school uniform colours are allowed, provided they are arranged so that lessons can be followed safely.

Students and staff have a right to have their privacy respected: this also applies to visitors and you should not feel that you have to give information which you do not want to.

We would ask you to follow these guidelines. If you feel that they have been breached please do not hesitate to speak to your contact person in the School, who will ensure that the matter is followed up.

Thank you. Feedback is welcomed.

Please return these notes to Reception before you leave the premises.

APPENDIX W

CONDUCT CARD

Date	Infringement Number	Staff signature & initials
1.		
2.		
3.		
<p align="center">WHOLE SCHOOL DETENTION Member of staff completing strip 3 to inform the school office</p>		

<p>WALTHAMSTOW SCHOOL FOR GIRLS CONDUCT CARD SUMMER TERM 2016</p>	
<p>Student's name:</p>	
<p>Tutor Group:</p>	<p>Date Issued:</p>
<p>Your conduct Card will be signed for the following:</p>	
<p>1. Incorrect uniform</p>	<p>6. Breaking out of lesson behaviour code</p>
<p>2. Chewing</p>	<p>7. Breaking lunchtime room regulations</p>
<p>3. No planner</p>	
<p>4. No lanyard</p>	
<p>5. Having a banned item</p>	
<p>Once a block is full students will be issued with a LT detention. Students who are repeatedly in detention will not be allowed on trips and visits and their Parents/Carers will be called into school.</p>	
<p>REMEMBER: IF AT THE END OF TERM YOUR CARD IS CLEAN YOU WILL RECEIVE A PRIZE</p>	
<p>FAILURE TO PRODUCE THIS CARD WHEN REQUESTED OR LOSS OF THE CARD WILL RESULT IN DETENTION.</p>	