Behaviour Policy (A4)

Scope:	Senior School (Including Boarding)
Release date:	September 2026 linked to updated KCSIE released September 2026
Author:	Senior Deputy Head Senior School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors *(Ratified at Michaelmas Term Board Meeting)*
Review date:	September 2027

Linked documents

This Policy should be read in conjunction with:

- Child-on-Child Abuse (A4)
- Mobile Phone Policy
- PSHE Policy (A5)
- RSE Policy
- Online Safety Policy (A8)
- Complaints Policy (A14)
- Teacher's Guide (Internal)

Definitions

- Staff Every member of Staff, whether paid or unpaid, including volunteers, agency or supply staff, Directors and Advisory Committee members.
- Quad Senior Leadership Team;
  This Team consists of Headmaster, Bursar, Senior Deputy Head (Senior School), Senior Deputy Head (Prep School), Deputy Head Academic and Deputy Bursar.

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.

Edition Changes

Page	**Clause impacted**
1	Years updated Policies Updated
5	Addition of Tribune award for 150 AP
12	Harassment and violence and new categories added to COCA definition
17	Phone Guidance updated in Appendix
19	Assemblies and Briefing Days updated.
25 and 28	DST members and Poster updated
Throughout document: Year Changes and review, including spelling and grammar. Head of Department changed to Head of Faculty	

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, and to respect their beliefs, values and culture
- Encouraging pupils to be honest, acquire self-discipline, and take responsibility for their own actions and choices,
- Encouraging pupils to respect the values, ethos and expectations of the school,
- Fostering a set of shared values among Staff, pupils, parents, and the wider community, based on mutual respect, high expectations and clear communication
- Encouraging a culture among Staff of listening to children, taking account of their wishes and feelings when putting in place measures to support and 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 child-on-child abuse,
- Never downplaying Instances of child-on-child abuse, including sexual violence and sexual harassment. These 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, sanctions and pastoral support,
2. Encourage Staff to recognise and praise good behaviour as well as ensuring 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, or on the same day with the express permission of a parent or guardian.
- Boarders can be detained at the Head of Boarding, Deputy Head of Boarding or duty staff member'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, to create a high-quality learning environment, promoting good behaviour and implementing the agreed policy and procedures consistently. The expectation is that 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 pupils' conduct on the way to and from school when on buses and on trips and 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 child-on-child 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 Early Help (Targeted Support), Children's' 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, conduct and academic excellence
- Following Grade Cards, the Heads of Year and Senior Staff see all pupils who have achieved high scores or shown significant improvement in their academic work,
- Communication home from the Head of Year to recognise notable achievement or improvement.
- Notable academic and co-curricular achievements are celebrated by announcements in weekly Year Group/6th From Briefings and Assemblies. Achievements can also be recorded in Press releases, Riverline, 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. Achievement Certificates are presented in Year assemblies on a termly basis. A Bronze certificate is awarded for 25 Achievement points in an academic year, Silver for 50 points and Gold for 75 points. There is also a Centurion Award for any pupil reaching 100 achievement points in an academic year and a Tribune award for pupils reaching 150 achievement points. Both are awarded at Speech Day
- Certificates can also be awarded at the discretion of the Assistant Head Pastoral and Heads of 6th Form, in response to performance in grade cards and achievement profiles.
- Academic/Sport/Drama/Music/Communuity Colours– These are awarded for exceptional achievement and issued to 4th form pupils upwards. Awards are made by the colours committee on advice from the Heads of Year, Sport, Music and Drama for pupils' good performance and commitment in these areas.
- Letters or postcards home from Heads of year/6th Form to recognise notable academic achievement or improvement in attitude to learning,
- 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.

All pupils are given clear guidance on the expectations regarding their behaviour and learning at WGS. We understand that from time-to-time pupils make mistakes and may fall short of these expectations. In these situations the school has a range of sanctions at its disposal. At WGS we will always sanction the behaviour rather than the child, and ensure that the pupil has the support to improve Crucial to our system of sanctions is the principle of proportionality.

A record of any reported incident in lessons will be logged on SIMS by the member of staff, who will be supported by their Head Faculty and the Pupils Head of Year and Form tutor to ensure that any issued sanction is served.

Any incident of a more serious nature is recorded on MyConcern, and sanctions will be decided by the Head of Year following discussion with the Assistant Head Pastoral, taking into account the severity of the incident, the pupil's previous record and any extenuating circumstances. These will be communicated to parents via a phone call, email or letter.

Any incidents of pupils being sent from a lesson or resulting in a sanction of a Head of Year detention or above will be recorded on the Sanctions log by the Pastoral Support Assistant, accessible by all members of the Pastoral Management Team PMgT

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

Name	Set by	Description/ nature	Reasons/Examples	Parents Informed
Behaviour Point (following warning)	All Staff on sims		• Uniform/appearance • Initial failure to follow instructions • Poor work/effort/behaviour in class • One-off failure to produce a homework	NO
Lunchtime Detention 1310-1330	All Staff on sims	20 minutes with class teacher	• 3 or more lates in a week (excluding AMR) • Continued poor work/effort in class • Continued failure to produce homework. • Disrupting the learning of others • Use of mobile phones/music devices in an inappropriate place/at an inappropriate time	NO
Department Detention 1310-1335	Heads of Department	20 minutes with Head of Faculty	• Persistent failure to deliver homework • Missing internal coursework deadlines • Persistent poor behaviour or attitude in lessons • Failure to attend Detention • Continued disruption of the learning of others	NO
Daily Report	Tutors/ Heads of Year/Heads of 6th Form	Report Card signed by Staff at the end of each lesson	• Persistent work or organisational issues • Concerns following Grade Card • Concerns about a pupil's attitude toward learning and school life	YES by Tutor/Head of Year

Name	Set by	Description/ nature	Reasons/Examples	Parents Informed
Year Group Detention 1310-1330	Heads of Year Heads of 6th Form	Loss of break and lunchtime Supervised by Heads of Section	• Serious misuse of classrooms/Sixth Form Centre/School facilities/equipment • Persistent work/behaviour issues • 3 or more lates in a week	YES by Head of Year or Head of 6th Form
After School Detention	Heads of Year Heads of 6th Form or Head of Faculty	1630 to 1730 Supervised by HoY or HoD or Ho6thF	• Persistent lack of work/inappropriate behaviour • Persistent use of mobile phones/music devices in an inappropriate place/at an inappropriate time	YES by Heads of Year Heads of 6th Form or Head of Faculty
Isolation	Assistant Head Pastoral Heads of 6th Form	Removal from lessons 0830 to 1610. Supervised by Heads of Section	• Persistent lack of work/inappropriate behaviour • Causing persistent/serious disruption to the learning of other pupils.	YES by Assistant Head Pastoral Heads of 6th Form
Logged Conversation	Senior Deputy Head	Conversation with Senior Deputy Head that is logged. Further issues result in serious sanctions	• Child-on-child abuse	YES by Assistant Head Pastoral or Heads of 6th Form
Internal Suspension	Assistant Head Pastoral/ Heads of 6th Form	Removal from school day 0830 to 1610. Supervised by Pastoral Team	Serious breaches of the School's Policies, which may include • Missing lessons • Smoking/Drinking • Deliberate and serious damage to School property • Persistent issues of punctuality/work/Behaviour • Child-on-child abuse	YES by Assistant Head Pastoral/ Heads of 6th Form Headmaster informed
Suspension	Assistant Head Pastoral/ Heads of 6th Form in Discussion with the Senior Deputy Head		Serious breaches of the School's Policies which may include: • Swearing at a member of Staff • Violent or abusive behaviour • Persistent defiance • Behaviour which jeopardises the safety of others • Vandalism • Serious breaches of the School's Network User Agreement • Conduct which brings the School into disrepute • Serious or persistent child-on-child abuse	YES by Assistant Head Pastoral/ Heads of 6th Form Headmaster informed
Permanent Exclusion	Headmaster		• Repeated serious breaches of the School's Behaviour Policy In exceptional circumstances it is appropriate to permanently exclude a pupil for a first or 'one off' offence: • Serious or threatened violence against another pupil or a member of Staff	YES by Headmaster Board of Directors informed

Name	Set by	Description/ nature	Reasons/Examples	Parents Informed
			• Sexual abuse or assault • Involvement with illegal or unauthorised drugs • Carrying an offensive weapon • Serious or persistent child-on-child abuse	

Boarding Sanctions

Name	Set by	Description/ nature	Reasons/examples	Parents informed
Low level sanction (following a warning)	Staff on duty	Corrective action and 1-2 day attendance at evening homework club	Late to a meal or sign-in or to leave the house	Yes – informally through guardian
Withdrawal of privileges (following warning, where appropriate)	Deputy Head of Boarding/Head of Boarding	Confiscation of devices, extended attendance at evening homework club, missing weekly shopping trip	Consistent lateness or failure to attend meal or sign-in, minor damage to property, failure to respect house rules and practices	Yes – yes, informally through guardian
Gating	Deputy Head of Boarding/Head of Boarding	Frequent and formal check-ins with boarding staff and removal of privileges (duration dependent upon frequency/severity of causes)	Failing to respect/comply with a sanction, further occurrences of lower-level behaviours at outlined above despite previous sanctions and warnings, failure to follow a reasonable request from a member of staff	Yes – in writing to guardian
Weekend morning detention	Head of Boarding/Senior Deputy Head	Two-hour formal detention with the Head of Boarding (pupil to be in school attire).	Persistent lack of respect for boarding rules and practices, absence from boarding without permission, unacceptable behaviour, possession of prohibited items, child-on-child abuse.	Yes – in writing to parents
Suspension from boarding	Senior Deputy Head	Short-term removal from boarding, requiring accommodation to be arranged by parents/guardian	Escalation of above, violent conduct, further unacceptable behaviour, child-on-child abuse	Yes – in writing to parents

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

At any stage several 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 several concerns are received in a short time. Any Safeguarding concerns should be logged on MyConcern or on a logging concern form as detailed in the school's Safeguarding and Child Protection Policy.

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 logged by the member of staff concerned on SIMS. Items of obvious value will be labelled and stored in the school's safe or locked securely in Pupil Services, The Year office or Boarding 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 sex as the pupil and in the presence of another member of staff.

Physical Violence

In any incident of physical violence, a record of the incident must be logged on MyConcern kept in the file of the victim as well as in the file of the perpetrator. The parents of all parties involved will be informed of the details of the incident, as well as any sanctions given

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 recognise 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.

Child-on-child Abuse (including Harassment and Violence)

Definition

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

- Bullying (including cyberbullying, prejudice based bullying and discriminatory bullying),
- Harmful Sexual Behaviour
- Sexual violence and sexual harassment, both online and in the real world
- The sending of consensual and non-consensual nude and semi-nude images and or videos (sexting or youth produced sexual imagery),
- School's response to sending of nudes, both consensual and otherwise,
- Abuse within intimate personal relationships between ~~peers~~children,
- 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),
- Serious physical assault and harm, or the threat of harm with a weapon
- 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 Voyerism (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.
- <u>The consensual and non-consensual making or sharing of nudes and semi nudes</u>
- Child sexual exploitation
- Child criminal exploitation
- Hate incidents and hate crime
- Racism

The School recognises that there is a gendered nature of child-on-child abuse, with girls more likely to be victims and boys perpetrators. However, all forms of child-on-child 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 child-on-child 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.

1. Expectation Reset – If a pupil arrives clearly not ready to learn, they will be asked to leave the room or remain outside to calm down. They will then be able to join the class and must comply.

There are different types of mechanism for sending pupils out of a lesson in all cases the pupil's behaviour must be such that it is disrupting learning or posing a risk to safety of the class:

2. The 'Time Out' Sending Out.

   Once class is underway a pupil in need of a time out may be removed from the room. This should last no longer than two minutes and usually will be given after a warning and be seen as a 'cooling off' period for the pupil to enable them to be reintegrated into the lesson quickly and calmly. This should be logged on sims as a behaviour point

3. If poor behaviour continues please escalate to Formal Sending out.

4. Formal Sending Out.

   The pupil is sent to the Head of Faculty, who will speak to the pupil and the pupil will be accommodated in Department under supervision, however if this is not appropriate the Head of Faculty may send the pupil to The Space (1st-5th form) or Dwight Centre (6th Form and Pre-A Level). In such cases the Head of Faculty should email support@wisbechgrammar.com to inform staff that the pupil is on their way. Usually a Department sanction should then be issued, and the incident logged on sims. In serious cases of misbehaviour the incident will be escalated to the Head of Year.

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.

Responsibilities - Ours, as teachers at Wisbech Grammar School:

To fulfil 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/culottes must be knee length,
- Non-uniform items must not be worn,
- Hair must be neat, tidy and unobtrusive in style and colour,
- Jewellery should only consist of one pair of stud earrings and a wristwatch.

Your belongings (excluding phones and devices):

- Bags must be with you or in your locker or on the designated shelves,
- Don't leave belongings in your locker overnight,
- Respect your surroundings. Don't drop litter: use the bins provided and follow the school rules regarding recycling.

Mobile Phones and Devices:

When we say mobile phones, we use this as 'catch all' term for any sim enabled mobile device including a sim enabled tablet, smart watches and smart glasses.

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.

1st-5th Form – Mobile Phones must be kept secured in your locker once you arrive at the school site and remain there until departing at the end of the day. Pupils will be using their school iPad during the school day; these are to be used for educational purposes only. The only device that should be seen around the School site during the school day is the school iPad, but should not be used in the corridors, when moving around the site or queueing for lessons. All devices are banned from being used at lunchtime in the Skelton Hall as this is a place for conversation and reflection whilst sharing a meal.

6th Form Pupils (including Pre-A Level) – 6th-formers are allowed to carry their mobile phones with them, switched off in their bag, they will not be allowed to use these for research purposes in lessons. All 6th Form and Pre-A Level Pupils must bring in their own devices (tablet, laptop etc. excluding devices with sim cards) for use in lessons. 6th form pupils will be allowed to use their mobile phones in Café6 and the Collaborative Study Room at the discretion of, the 6th form team. No devices should be used in the corridors, when moving around the site or queueing for lessons. All devices are banned from being used at lunchtime in the Skelton Hall as this is a sit-down meal.

Arriving at and leaving school:

- You must be in school for registration at 0830 each day,
- You must attend afternoon registration at 1335 with their P5 teacher,
- If you miss registration, you must sign in at Pupil Services immediately,
- 6th Formers may leave the school premises at lunchtime. They must sign out and in again at Pupil Services,
- Excluding the 6th form parking under the trees next to the Jarvis Car Park, the Hudson Centre is out of bounds,
- After 1630 you must be in a Sports Academy, Sports Club, supervised activity or homework club in room 46 (Maths Corridor). 6th formers may use the Dwight Centre until 1730.
- You are not allowed to leave the premises and then return later 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 in good time,
- You may not miss a lesson without permission,
- Permission to play in (non-school) Sports fixtures must be sought in advance,
- 6th 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, 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

0745 – 0830	Breakfast Club
0830	Registration
0835-0850	Assemblies/Briefings
0855	Period 1
0945	Period 2
1035-1050	Break
1055	Period 3
1145	Period 4
1235-1335	Lunch (Lunch Service Ends at 1310)
1335-1340	Registration (in with P5 teacher)
1340	Period 5
1430	Period 6
1520	Period 7
1610	End of School Day
1610-1630	Break/Coffee Club
1620	Buses depart for those leaving at this time
1630-1730	Homework Club
1730-1830	Supper Club
1830-2130	After Supper Club
2130	Boarding Houses Close

Daily routine (0835-0850)

Monday

- 6th Form Briefing (Café6)
- 4th Form Briefing (RH)
- 3rd Form Briefing (SH)
- 1st, 2nd and 4th Form Quiet Reading

Tuesday

- 1st Form Briefing (SH)
- Form Period 2nd-6th Form

Wednesday (On rotation)

- Quiet Reading
- House Assemblies/Congo (RH)

Thursday

- 5th Form Briefing (RH)
- 2nd Form Briefing (SH)
- Form Period 1st Form, 3rd Form, 6th Form

Friday

- 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
Absences:
Parents are asked to phone into the school if you are absent due to illness. 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. Pupils can also contact their teachers over Teams, however this does not replace the need for parental contact.

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. 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 piece of 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 those set via apps on your iPad. In addition, some homework tasks may be extended to cover more than one homework session.

Failure 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 Faculty. A pupil who fails to complete a piece of homework by the deadline on more than one occasion will be given a faculty detention. If a pupil continues to miss homework deadlines, an Academic detention will be set by the Senior Deputy Head. Persistent offences may result in further sanctions.

Plagiarism is strictly forbidden under all circumstances and can lead to serious sanctions.

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 Year and Parents/Carers

Uniform

The school uniform identifies pupils immediately as members of the Wisbech Grammar School community. Pupils are therefore expected to take pride in their appearance and to wear their uniform correctly at all times. Uniform should be worn on your way to and from school, during the school day and on formal school occasions, as directed. Pupils on Sports fixtures should understand that they are ambassadors for the school on these occasions and ensure that they wear the correct WGS kit. Please see separate documents for detailed uniform and dress codes.

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.

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 1st-5th Form pupil is assigned s a locker. 6th form can request one where capacity allows. 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. Any deliberate damage to lockers may result in parents being asked to contribute towards the cost of repairs.

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 1st to 5th Forms have access to their form room during break and lunch time unless informed otherwise by their Form Tutor, or in cases where the Form room is in a Laboratory. 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 only with the express permission of the Form tutor of that Form.

Informal Ball Games

At break and lunch pupils may play with small ball, provided they are only thrown to each other over short distances and with due care and attention to those around them (e.g. passing a rugby ball). Informal games in teams and the kicking of balls are not prohibited for safety reasons.

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:

- Achievement points for endeavour, attainment, community, and sport contributions,
- Termly Centurion, Tribune, Gold, Silver and Bronze Awards for achievement points across all areas of school life
- Colours (4th Form upwards) for continued achievement in areas of school life
- School Colours (6th Form Only) Awarded by the Headmaster
- 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 (e.g., for poor effort in class or a failure to produce homework),
- Isolation (e.g., for inappropriate behaviour),
- Daily Report (e.g., for persistent work/behaviour/organisational issues),
- Year detentions (e.g. for repeated instances of the above),
- Internal Suspension (e.g., for persistent bad behaviour or truancy),
- Suspension (for serious breaches of the School's Behaviour Policy),
- Permanent exclusion (e.g., 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. 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. authorised and unauthorised drugs

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 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.

The members of the School's Designated Safeguarding Team are:
Mr Timmis, Mr Calow, Dr Lidbetter, Mr Liston, Mrs Bradley, Mrs Ryan, Mrs Doherty and Mrs Neaves

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.

Who to talk to?

The pastoral structure at Wisbech Grammar School encourages you or your parents to talk to your Form Tutor or Boarding Staff (Boarders) in the first instance. However, there may be occasions that you would prefer to talk to your Head of Year , your Pastoral Support Assistant, Mrs Stearns-Kilby or the Head of Boarding (Boarders). It may also be that you feel more comfortable talking to another member of staff.

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.

Senior Prefects, Form Prefects (in the Lower School) 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. 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.

Further to the above options, we have an anonymous disclosure system available through our school website. We would hope in all cases pupils feel able and empowered to talk to trusted adults in school, however, should this not be the case, for whatever reason, this system is

available to you. It should not be used by pupils seeking immediate support as it will generate an email which may take time to be picked up. If you or someone else is in immediate risk of harm to themselves or others you should either speak to a member of staff (whilst at school) or seek support and advice from external agencies, e.g. call 999 (out of school)

Pupils Portal | Wisbech Grammar School

Helplines and Websites:

Childline	08001111	www.childline.org.uk
Kidscape	08451 205204	www.kidscape.org.uk
NSPCC Helpline	0808 800 5000 (to report a concern) 0800 1111 (to contact Childline)	www.nspcc.org.uk
Samaritans	08457 909090	www.samaritans.org
Relate	0300 100 1234	www.relate.org.uk
Drinkline Youth Helpline	0800 9178282	
Alcoholics Anonymous	0845 769 7555	www.alcoholics-anonymous.org
BEAT (eating disorders)	0845 634 1414 Youthline – 0845 6347650	www.b-eat.co.uk
Mind Information Line	0300 123 3393	www.mind.org.uk
Mental Health Foundation	Not available	www.mentalhealth.org.uk
National Drugs Helpline	0800 776600	www.ndh.org.uk

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. 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**
- **Exploitation**

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 T Calow
TWCalow
Assistant Head Pastoral
1st - 5th Form , DSL (Senior) **LAC Lead**



Mrs K Neaves
KNeaves
Senior Deputy Head (Prep)
DSL (Prep), **Online Safety Lead**



Mr C Liston
CPListon
Assistant Head International



Mrs K Bradley
KLTaylor
Head of Sixth Form Academic



Mr P Timmis
PWTimmis
Senior Deputy Head (Senior)
Prevent Lead



Dr C Lidbetter
CLLidbetter
Head of Sixth Form Pastoral
Domestic Abuse Lead



Mrs S Doherty
SDoherty
EYFS/KS1 Lead

Homework Club/ Academies 1630					
1610 School Day Ends Break/Coffee Club 1620-1630 1620 Boarding Houses Open					
7 ***1520***					
6 ***1430***					
5 (PMR) ***1340***					
Lunch time 1235-1335 (lunch Service ends 1310) PM Registration 1335-1340 with P5 teacher					
4 ***1145***					
3 ***1055***					
Break time 1035-1050					
2 ***0945***					
1 ***0855***					
Assemblies/Briefings 0835-0850					
Registration 0830-0835					
	Mon	**Tues**	**Weds**	**Thurs**	**Fri**


WGS Site Plan
Out of bounds to all pupils
Out of bounds to unaccompanied pupils excluding 6th Form
Out of bounds unless for transport use
Jarvis Carpark
Sports Hall
Prep
Russell Hall
Science
Studio
Skelton
Dwight
Central campus enlarged view


Main Carpark
North Brink
Maths
Science
Senior Staff Room
Music
F&N
Art
English
Studio
Pupil Services
Boswell Hall
Science Block
Sports Hall
Harecroft Carpark
Minibus Parking
D&T
Dwight Carpark