



## Behaviour Policy (A4)

Scope:	Senior School (Including Boarding)
Release date:	September 2021 (May 2022 Update)
Review date:	September 2022
Author:	Senior Deputy Head Senior School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors

### Linked documents

This Policy should be read in conjunction with:

- Peer on Peer Abuse (A4)
- PSHCE Policy (A5)
- Online Safety Policy (A8)
- Complaints Policy (A14)
- Teacher's Guide (Internal)

### Acronyms

N/A

### Availability

This policy may be viewed on the School website, and a printed copy is available upon request from the School Office/Pupil Services Team.

## Introduction

This policy sets out clearly the expectation of behaviour and social relations in the School. The key aim is to create and maintain a community which is considerate, where interaction is based on mutual respect, and which fosters good teaching and learning.

We have the highest expectations that our pupils will behave with courtesy and consideration for others in and out of school. We believe that in order to enable effective teaching and learning to take place it is essential that we promote and maintain the highest standards of behaviour. In order to achieve our aims it is important to establish and maintain good teacher/pupil relationships throughout the School. Much of this is achieved through sound and effective teaching in the classroom, as well as opportunities afforded in pastoral work in tutoring, PSHCE, assemblies and support from Senior/Form Prefects for both pupils and staff.

The School's rich and varied co-curricular programme helps to promote high standards of behaviour, positive working and social relationships within and outside the School community. We acknowledge and reward the good work and behaviour of pupils and seek to create a caring, safe and happy learning environment in school by:

- encouraging all members of the School community to show consideration for others.
- encouraging pupils to be honest, acquire self-discipline, and take responsibility for their own actions and choices.
- encouraging pupils to respect the customs and regulations of the School.
- fostering a set of shared values among staff, pupils, parents and the wider community.
- Encouraging a culture among all staff of listening to children, taking account of their wishes and feelings when putting in place measures to protect them
- Understanding the difficulties that children have may encounter in approaching staff about their circumstances
- Building trusted and appropriate relationships that facilitate communication
- Having a zero tolerance stance on Peer on Peer abuse
- Never downplaying Instances of peer on peer abuse, including sexual violence and sexual harassment should never be dismissed as banter, just having a laugh, 'boys being boys' or an inevitable part of growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

The School will endeavour to:

1. make explicit the philosophy underlying the School's system of rewards, punishment and pastoral provision.
2. encourage staff to recognise and praise good behaviour as well as dealing with bad behaviour, and to ensure that sanctions, when needed, are appropriate and applied in a fair and consistent manner. The School acknowledges its legal duties under the Equality Act, 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).
3. ensure that staff, pupils and parents know, and understand the reasons for, the School's Codes of Conduct which can be viewed on the school website.

## Roles and Responsibilities

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline which came into effect in April 2007. Further guidance is given in the DfE's Behaviour and Discipline in Schools (2016). The powers give any teacher and all other paid staff with responsibility for pupils (unless the Headmaster says otherwise) the authority to discipline pupils whose behaviour is unacceptable, who break the School's Code of Conduct or who fail to follow a reasonable instruction. Powers shall be exercised 'reasonably and proportionately'. Where reasonable this power extends when outside of school. These new powers include:

- Day pupils may be detained on weekdays (after the normal school day has ended), weekends, or staff days, with 24 hours' notice.
- Boarders can be detained at the Head of Boarding or Resident Tutor's discretion providing this falls outside of the normal school day (0830-1610), times that mean that the pupil is unable to access meals, after lights out and before wake up.
- there is no requirement for 24 hours' notice for lunchtime detentions. However, staff must ensure that lunchtime detentions are not of such duration that a pupil misses the opportunity to eat.
- staff have the right to confiscate articles ('seize, retain or dispose of') with authority from the Headmaster.

The Board of directors will establish in consultation with the Headmaster, staff and parents the Policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Headmaster will be responsible for ensuring the implementation and day-to-day management of the Policy and procedures. The Headmaster and senior staff will oversee support for staff faced with challenging behaviour.

Staff: all teaching and non-teaching staff will be responsible for ensuring that the Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Policy is essential. Staff have a key role in advising the Headmaster on the effectiveness of the Policy and procedures. They also have responsibility, with the support of the Headmaster, for creating a high-quality learning environment, promoting good behaviour and implementing the agreed Policy and procedures consistently. The expectation is that all staff will apply the Policy.

The Board of Directors, Headmaster and staff, will ensure there is no differential application of the Policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and guardians will take responsibility for the behaviour of their child both inside and outside the School. The School values a close relationship with parents, and they will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour both in and out of school. This includes pupil conduct on the way to and from school when on buses and on expeditions away from school during term time or in the holidays.

Pupils are expected to take responsibility for their own behaviour to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the School Policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of peer on peer abuse or harassment are reported promptly to staff.

In the interests of safeguarding and supporting young people, referrals may be made to External Agencies (including the Early Help, Childrens Social Care and the Police) with the aim of identifying the best resolution.

Below are examples of the different types of reward or sanction possible. Pastoral and academic staff should adopt an individualised approach to rewards and sanctions bearing in mind pastoral and SEND issues. Where relevant, sanctions are discussed with Head of Learning Support.

## **Rewards**

The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and co-curricular achievements. The opportunities include:

- Reports on sports, trips and other activities given by pupils in whole school assemblies.
- An annual prize giving ceremony, which includes prizes for endeavour.
- Commendation Cards for good work or significant improvement or achievement in any area of school. These are administered by teachers and taken home.
- Following Grade Cards, the Head and senior staff see all pupils who have achieved high scores or shown significant improvement in their academic work.
- Notable academic and co-curricular achievements are celebrated by announcements in assembly and Colours, certificates and trophies are awarded in the presence of the whole school. Achievements are also recorded in Press releases, the School Magazine, Head's Newsletters, on the website and on display areas in school.
- Achievement Points are awarded for academic or behavioural effort not quite meriting a commendation.
- Letters home from Heads of Section to recognise notable academic achievement or improvement.
- Pupils who have shown extremely high levels of achievement or endeavour may be awarded a Board of Directors' Commendation direct from the Board

## **Sanctions**

There is no corporal punishment.

Pupils are given clear guidance on personal conduct. However from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school or when off-site, or for inadequate work, the School will use a range of sanctions. Crucial to our system of sanctions is the principle of proportionality. A member of staff who refers a matter to a member of the pastoral team will be given full support and an explanation of the action to be taken. Such action will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept in the pupil's file. In addition, a centralised record of any significant sanctions is kept by the Senior Deputy Head.

The following examples are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used.

<b>Name</b>	<b>Set by</b>	<b>Description/ nature</b>	<b>Reasons/Examples</b>	<b>Parents Informed</b>
Reprimand	All staff		<ul style="list-style-type: none"> <li>• Uniform/appearance</li> <li>• Running in corridors</li> <li>• Use of mobile phones/music devices in an inappropriate place/at an inappropriate time</li> </ul>	NO
Detention	All staff	20 minutes	<ul style="list-style-type: none"> <li>• Late to lesson/registration</li> <li>• Poor work/effort in class</li> <li>• One-off failure to produce a homework</li> </ul>	NO
Department Detention	Heads of Department	20 minutes	<ul style="list-style-type: none"> <li>• Persistent failure to deliver homework</li> <li>• Missing internal coursework deadlines</li> <li>• Persistent poor behaviour or attitude in lessons</li> <li>• Failure to attend Detention</li> </ul>	NO
Daily Report	Tutors/ Heads of Section	Report Card signed by staff at the end of each lesson	<ul style="list-style-type: none"> <li>• Persistent work or organisational issues</li> <li>• Concerns about a pupil's attitude toward learning</li> </ul>	YES
Internal Suspension of Privileges	Heads of Section	Loss of break and lunchtime Supervised by Heads of Section	<ul style="list-style-type: none"> <li>• Serious misuse of classrooms/Sixth Form Centre/School facilities/equipment</li> <li>• Being sent out of a lesson</li> <li>• Persistent work/behaviour issues</li> <li>• Lying to a member of staff</li> </ul>	YES
Gating (Boarding only)	Resident Tutor/Head of Boarding	Loss of free time in the evening/ removal from house outings	<ul style="list-style-type: none"> <li>• Behavioural issues in boarding setting</li> <li>• Persistent issues at bedtime and wake up</li> </ul>	NO
After School Detention	Heads of Section or Head of Department	4.30 to 5.30 pm Supervised by Heads of Section or HoD	<ul style="list-style-type: none"> <li>• Persistent lack of work/inappropriate behaviour</li> </ul>	YES
Restrictions (Boarding Only)	Head of Boarding	Loss of free time in the evening/ removal from house outings for a number of days	<ul style="list-style-type: none"> <li>• Persistent behavioural issues in boarding setting</li> <li>• Inappropriate behaviour</li> </ul>	YES
Internal Suspension	Heads of Section and Boarding	Removal from lessons 8.30 am to 4.10 pm. Supervised by Heads of Section	<ul style="list-style-type: none"> <li>• Persistent lack of work/inappropriate behaviour.</li> <li>• Causing persistent/serious disruption to the learning of other pupils.</li> </ul>	YES
Logged Deputy Head reprimand	Senior Deputy Head	Conversation with Deputy Head that is logged. Further issues result in serious sanctions	<ul style="list-style-type: none"> <li>• Peer on peer abuse</li> </ul>	YES

<b>Name</b>	<b>Set by</b>	<b>Description/ nature</b>	<b>Reasons/Examples</b>	<b>Parents Informed</b>
Saturday Detention	Head of Section/Boarding Senior Deputy Head	9.00-11.00 am Saturday Supervised by a Deputy Head  In the case of Boarders this could be run from 8.00-10.00 pm Supervised by Houseparent	Serious breaches of the School's Behaviour Policy, which may include <ul style="list-style-type: none"> <li>• Missing lessons</li> <li>• Smoking/Drinking</li> <li>• Deliberate and serious damage to School property</li> <li>• Persistent issues of punctuality/work/Behaviour</li> <li>• Peer on Peer abuse</li> </ul>	YES
Suspension	Deputy Head Pastoral / Headmaster		Serious breaches of the School's Behaviour Policy which may include: <ul style="list-style-type: none"> <li>• Swearing at a member of staff</li> <li>• Violent or abusive behaviour</li> <li>• Persistent defiance</li> <li>• Behaviour which jeopardises the safety of others</li> <li>• Vandalism</li> <li>• Serious breaches of the School's Network User Agreement</li> <li>• Conduct which brings the School into disrepute</li> <li>• Serious or persistent peer on peer abuse</li> </ul>	YES Chair of Governors informed
Permanent Exclusion	Headmaster		<ul style="list-style-type: none"> <li>• Repeated serious breaches of the School's Behaviour Policy</li> </ul> <p>In exceptional circumstances it is appropriate to permanently exclude a pupil for a first or 'one off' offence:</p> <ul style="list-style-type: none"> <li>• Serious or threatened violence against another pupil or a member of staff</li> <li>• Sexual abuse or assault</li> <li>• Involvement with illegal or unauthorised drugs</li> <li>• Carrying an offensive weapon</li> <li>• Serious or persistent peer on peer abuse</li> </ul>	YES Chair of Governors informed

The procedure set out above ensures that persistent offenders eventually reach the higher level sanctions.

At any stage a number of other strategies are available to the pastoral team, eg. counselling, sending out (see Appendix 1).

## **Pastoral Support**

Staff should record class pastoral/academic concerns on SIMS after sanctions or support have been given, and concerns remain. The Form Tutor/Houseparent should contact parents if a number of concerns are received in a short time. SIMS should not be to alert Child Protection Designated Personnel of concerns. The usual child protection procedures must be followed.

Pupils with emerging behaviour concerns or at risk of permanent exclusion from the School will be given Pastoral Support which may involve Form Tutor, Head of Section, Resident Tutor, Head of Boarding or Senior Deputy Head, mentoring/counselling as appropriate. A plan will be agreed between the School, the pupil and the parents. External agencies will be involved if appropriate.

## **Confiscation**

Staff have the right to confiscate inappropriate items. This may include when:

- an item is a danger to others, e.g. laser pen
- an item disrupts teaching and learning, e.g. a mobile phone
- an item is against school uniform rules/dress code, e.g. jewellery and non-uniform items
- an item poses a health and safety threat, e.g. neck chain worn during P.E.
- an item which is illegal for a child to have, e.g. pornographic material
- an item which is distracting a pupil from getting appropriate sleep in boarding or on an residential trip

When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file. Items of obvious value will be labelled and stored in the School's safe or locked securely in the Boarding or Section office until they are returned to the pupil. In most cases, confiscation is a sufficient sanction, and the return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

If the School chooses not to return an item at the end of the school day, then parents will be informed in writing. In some cases, a responsible family adult may be asked to retrieve the item. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the School to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

## **Search Powers**

Any member of staff may search a pupil for offensive weapons, using reasonable force if necessary, where they have reasonable suspicion that a weapon is concealed (Violent Crime Reduction Act 2006). This will normally be a member of the Senior Leadership Team, where possible of the same gender as the pupil and in the presence of another member of staff.

## **Physical Violence**

In any incident of physical violence, a record must be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents must be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken should be recorded in both files. Normally all parties involved in a fight will receive a sanction.

## **Restraint**

The School does not advocate the use of physical restraint on pupils. An underlying principle of this Policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- to prevent pupils from committing a criminal offence
- to prevent pupils from injuring themselves or others
- to prevent pupils from causing damage to property, including their own property
- as a last resort, when all other de-escalation strategies (including positive handling techniques) have proved ineffective in preventing a pupil from engaging in behaviour which disrupts the good order and discipline of the School.

If required to use physical intervention, staff will:

- use the minimum force necessary, proportional to the circumstances
- use as an act of care, and not as punishment.
- report the use of any force to the relevant Senior Deputy Head immediately
- The Senior Deputy Head will log the use of Restraint
- The Senior Deputy Head will review this log to recognize the need for training of staff and also, to risk-assess pupils being on site, where multiple uses of restraint are reported.

## **Room Searches in the Boarding House**

Boarding staff will only conduct searches of pupils' bedrooms and belongings if the health, safety or welfare of either the young person or others is at risk.

A pupil's room and belongings will only be searched where there are clear grounds for suspecting something is untoward and where failure to carry out the search would put at risk the welfare of the pupil, staff and others.

If appropriate the reasons for the search will be explained to the pupil prior to the search; however, in exceptional circumstances pupils do not need to be told that a search is being carried out.

In all circumstances a minimum of 2 staff must conduct the search and in most cases it will be preferable for the pupil to be present during the search.

All searches must be documented showing the time, date and reason for the search, noting what if anything was found, who carried out the search, who was present at the time and if the young person was in agreement with the search taking place

If a search is made and the pupil is found to be in possession of any illegal substances, then the Head of Boarding and Senior Deputy Head must be informed immediately. They will consult with the Headmaster and if necessary the police will be involved.

If a search is made and other harmful items such as weapons are found, staff must remove the items and inform the Head of Boarding and Senior Deputy Head as soon as possible, who will liaise with the Headmaster.

## Malicious Allegations

Malicious allegations concerning staff (teaching or support) will be treated as a significant breach of the School's Behaviour Policy and may result in the suspension or permanent exclusion of the pupil making the malicious allegation. Persistent offenders may be reported to the police if there are grounds for believing a criminal offence may have been committed. (DfE statutory guidance 10 September 2012).

All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of the School community will be treated with the utmost seriousness.

## Complaints Procedure

Any complaints regarding the application of this Behaviour Policy should be made in writing to the Headmaster in line with the Complaints Policy A14.

## Peer on Peer Abuse

### Definition of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to:

- Bullying (including cyberbullying, prejudice based bullying and discriminatory bullying),
- Sexual violence and sexual harassment
- The sending of consensual and non-consensual nude and semi-nude images and or videos (sexting or youth produced sexual imagery)
- Abuse in intimate personal relationships between peers
- Initiation/hazing type violence and rituals (these may include harassment abuse or humiliation)
- Physical abuse (which includes hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),
- Causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)and
- Upskirting (part of the Voyeurism (Offences) Act, April 2019) which typically involves taking a picture under a person's clothing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The school recognises that there is a gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators. However **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, it is recognised that peer on peer abuse can be a safeguarding issue and will be treated as such.

## **Appendix 1:**

### **Staff Guidance for Sending Pupils Out at Wisbech Grammar School**

It is to be hoped that this should be a sanction which rarely needs to be applied.

There are two types of sending pupils out of a lesson:

#### 1. The 'Time Out' Sending Out.

This should last no longer than two minutes and be seen as a 'cooling off' period for the pupil to enable them to be reintegrated into the lesson quickly and calmly.

In the aftermath, the member of staff involved must: inform Head of Department and record the sanction in SIMs. A Departmental Detention would be the likely sanction applied in this circumstance. If a Form Tutor identifies that a pupil has received 2 or more 'Time Outs' then it is likely that a Head/Deputy Head of Section would apply an Internal Suspension of Privileges with a letter sent home to inform parents.

#### 2. Formal Sending Out.

The pupil is sent to Pupil Services, the member of staff notes the time that the pupil was sent out on a piece of paper which the pupil then takes with them to Pupil Services. If the member of staff is able to do so, they should phone/email Pupil Services to let them know that the pupil is coming.

From Pupil Services, the pupil would usually be directed to the relevant Head of Section/Deputy Head of Section.

The member of staff sending the pupil out should, as soon as possible after the lesson, give a written account of the circumstances in which the pupil has been given a Sending Out sanction; this should be passed to the Head/Deputy Head of Section and logged in SIMS

An Internal Suspension of Privileges with a letter sent home by the Head of Section would be the usual sanction.

## Appendix 2: Information for Pupils

### Responsibilities

#### **Yours, as pupils at Wisbech Grammar School:**

With rights come responsibilities, and these responsibilities are:

With regards to your work:

- Try your hardest and never settle for less than your best
- Allow others to learn
- Apply a scholarly approach
- Take care, and have pride in, the presentation of your work
- Hand in Work Promptly
- Use 'Assignments' to manage homework
- Seek help from your teachers or form tutor if you encounter difficulties

In other areas of school life:

- Demonstrate a full commitment to school life and its wider activities
- Use your right to a voice effectively and in ways that will improve the school
- Respect and support our community
- Take action if you see something that is unfair or might be viewed as bullying
- Treat the school facilities with respect

You are not allowed to:

- Express views that are intolerant, hurtful, disrespectful or offensive
- Disrupt the learning of others
- Undermine the values and ethos of the school
- Not comply with a reasonable request from a member of staff

#### **Ours, as teachers at Wisbech Grammar School:**

To fulfill our responsibilities we will aim to:

- Educate you in the broadest sense, making learning stimulating and challenging
- Help you to develop effective working practices making you an independent learner
- Encourage you to think independently
- Mark your work in a way which allows you to make progress
- Give honest and helpful reports and constructive feedback
- Stop and deal with any bullying or unkindness
- Listen to you and treat you fairly

We will aim not to:

- Accept work from you that is not your best or 'good enough to get by'
- Let you prevent others from learning and reaching their potential

## Ground Rules for Wisbech Grammar School pupils

Your appearance:

- You must be smart, neat and tidy at all times.
- Blazers/jackets must be worn at all times.
- Girls' skirts must be knee length.
- Non-uniform items must not be worn.
- Hair must be neat, tidy and unobtrusive in style and colour.

Your belongings:

- Bags must be with you or in your locker or on the designated shelves.
- Don't leave belongings in your locker overnight.
- All phones and other electronic devices should be used appropriately: they may be used discreetly during break and the lunch hour. They should not be used in the corridors
- Don't drop litter: use the bins provided.

Arriving at and leaving school:

- You must be in school for registration at 0830 each day.
- You must attend afternoon registration at 1315.
- If you miss registration you must sign in at Pupil Services immediately
- 6th Formers only may leave the school premises at lunchtime and P7 on a Tuesday and Friday. They must sign out and in again at Pupil Services
- Excluding the 6th form parking under the trees, the Hudson Centre is out of bounds.
- After 1630 you must be in a Sports Academy or homework club in the IT room. You are not allowed to leave the premises and then return later on to be collected

Punctuality:

- Lateness is not acceptable.
- You are expected to arrive punctually at all lessons/activities/other commitments.

Attendance

- All absences must be supported by a parental letter/email or School Portal message.
- Permission for planned absences should be sought from school.
- You may not miss a lesson without permission.
- Permission to play in (non-school) Sports fixtures must be sought in advance.
- 6<sup>th</sup> Formers must not book driving lessons during academic lessons or Sport. Driving tests should be arranged outside the School day whenever possible.

Participation:

We encourage you to participate fully and actively in extra-curricular activities and the School Forums and Pupil Voice. Commitment is a vital component in that participation. Being part of a team, group, club or other body of people means that the success of the whole venture depends on your continued consistent involvement: other people need you to be there in the same way that you need their presence. Consequently you have a responsibility to go to practices, rehearsals, meetings, etc, for any endeavour to which you make a commitment. This may sometimes mean that you have to make sacrifices. You should take pride in representing your school. If there is a clash with outside activities, we would expect you to honour your school commitment.

## The Shape of the School Day

### School Hours

0745 – 0830	Breakfast Club
0830	Registration
0835-0840	Movement
0840	Period 1
0930-0935	Movement
0935	Period 2
1025-1045	Break
1045	Period 3
1135-1140	Movement
1140	Period 4
1230-1315	Lunch
1315-1320	Registration
1320-1340	Assembly/Form Period
1340-1420	Period 5 – Activities
1420-1425	Movement
1425-1515	Period 6
1515-1520	Movement
1520-1610	Period 7
1610-1630	Break
1620	Buses depart for those leaving at this time
1630-1730	Homework Club

### Daily routine (1320-1340)

Monday	Form Period
Tuesday	House Meetings
Wednesday	Form Period
Thursday	Assembly
Friday	Section Assembly

The School is open from 0745 until 1735. Parents should note that, outside those hours, no responsibility can be accepted for pupils, parents or others on any part of the school's property unless attending a specific activity, function or event, arranged and supervised by the governors, Headmaster or staff of the school.

If you are late into school you must register at Pupil Services

### Uniform

The purpose of a school uniform is to ensure that all pupils are identified with the school and all appear neat and inconspicuous. School uniform is formal attire and, as such, it is inappropriate to wear it informally. The school has a high reputation; its smart, identifiable pupils are a large part of this. Uniform should be worn on your way to and from school, during the school day and on formal school occasions, as directed. Please see separate documents for detailed uniform and dress codes.

## **Absences**

Parents are asked to phone into the school if you are absent due to illness: a letter must be sent on your return in order to explain your absence. Absences can also be reported through My School Portal. In this way it is often easier to help with catching up with missed work.

If it is likely that you will be absent for some time, please get your parents to contact the form tutor concerned and arrangements can be made to help.

## **Leaving the Premises**

No pupils may leave the premises without parental or staff permission. If you are arriving/leaving during the course of the school day, you must sign in/out at Pupil Services.

If you feel unwell at any point during the school day, you should go to Pupil Services. If it is decided that you need to go home, the receptionist will contact your parents/carer for you. You should not make this call. Equally you may be referred to the Nurse in the Annexe. You must not go directly to the Annexe

Only 6th Formers may leave the school premises at lunchtime and at P7 on a Tuesday and Friday; they should sign out at Pupil Services and back in on their return, which should be before afternoon registration.

All pupils who pass their driving test and who will be driving to/from school must complete the New Driver Form and which can also be obtained from the Head of 6th Form. This form must be signed by parents and provides details about the vehicle and passengers who may be regularly transported by the pupil in question. All parents will be asked to sign a form at the start of the school year stating that they are happy for their son/daughter to travel with another pupil in their car, either to or from school or at lunchtime.

Licensed premises (except supermarkets) are out of bounds during the school day. This includes off-licences and betting shops.

## **Homework and Marking**

### **Homework:**

Homework will be set regularly in accordance with the Homework Timetables set for the academic year. These are distributed to pupils and parents at the beginning of the Michaelmas Term. All pupils use 'Assignments in Teams, to manage homework. When setting homework, teachers will make clear "What I am looking for".

If pupils have a problem with a homework, they should seek help from the teacher as soon as possible, ideally well before the work is due to be handed in. Sending a message on Teams is a great way to initiate getting support.

There are a range of tasks which can be set for homework, including ones that are internet-based. In addition, some homework tasks may be extended to cover more than one homework session.

Pupils who fail to complete homework in a satisfactory way or by the deadline will initially be dealt with by the subject teacher with the support of the Head of Department. A pupil who fails to complete a homework by the deadline on more than one occasion will be given a departmental detention. If a pupil continues to miss homework deadlines, an Academic detention will be set by the Deputy Head Academic. Persistent offences may result in a Saturday detention.

## **Marking:**

Marking should show pupils how they have performed on a given piece of work or in a test and help them to make improvements. This will be done by considering “What went well” and “Even better if”. Teachers at Wisbech Grammar School encourage pupils to reflect on their achievements.

## **Grade Cards/Achievement Profiles**

### **Aims and Explanations:**

The Grade Card/AP allows pupils, parents and tutors to gain feedback about the learning that has been completed during an approximately 4-5 week period. It complements information supplied about each pupil through the assessment of work, in written reports and by discussion at parents’ evenings.

The Grade Card/AP is not an end in itself; it is a means to an end. It can provide an early warning when a pupil is underperforming or an endorsement when a pupil is doing particularly well. Regular grades enable issues to be readily identified and swiftly addressed.

The Grade Card/AP seeks to promote discussion between the pupil, teacher and tutor. The system aims to provide realistic and constructive appraisal of each pupil’s performance as the academic year progresses. It is a vital ingredient in supporting every learner to assimilate a thorough knowledge of each subject and to develop appropriate skills.

### **Support:**

Pupils may be put on daily report to support their progress. Similarly 6th Form pupils may have their Private Study lessons supervised or have other support mechanisms put in place in discussion with their tutor, Head of Section and Parents/Carers

## **Around School**

### **Safety around the school gates/entrances**

In the interests of safety, parents are not allowed to park their cars or drop off pupils in the North Brink car park at the beginning and end of the school day. Parents are advised to park in the Main School Car Park, Barton Road or in the public car park on Chapel Road. On North Brink pupils should be dropped off only in designated parking bays.

Pupils should take care when crossing Harecroft Road and use the pedestrian crossing. Likewise when crossing Chapel Road the pedestrian crossing should be used. Pupils accessing the school from North Brink should use the front door not the North Brink gates

### **Pupils’ Personal Property**

You should always be careful when bringing expensive items into school. It is best to ensure that any such item is insured for use in school as well as for travel to and from school.

The School cannot accept responsibility for loss of, or damage to, personal property.

The mobile phone policy is clear. Pupils may bring a phone to school, but it must be switched off during lessons, unless otherwise directed, and should only be used in a discreet manner outside of lessons. Under no circumstances are phones to be used to film, record or take photographs. Cameras and other recording devices should only be used with a teacher’s permission. If in doubt, ask your teacher.

Pupils are not allowed to sell goods of any kind, including sweets or tuck, to other pupils on school premises, on their journey to/from school, or on school trips. If you do, you may face disciplinary sanctions.

### **School property**

Once you have finished with any school books/equipment/materials, please ensure they are returned to school. Please treat all property with respect.

### **Dangerous Items**

You must not bring to school any article that is dangerous or that could be regarded as a weapon. If you do, it will be confiscated and you will face serious disciplinary sanctions for bringing offending items to school.

### **Bicycles**

Do not ride your bicycle into or out of the school gates or anywhere on school premises. Push it, and padlock it in the rack. For your safety, you must wear a helmet whilst cycling. You must use lights when riding your bicycle in the dark.

### **Lockers**

Every pupil who wants one has a locker. Most lockers are under the canopy in the courtyard. In the case of outside lockers, pupils bring in their own padlock. Don't leave belongings in your locker overnight. Food should never be left overnight in your locker. All lockers must be left empty and clean at the end of each term. You should never store your belongings in another pupil's locker. You should keep your locker locked at all times. The School reserves the right to open a pupil's locker if it is deemed necessary. Wilful or malicious damage to lockers may result in a deduction being made from the Caution Money.

### **Bags**

You must keep your bag with you, or in your locker. PE kit can be stored on the shelving area near the PE changing area or in the History area. Cricket bags can also be put in the shelving area in the foyer of the Sports Hall. All belongings must be taken home at the end of each day.

### **Lost Property**

Items of Lost Property are passed to Pupil Services. Please remember that it is much easier to get Lost Property back to its rightful owner if everything is clearly named.

### **Form rooms**

Pupils in the 1<sup>st</sup> and 2<sup>nd</sup> Forms do not have access to their form room during break and lunch time except in wet weather.

Pupils in the 3<sup>rd</sup> Form and above may stay in their form room at break and lunchtime if it is available. It is the responsibility of members of the form to ensure that their form room is kept clean and tidy at the end of break and lunch time. Pupils from different forms are allowed in other form rooms but only at the invitation of the members of that form.

## **Informal ball games during break/lunchtime**

Games which involve potentially dangerous physical contact are not to be played. Pupils may play football with small balls but must stay off the netball courts, using the field or the adjacent grass outside the Skelton Hall. All pupils are asked to consider the safety aspects of the games that they intend to play before they commence playing.

In the event of a dispute as to the nature of the game, or the appropriateness of equipment being used to play the game, the decision of the duty member of staff or any other member of staff will be final.

Any pupil who contravenes the above, or the spirit of the above, should expect to receive a school sanction as they are not acting in a way which is conducive to the safety of themselves and others

## **Rewards and Sanctions**

### **Rewards**

The School is keen to acknowledge effort, engagement and good behaviour and to praise and celebrate pupils in their curricular and extra-curricular achievements. The opportunities include:

- Letters home from Heads of Section to recognise notable academic attainment, engagement or improvement.
- Governors' Commendations are also awarded to pupils who have made significant contributions to School life or for outstanding achievements.
- Achievement points for endeavor, attainment, community and sport contributions
- Commendations for receiving three points in the same category
- Half-colours for receiving three commendations in the same category (awarded in assembly)
- Full colours for receiving six commendations in the same category (awarded in final assembly each term)
- Good Grades – After each Grade Card or Achievement Profile the Head of section will select a group of pupils to attend a Good Grades reception, this will be based on those who have excellent attainment, attitude to learning and those who have improved.

### **Sanctions:**

You are given clear guidance on personal conduct. However, from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school and when off site, or for inadequate work, the school will use a range of sanctions. Crucial to our system of sanctions is the principle of proportionality.

The sanctions include:

- Departmental detentions (eg, for poor effort in class or a failure to produce homework)
- Suspension of Privileges (eg, for inappropriate behaviour)
- Daily Report (eg, for persistent work/behaviour/organisational issues)
- Heads of Section detentions (eg for repeated instances of the above)
- Saturday detentions (eg, for missing lessons, or persistent issues of punctuality, or work issues)
- Internal Suspension (eg, for persistent bad behaviour or truancy)
- Suspension (for serious breaches of the School's Behaviour Policy)
- Permanent exclusion (eg, for repeated serious breaches of the School's Behaviour Policy)

## Confiscation

Staff have the right to confiscate inappropriate items. This may include when:

- an item is a danger to others, e.g. laser pen
- an item disrupts teaching and learning, e.g. an MP3 player/mobile phone
- an item is against school uniform rules/dress code, e.g. jewellery and non-uniform items
- an item poses a health and safety threat, e.g. neck chain worn during P.E.
- an item which is illegal for a child to have, e.g. pornographic material

When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file. Items of obvious value will be labeled and stored in the school's safe until they are returned to the pupil. In most cases confiscation is a sufficient sanction, and return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

If the school chooses not to return an item at the end of the school day then parents will be informed. In some cases a responsible family adult may be asked to retrieve the item. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

## Concerns

If you, as a pupil, have any concerns, you should feel that you could talk to any member of staff. It may be that that member of staff will need to pass the information on. They will not be able to promise confidentiality. Teachers at Wisbech Grammar School will be discreet, but the law gives them clear responsibilities as adults who care for young people. However, they will tell you what they need to do, why, and who will have access to the information. Mr Timmis, Mr Calow, Mr Duncan, Mrs Mackay, Miss Taylor, Mrs Ryan, Mrs Cook and Mrs Neaves are the School's Designated Safeguarding Officers.

All personal information about you is regarded as private, and teachers will not pass it on indiscriminately (for example they will not chat about you in the staffroom). But they cannot offer you or your parents complete confidentiality. By law, teachers must pass on information about behaviour or events that are likely to cause harm to young people in line with the school's safeguarding duty, which is explained on the school website.

Depending on your age and maturity, teachers do not have to pass on information about you to your parents, although they will usually encourage you to seek support from them.

Senior Prefects, Form Prefects (in the 1st Form) and Peer Mentors are also available to help pupils. As 6th Formers, they may be able to give advice or support. Peer mentors may be paired with individual pupils to offer support.

The School Nurse, Mrs Hannah Ryan is in the Nurse's office in the Medical Annex and Mrs Karen Harrison, the School Counsellor is available to pupils should they wish to speak to her.

All of these options are fine. Teachers balance many parts of their jobs and they will always aim to be discreet and caring.

Wisbech Grammar School has a list of organisations, including private counsellors, and can recommend ways to access support or help outside of school. If you need the use of a quiet place for a confidential phone call, just approach a senior member of staff.

## Help lines and Websites

Childline	08001111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	08451 205204	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC Helpline	0808 800 5000 (to report a concern) 0800 1111 (to contact Childline)	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Samaritans	08457 909090	<a href="http://www.samaritans.org">www.samaritans.org</a>
Relate	0300 100 1234	<a href="http://www.relate.org.uk">www.relate.org.uk</a>
Drinkline Youth Helpline	0800 9178282	
Alcoholics Anonymous	0845 769 7555	<a href="http://www.alcoholics-anonymous.org">www.alcoholics-anonymous.org</a>
BEAT (eating disorders)	0845 634 1414 Youthline – 0845 6347650	<a href="http://www.b-eat.co.uk">www.b-eat.co.uk</a>
Mind Information Line	0300 123 3393	<a href="http://www.mind.org.uk">www.mind.org.uk</a>
Mental Health Foundation	Not available	<a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a>
National Drugs Helpline	0800 776600	<a href="http://www.ndh.org.uk">www.ndh.org.uk</a>
Children's' Commissioner	0800 528 0731	<a href="mailto:help.team@childrenscommissioner.gov.uk">help.team@childrenscommissioner.gov.uk</a>

### Other sources of help:

Cyber-bullying: if you are being bullied by computer or by phone, tell a teacher. You should look at the Anti-bullying Network website: [www.antibullying.net/cyberbullying1.htm](http://www.antibullying.net/cyberbullying1.htm). It provides a list of phone and internet providers and their contact details. You can also report abuse on social networking sites.

### Further information:

“Get Connected” is a free UK wide helpline that finds young people the best help whatever their problem. Those manning the helpline listen to your concerns, talk you through the options you have, and then make suggestions of services where you can get the best help. “Get Connected” has access to information on thousands of places that can help, both locally and nationally. “Get Connected” can then connect you free of charge to the service you have chosen, and can text important information to your mobile phone. Freephone 0808808 4994 or Text 80849

“B-eat” is a website with lots of information on dealing with eating disorders.

“Mind” is the leading mental health charity in the UK.

“Relate” deals with all types of relationship problems.



**WISBECH**  
GRAMMAR SCHOOL

## Designated Safeguarding Team (DST)

If you have any concerns that someone you know is being put at risk of being harmed by anybody else, you should tell one of the team below:

This includes if you think someone may be at risk of:

- physical abuse
- emotional abuse
- sexual abuse
- neglect
- being exposed to extremism
- radicalisation

Don't worry that you or anyone else will get into trouble if you say something: if you are worried about someone it is better that you share your worries.

Think "what if I'm right" not "what if I'm wrong"!



Mr P Timmis  
PWTimmis@wisbechgrammar.com  
Senior Deputy Head (Senior)  
DSL (Senior) Prevent Lead



Mrs K Neaves  
KNeaves@wisbechgrammar.com  
Senior Deputy Head (Prep)  
DSL (Prep)



Mr A Duncan  
ADuncan@wisbechgrammar.com  
Head of Middle School  
Domestic Abuse Lead



Mr C Liston  
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Head of Boarding



Mrs K Bradley  
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Head of Sixth Form



Mr T Calow  
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Head of Lower School



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Assistant Deputy Head Prep School