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Carshalton High School for Girls  
**CHSG**  
Excellence: everywhere, every day

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# Good Behaviour Policy

Reviewed and Agreed by Carshalton Local Governing Body:

Spring 2024

Next Review:

Spring 2025

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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## **1. Statement of Intent**

The purpose of this policy is to fulfil the governors' duty of care to students and employees and to promote high standards of behaviour and attainment.

Carshalton High School for Girls believes in the highest standards, highest aspirations, and the highest expectations in all aspects of school life.

## **2. Objectives**

We are clear in our aim to foster an environment and culture that is conducive to excellent learning. Teachers have the right to teach in disruption free classrooms and students have the right to learn in disruption free classrooms.

This policy and adherence to this policy will mean our students can lead successful and happy lives. They will acquire the knowledge they need to progress through the key milestones in our education system and embark on the careers and futures of their choosing.

As well as knowledge, we must also equip our students with the 'cultural capital' that they need to become the future citizens of their community. They must use our values, to champion change in society, and be guided by a strong sense of discipline and moral purpose.

We want students to feel valued as individuals, to develop self-confidence, pride in their own achievements, and set ambitious goals for themselves and a rich variety of interests. The governors, staff and students have a mutual responsibility to ensure that the school environment is one in which students and all members of the school community feel safe, valued and able to achieve their full potential.

These expectations are displayed in every classroom and are referred to by staff and with students so that we have a shared understanding and common language regarding expectations. Our training for staff and our behaviour management protocols are designed to improve classroom management and encourage students to take responsibility for their own behaviour and learning.

We aim to create a culture that requires students to reflect on their behaviour, understand its impact on others, accept responsibility for their actions and consider ways to improve their behaviour.

## **3. Equal Opportunities**

Carshalton High School for Girls believes in equal opportunities for everyone and is welcoming to all staff, students, parents and visitors.

There is no place here for prejudice or intolerance.

We expect all members of the school to show mutual consideration for each other. They should take responsibility for their own behaviour and lead by example.

## **4. Rewards**

(see Appendix A)

Praise, encouragement and rewards are central to the ethos of our school. We believe that we get the best out of our students through praise, encouragement and rewards. We give rewards for effort and participation to motivate and inspire. There is the opportunity in every lesson for students to be rewarded.

An effective rewards system and the celebration of success are essential to promote an ethos of high standards of excellence. They have a motivational role in helping students to realise that good, considerate behaviour, self-awareness and responsibility to self and others is valued.

## **5. Sanctions**

### **5.1 Level System**

(see Appendix B1)

We operate a four level system by which behaviours are categorised with appropriate sanctions. This includes behaviours in school and to and from school:

- Level 1 behaviours – will be sanctioned with a 30-minute centralised detention
- Level 2 behaviours – will be sanctioned with time in our Academic Reintegration Centre (ARC) and/or a detention
- Level 3 behaviours – will be sanctioned with a suspension
- Level 4 behaviours – will be sanctioned with a permanent exclusion

### **5.2 Disruptive behaviour**

Disruptive behaviour is deemed as that which disturbs the teacher from teaching and learners from learning. It includes the following: shouting out, talking when the teacher is talking, talking when asked to work in silence, turning around, lack of focus and attention.

This is not a definitive list and ultimately the teacher decides when a student is disrupting the learning of others.

### **5.3 Detentions**

We operate a centralised detention system after school every day. Our policy is that if a student receives a detention, it must be served that day. We can then start afresh the next day.

### **5.4 Academic Reintegration Centre (ARC)**

(see Appendix B2)

The ARC is our behaviour support facility.

### **5.5 Behaviour Panel**

See Appendix B1

The Behaviour Panel of senior staff will meet half termly to review the behaviour record and intervention stage of students. This may result in students moving up or down a stage, or remaining unchanged. A greater escalation will be accompanied by greater intervention and support being offered to a student.

There are five stages, with most students remaining on universal support (stage 0). A student will be escalated up one stage after between one to three Level 2 incidents since the last behaviour panel.

Stage 4 is a referral to the Headteacher for consideration of an off-site direction to alternative provision or in some cases a permanent exclusion.

Some incidents may lead to a student being escalated by two stages, for example deliberately setting off the fire alarm.

### **5.6 Suspensions/Exclusions**

(see appendix B3)

The School follows the DfE Statutory requirements for suspensions and exclusions.

- **Suspensions** are used if a student has broken school policy in relation to a Level 3 behaviour.

Suspension data is monitored for patterns and trends.

- **Permanent Exclusions** are used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of themselves or others in the school (Level 4 behaviours).

The school may use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

The school may refer incidents of behaviour to the appropriate authorities including the police.

## **6. Uniform** (see Appendix G)

The uniform and the manner in which it is worn is a reflection on the school and its standards.

All students are responsible for ensuring that they present themselves neatly and adhering to the requirements of the uniform code. Students are representatives of Carshalton High School for Girls, therefore, uniform should be worn in the correct manner on the way to and from school, throughout the school day and on school journeys (unless otherwise instructed).

It is expected that parents support the school uniform procedures as per the Home School Agreement. All students deserve to be treated equally, consistently, and fairly and there can be no exceptions when it comes to meeting uniform expectations.

## **7. Mobile Devices** (see Appendix C)

Whilst we understand that mobile technology is an important part of everyday life and can have considerable value, particularly in relation to individual safety, there must be a balance with regards to their impact on students' learning and progress.

Students in Years 7-11 are not permitted to use a mobile device at **any time**, including break, lunchtime and before and after school whilst on the school site.

The school accepts no responsibility for loss or damage of mobile devices.

## **8. Uniform & Equipment checks** (see appendix D)

Students in Years 7-11 have their uniform and equipment checked each morning by their tutor or Head of Year in line-up or tutor time. Sanctions are set accordingly if a student has a uniform infringement and/or lack of equipment.

## **9. Behaviour Support** (see appendix E)

We are committed to the graduated response strategies in accordance with guidelines provided by the London Borough of Sutton. In addition, we use our internal support mechanisms to help students who need support with their behaviour.

## **10. Home School Agreement** (see appendix F)

This is designed to reflect the Good Behaviour Policy and the expectations of all stakeholders. New parents and carers must sign the document before their daughter starts the school. There will be occasions where current parents will need to sign the agreement. By signing the agreement, the parent(s) and child are agreeing to adhere and support the school's behaviour policy.

### **11. Investigation of an incident / Decision on Sanctions**

Any investigation or decision on sanctions will be conducted fairly for all parties involved. Decisions on sanctions will be made based on the balance of probability rather than beyond all reasonable doubt. Students may receive different sanctions even though they are involved in the same incident. We will only discuss sanctions with the parent/carer for whom that sanction applies.

### **12. Searching, screening, confiscation and banned items**

The Education Act 1996 and the Searching, Screening and Confiscation at School Guidance (DfE 2022) gives school staff the statutory power to search, screen and confiscate items from any student with their consent. The Headteacher and authorised staff (SLT / HoYs / Pastoral Support / Safeguarding Team only) also have the power to search students and their possessions, without consent, where staff have reasonable grounds for suspecting the student may have a prohibited item or has broken the law; for example:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette paper
- Vaping equipment
- Fireworks
- Abusive images or content (racial, homophobic etc ), pornographic images
- or any other item deemed likely to be used to commit an offence, cause personal injury or damage property or any item which a school policy specifies as banned and able to be searched for.

The school will inform a parent/carer if a search has taken place and make a record of the search. The school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs and Disability (SEND) and making reasonable adjustments that may be required where a student has a disability. Searches must be carried out by a member of staff of the same sex as the student being searched and there must be a witness who is also a staff member and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. We can carry out a search of a student of the opposite sex and/or without a witness present where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student identifies as a different gender from their biological sex an agreement will be reached about the most appropriate sex.

The search may be carried out on school premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. The school may confiscate any prohibited or dangerous item found as a result of a search and contact the police where appropriate. For other confiscated items staff will use their discretion whether to return, retain or dispose of it depending upon the circumstances.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic

images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Good Behaviour Policy.

If a student refuses to be searched, staff will consider applying sanctions in line with the Good Behaviour Policy and may contact the police if appropriate. If the police are called to carry out additional searches that the school cannot, the school will do everything possible to ensure that there is an appropriate adult representative from the school present and that the child's safety and welfare has been paramount.

In carrying out a search, staff members must adhere to guidance from the Department for Education: Advice for Schools July 2022 [Searching, Screening and Confiscation](#)

### **13. Use of reasonable force**

It is unlawful to use force as a form of punishment and staff should avoid any unnecessary physical contact between teaching/support staff and students. As a last resort reasonable force might be used to control or restrain a student who is likely to hurt themselves or others, damage property or cause disorder around the school. This might be when breaking up a fight or stopping some other form of violence. It is good practice to inform parents when reasonable force has been used.

### **14. Child on child sexual violence and sexual harassment**

We have separate policies on anti-bullying and child protection & safeguarding. Both policies are linked to our Good Behaviour Policy and sanctions are set in accordance with all these policies. The named policies refer to Keeping Children safe in Education (KCSIE)

### **15. The school behaviour curriculum**

CHSG teaches behaviour to our students, so that they understand what behaviour is expected and encouraged and what is not allowed. Our behaviour curriculum reflects the key habits and routines required in our school. We use consistent and clear language when addressing positive and negative behaviour. We remind students constantly of the need for good behaviour. This repeated practice promotes the values of our school, positive behavioural norms, and the certainty of the consequences of unacceptable behaviour. Our values and cultures are taught extensively through our Pastoral Development Programme.

### **16. Reasonable adjustments**

Our Good Behaviour Policy allows for reasonable adjustments to be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet our expectations. These adjustments may be temporary. We specifically consider reasonable adjustments for students who are identified as having a specific SEND whose condition may at times affect their behaviour. In addition, there will be other students with no identified SEND that we will consider reasonable adjustments regarding our routines.

### **17. Class Charts**

The school uses ClassCharts as a tool for communicating with parents about their child's behaviour. Parents are able to view both positive and negative behaviours.

ClassCharts is used to communicate detentions and parents will be notified if their child is removed from a lesson.

### **18. Headteacher's Discretion**

Nothing in this policy shall limit the discretion of the head teacher (or acting head teacher) to determine suitable sanctions for pupils on a case-by-case basis.

This recognises that some situations will fall outside the scope of this policy, and that only they can suspend or exclude a student

## Appendix A

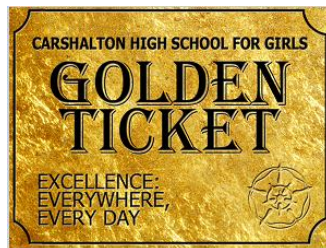
### Rewards

Rewards are an essential part of inspiring and motivating students. We award SV points to students who have demonstrated our School Values through their hard work, kindness commitment, and dedication.

Parent/carers are informed and encouraged to celebrate the effort, participation, behaviour, and achievement of their child throughout the year. As soon as rewards are logged, parents receive a notification via the Class Charts app, and staff regularly inform parents of any such success through phone calls, postcards, letters, emails, certificates, invitations to events and lunches with the head teacher and celebration assemblies. We also send out a termly newsletter giving a summary of the students' achievements.

### Golden Ticket

Each member of staff will award *ONE* Golden Ticket each lesson. This can be for excellent work, effort or attitude to learning or improvement in class. Students who receive the most Golden Tickets in a half term will be given a certificate and may be invited to special event such as afternoon tea with the headteacher.





## Appendix B1

### Levels of Behaviour

- Level 1 – low level behaviour
- Level 2 – higher level behaviours, which have no place in our school
- Level 3 – serious behaviour
- Level 4 – extremely serious behaviour

### Sanction Levels

Examples of behaviour at each level include:

<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Late to school or lesson</li> <li>• No homework</li> <li>• Lack of equipment</li> <li>• Uniform infringement</li> <li>• Eating or drinking in the corridor</li> <li>• Shouting or running in the corridor</li> <li>• Littering</li> <li>• Being in a toilet cubicle together</li> <li>• Inappropriate language or comments</li> <li>• Unkindness</li> <li>• Using prohibited items eg aerosol</li> <li>• Being out of bounds</li> </ul>	<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Truancy from lessons               <ul style="list-style-type: none"> <li>○ Being more than 5 mns late without reasonable excuse</li> <li>○ Going to the toilet for more than 5 mns without reasonable excuse</li> <li>○ Meeting friends in the toilet</li> </ul> </li> <li>• Removal from lessons and being sent to the ARC</li> <li>• Failure to respond to a direct instruction including to go to the ARC</li> <li>• Bullying</li> <li>• Breach of health &amp; safety</li> <li>• Persistent oppositional defiance or incidents of defiance</li> <li>• Failure to attend centralised detention</li> </ul>
<p><b>Level 3</b> These trigger a suspension.</p> <ul style="list-style-type: none"> <li>• Serious incidents of level 2 behaviours</li> <li>• Failure to follow a final instruction by SLT</li> <li>• Swearing at staff</li> <li>• Extreme incidents of defiance</li> <li>• Failure to heed a final warning in the ARC delivered by SLT</li> <li>• Trafficking drugs or alcohol in school</li> <li>• Deliberately setting off the fire alarm</li> <li>• Bringing drugs and/ or alcohol or being under the influence of drugs and/or alcohol</li> <li>• Violent conduct/fighting</li> <li>• Vaping or smoking on the school site</li> <li>• Inciting violence or hatred</li> <li>• Racism or prejudice</li> <li>• Persistent breaches of the Good Behaviour Policy Bringing the school into disrepute</li> <li>• Filming a student or member of staff against their will</li> </ul>	<p><b>Level 4</b> These trigger a Permanent Exclusion, at the Headteacher's discretion and in line with policy.</p> <ul style="list-style-type: none"> <li>• Reaching stage 4 on the escalation table</li> <li>• Very serious level 3 incidents</li> <li>• Physical assault on a member of staff</li> </ul>

## **Appendix B2**

### **Academic Reintegration Centre (ARC)**

The ARC is a separate behaviour support facility. Students can be sent to the ARC for three periods for the following reasons:

- Being removed from a lesson because they were disrupting the learning of others.
- Having incorrect uniform (including hair colour/hairstyles).
- Having been involved in a serious incident which is under investigation.
- Missing a centralised detention (students will be in the ARC the following day after their missed detention)
- Having been seen/heard with their mobile phone whilst on the school site (students will be in the ARC the following day)
- Level 2 behaviour

The ARC is managed by the ARC staff and overseen by the Assistant Headteacher (Behaviour). Heads of Year monitor student attendance in the ARC and will decide in consultation with their pastoral team any additional support required for students.

Unacceptable behaviour in the ARC will result in a staged response with Behaviour on Call attending and a clear warning being given. Further poor behaviour will result on SLT attending and a possible suspension.

## Appendix B3

### Suspensions

Suspensions should not exceed 45 school days in a single academic year.

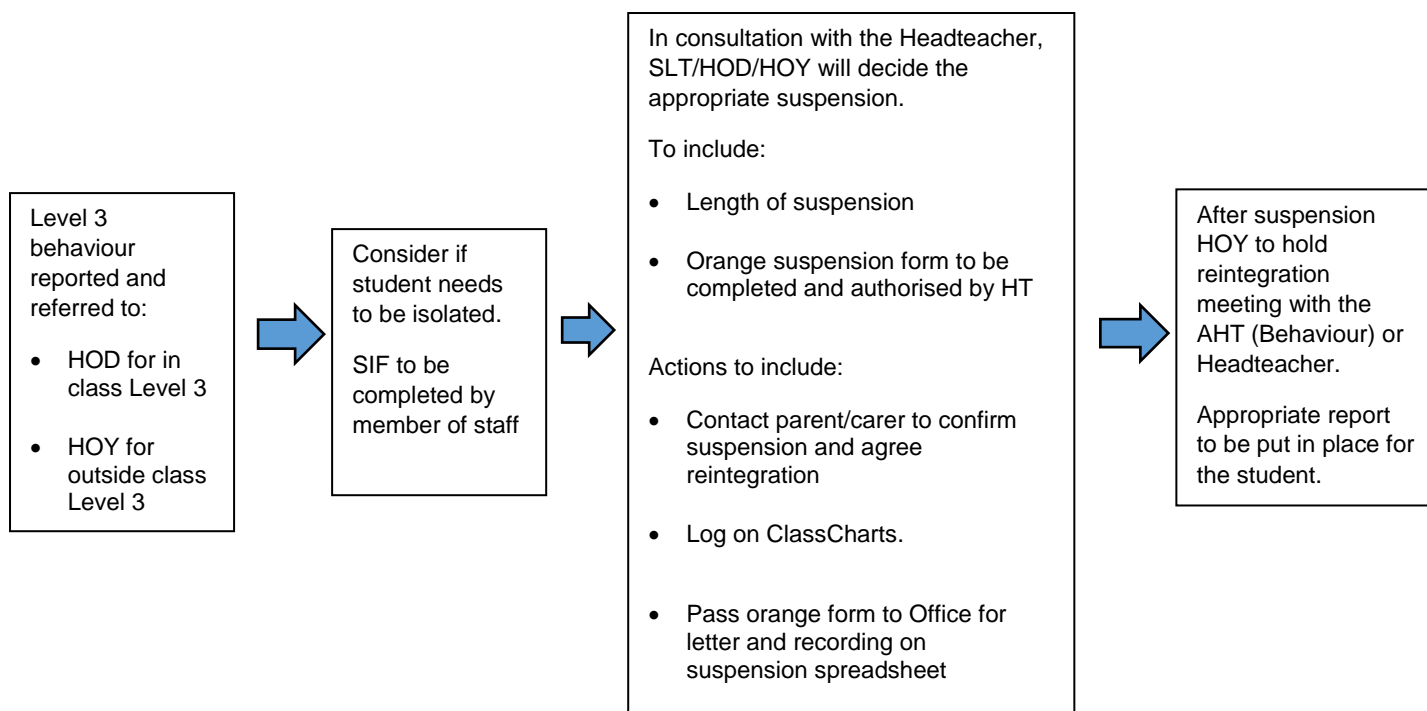
Before a decision is made about a suspension, incidents are fully investigated and, where possible, the student is given an opportunity to give their view of the incident and a record of the student's view will be kept as part of the investigation.

The Headteacher will meet with students and parents/carers who are at risk of permanent exclusion.


Parents/carers may also request the opportunity to make representations to Governors.

Work is set on MS Teams for students to complete during their exclusion.

#### Procedure for Suspensions – Level 3 behaviours



## Appendix B4 Sanction Levels and support

Intervention & Support	
Stages	Universal support: form tutor, teacher-parent communication and pastoral curriculum.
0	Stage 0 is where the vast majority of students are, having neither incurred a level 2 or 3 incident nor otherwise accumulated multiple level 1 incidents
1	<p>A student will move up from stage 0 to stage 1 after 1 or more level 2 or 3 incidents or 15 or more level 1 incidents since the last panel</p> <p>Once at stage 1, no level 2 incidents, or no more than 2, since the last panel, are likely to lead the panel to keep the student at the same stage, or to move them 'down' to stage 0.</p> <p>A student will move up from stage 1 to stage 2 after:</p> <ul style="list-style-type: none"> <li>a level 3 incident</li> <li>3 or more further level 2 incidents, or</li> <li>15 or more level 1 incidents</li> </ul> <p>since the last panel, at the panel's discretion.</p> <p>Once at stage 2, no level 2 incidents, or no more than 2, since the last panel, are likely to lead the panel to keep the student at the same stage, or to move them down to stage 1.</p> <p>A student will move up from stage 2 to stage 3 after:</p> <ul style="list-style-type: none"> <li>a level 3 incident</li> <li>3 or more further level 2 incidents</li> <li>15 or more level 1 incidents</li> </ul> <p>since the last panel, at the panel's discretion.</p> <p>Once at stage 3, no level 2 incidents, or no more than 3, since the last panel, are likely to lead the panel to keep the student at the same stage, or to move them down to stage 2.</p> <p>A student will move up from stage 3 to stage 4 after:</p> <ul style="list-style-type: none"> <li>A level 3 incident</li> <li>3 or more further level 2 incidents</li> </ul> <p>since the last panel, at the Headteacher's discretion.</p> <p>On return from an unsuccessful offsite direction, the Headteacher may move towards permanent exclusion after a further extremely serious level 2 incident, or three level 2 incidents.</p>
2	<p><b>Support Year team</b></p> <p>Organisation support Friendship group work PSO check in PSO 1:1 targeted work – Anxiety/Low mood /online safety/ Behaviour/ attendance / punctuality Reports – AHOY/HOY/ Attendance Raising Achievement targeted intervention AHOY/HOY/HOD Attendance contracts School Counsellor self- referral Mediation Managed Timetable Medical ref to VPP Pre social care Early Help The MIX </p> <p><b>SEND support</b></p> <p>SEND Screeners SEND targeted support Pupil Passport Calm room/ sensory room (identified students only) Draw and talk ELSA SALT Drama therapy (identified students only) Adapt to learn (identified students only)</p> <p><b>CHSG VPP Support</b></p> <p>Peer mentoring LGBTQ+ support ELSA EMP 1:1 EWP group work IYS CHSG FSW EBSA School Counselling Blended timetable CAMHS /OTR</p> <p><b>External support</b></p> <p>RAE Project (DA) School Nurse Youth engagement team Maps mentoring Violet Group Sutton VPP – problem solving / trauma group / turn around/ turnaround+ Cranston – Smoking and substances / Sexual Health Jigsaw4u – Bereavement Jigsaw4u – Piece of Mind anxiety/depression Police liaison The Havens</p> <p><b>AP</b></p> <p>Empowered R2S Jus Learn Directed offsite education (pre managed move) Academy21</p>
3	<p>Final Warning Dual registration placement at Limes or AP Offsite Direction Permanent Exclusion</p>
4	<p>Final Warning Dual registration placement at Limes or AP Offsite Direction Permanent Exclusion</p>

## Appendix C

### Unauthorised use of a mobile device

If a mobile phone is seen, heard or used whilst on the school site this is sanctioned with a day in the ARC the following day. Parents will be notified either by the Head of Year or the Head of Department. This applies to students in school, on school trips, residential activities and extra-curricular activities, unless agreed by CHSG staff in advance that a mobile phone can be used for a specific activity or task.

Students who wish to bring their mobile device (this also includes other mobile technology such as tablets, headphones and iPads) to school must have them **turned off and stored safely before entering the school gates**. They are to **remain turned off and stored safely for the entire time they are on the school site**.

It is not acceptable for a parent to contact students on a mobile device during the day and the rules in the behaviour policy will still apply if this happens without exception. Should parents need to contact students **in the event of an emergency**, they should call the Main Office who will ensure the message is passed onto the student.

## Appendix D

### Behaviour Support

We operate a graduated response (referencing the London Borough of Sutton graduated response document) in relation to students who require support with their behaviour. We recognise that young people make mistakes and we seek always to support them to move on from these positively. Often, it is important to understand what is driving the behaviour so appropriate support can be given.

We will consider a range of support both internal and external that may include the following:

- Explicit teaching of what “good behaviour” means. This begins with our induction program in Year 7 and continues through the school. During the first half term, the majority of Level 1 sanctions are waived as students acclimatise to their new environment and expectations. This is important to help students feel valued and confident during the transition period, and to develop a positive relationship with the school.
- For younger students, access to sixth form wellbeing ambassadors and mentors.
- Report books (with tutor, AHOY/HOY, DHT, HT) are a way of monitoring students in lessons and ensuring their efforts to improve are recognised.
- Tutor group change – where appropriate the HOY will consider a tutor group change.
- Timetable change – where appropriate the HOY and HOD will consider a class change.
- Modified timetable – where appropriate the HOY in consultation with the SLT and parents will consider a modified timetable which may include a reduction in subjects studied and a flexible day regards start and finish times.
- Time out card – students can be issued a time out card to give them the opportunity to step out of class for a few minutes and reset themselves. This helps them learn to manage their own behaviour.
- Careers advice – students can be offered careers advice as part of their behaviour support to help them refocus on their goals.
- Speech Language Communication Needs (SLCN) – where appropriate students can be screened for SLCN with a view to offering targeted support where it may be needed.
- Learning Support Assistant – where appropriate, and where capacity allows, students can work with an LSA, either within or away from the main class.
- Off-site direction – students may be referred to another school or a different type of provision, where available, for a set period of time.
- Managed move – where appropriate and in agreement with parents the school may consider a managed move to another school. This usually occurs following a successful period of off-site direction.
- Pastoral Support Programme (PSP) – students can have PSP to address specific behaviour concerns this can include 1 to 1 pastoral support from a Pastoral Support Officer
- ELSA – students who are referred to ELSA take part in a time defined programme addressing social and emotional issues linked to their behaviour
- IYS

- Post suspension/removal from lesson reintegration process to ensure patterns of negative behaviour are addressed to review the impact of the policy of suspension or removal from lesson on the student's education.
- CHSG VPP (Vulnerable Pupil Panel) referrals for additional support from outside agencies.
- Turnaround Limes College – students can be referred to the Limes College Turnaround project. This programme is aimed at those students who are at risk of permanent exclusion.
- Governor Behaviour Panel – students can be referred to the governor behaviour panel where students are at risk of permanent exclusion.

The school has access to other outside agencies who can provide support for students. The support we provide is detailed in our provision map and is shared with staff and parents.

### **Monitoring and tracking behaviour**

Heads of Year have oversight of the behaviour of students within their year group. In consultation with their pastoral teams, they decide on the appropriate support for individual students. Where patterns of behaviour have been identified, the HOY, in consultation with SLT, has the authority to apply further sanctions.

## Appendix F

### Home/School Agreement

As a school we want to ensure that every member of the school community is happy and successful and that is best achieved where there is close working between parents, student and the school.

We will provide a safe, calm, orderly environment that is built on high expectations, mutual respect and support. We will ensure on an individual basis that the needs of every student are met and provide a stimulating, rich learning experience that includes a range of extra-curricular activities.

Finally, we will reward success and celebrate your daughter's success and share that with you.



**Mr P Baumann-Winn,  
Headteacher**

**As a student I agree to:**

- come to school regularly and on time, properly equipped and in correct uniform
- follow all school rules without question
- set myself targets and goals and continuously strive to achieve them
- follow instructions in connection with use of ICT and the internet
- do all my work to the best of my ability and hand homework in on time
- take responsibility for my own actions and respect the environment and the needs and privacy of others
- keep my parents informed on all school matters and consult teachers about matters which may affect my work
- be tolerant and respectful of the view of others and treat others as I would expect others to treat me

**As a parent/guardian I agree to:**

- see that my/our daughter goes to school
- regularly, on time, properly equipped and in correct uniform
- make the school aware of any concerns or problems that might affect my/our daughter's work or behaviour.
- notify the school of any unavoidable absence as soon as possible that day
- read the school's Good Behaviour Policy and support the school's practices linked to behaviour.
- support my/our daughter in homework and other opportunities for home-learning in line with the Homework Policy
- attend Parents' Evenings and discussions about my/our daughter's progress
- support, encourage and take an interest in all aspects of my/our daughter's school life
- support sanctions set by the school

**Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.**

The law UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care.

I am aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement (e.g. belt, stick, slipper) has been used or where the use of that force has resulted in visible injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time.)

I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

**Student's signature:**

**Parent's/Carer's signature:**

.....

.....



## Appendix G

### School Uniform

As ambassadors for the school students are expected to be in full school uniform and wearing their lanyards during the school day and on their journeys to and from school. Wearing the correct uniform always results in a positive start to the school day for the students when they enter the school gate.

This uniform list has been created in conjunction with students and promotes our school motto:

*Excellence: Everywhere, every day*

#### Students must wear:

- A navy-blue school blazer with embroidered school emblem on the pocket.
- A navy blue 'V' necked knitted jumper with pale blue stripe and school logo. This may be removed during the summer.
- A plain navy-blue box pleat, on-the-knee length skirt (no belts attached; no splits or any other decoration) or,
- Navy blue trousers. These must be tailored business style and full length. They should not be hipsters, combat style, skin-tight or wide leg, have belts attached or any other decoration.
- A pale blue and white checked blouse.
- Sensible outdoor coat in plain black or navy only (parka styles with a fur trim are permitted)
- Plain black low-heeled shoes
- Plain white, navy, or black ankle socks (knee length socks are not permitted), or,
- Tights that are plain black or navy (flesh coloured and patterned tights are not permitted).
- A school rucksack with school logo
- A lanyard denoting which year group a student is in (this is provided by the school).

#### Students can wear if they wish:

- A plain navy or black headscarf for students who need to cover their head on religious grounds
- A plain black, navy or school scarf may be worn to and from school. No other colours are permitted.

#### Students must not wear:

- Hooded tops or baseball caps.
- Bandanas or multi-coloured headscarves.
- Additional clothing which is visible under the uniform (e.g., leggings, long sleeved or high-necked tops or legwarmers).
- Tights and socks must not be worn together
- Denim, bomber jackets, leather, or fur coats/jackets – real or simulated.
- Trainers, canvas shoes, leather Vans, sandals, and boots higher than the ankle, including Dr Marten's.

#### For Dance

- Black leggings/black tracksuit bottoms (no stripes or branding)
- Short sleeved navy with cyclone blue polo top (School logo)
- Jazz shoes or bare feet

## For PE

- Short sleeved navy with relevant house colour stripe polo top (school logo)
- Navy shorts
- Trainers
- Navy long socks
- Shin pads and football boots for football would be preferable but not compulsory.
- Optional item for cold weather – PE hooded top with School logo
- Optional item for cold weather – Tracksuit bottoms with School logo \*non-school tracksuit bottoms will not be accepted
- Belly button piercings **MUST** be removed or covered for practical PE lessons

## For GCSE PE

- Navy GCSE PE ¼ zip tracksuit top (Optional)
- Navy GCSE PE polo top (Optional)
- Plain black shorts if wearing GCSE PE tops.
- White or navy sports socks if wearing GCSE PE tops.
- Plain black leggings if wearing GCSE PE tops.
- Trainers

## Jewellery

Students can wear:

- A wristwatch (we would discourage the wearing of smart watches).
- One small pair of **plain** gold or silver studs no more than 5mm in diameter (one in the lobe of each ear only).
- A religious necklace which must be worn out of sight inside the blouse or jumper.

Students must not:

- Wear the same pair of earrings in the same ear or have more than one earring in their ear
- Wear decorative earrings (costume earrings), sleepers or hooped earrings of any type
- Have any facial jewellery or tongue piercings. Covering such jewellery with a plaster or replacing it with a plastic stud is not permitted. The school accepts no responsibility for any financial issues or risk of infection that arises when students are asked to remove piercings.
- Wear rings, bracelets, bangles, or necklaces (other than those for religious purposes, which are hidden).

## Make Up and Hairstyles

Students can have:

- Conventional hairstyles
- Dyed hair, but natural colours (i.e., a colour a person could grow naturally) **only** are acceptable.
- Braided hair, but natural colours (i.e., a colour a person could grow naturally) **only** are acceptable.
- Any hair ornaments must be navy blue, black or white (single colour only) and must be no wider than 10cm.
- Some make-up in Years 9 – 11. Make-up should be kept to a minimum and not obvious.

Students must not:

- Wear coloured nail varnish

- Shave part of their heads
- Wear false nails or bring false nails & glue to school.
- Wear false eyelashes.
- Wear coloured/patterned contact lenses should not be worn.
- Dip dye or partially dye their hair.

Students in Year 7 & 8 should not wear make-up of any sort.

### **School Bag**

**All** students must have a sturdy, practical **rucksack** to be able to keep their books and equipment safe as they travel to, from and around the school site.

**For students in Year 7-11**, the school bag, with embroidered school logo, is **compulsory** and it can be purchased from our school uniform supplier.

In addition, students must use their blue drawstring PE bag to bring their PE kit into school, this is provided by the school in the September of Year 7.

No other types of school bag are permitted.

Replacement PE bags can be purchased via ParentPay for £1.



A plain navy or black headscarf, optional on religious grounds.

Compulsory pale blue and white checked blouse.

Trousers should be plain navy blue, **tailored business style** and full length. No hipsters, combat style, skinny leg or wide leg style is permitted. No belts or any other decoration.

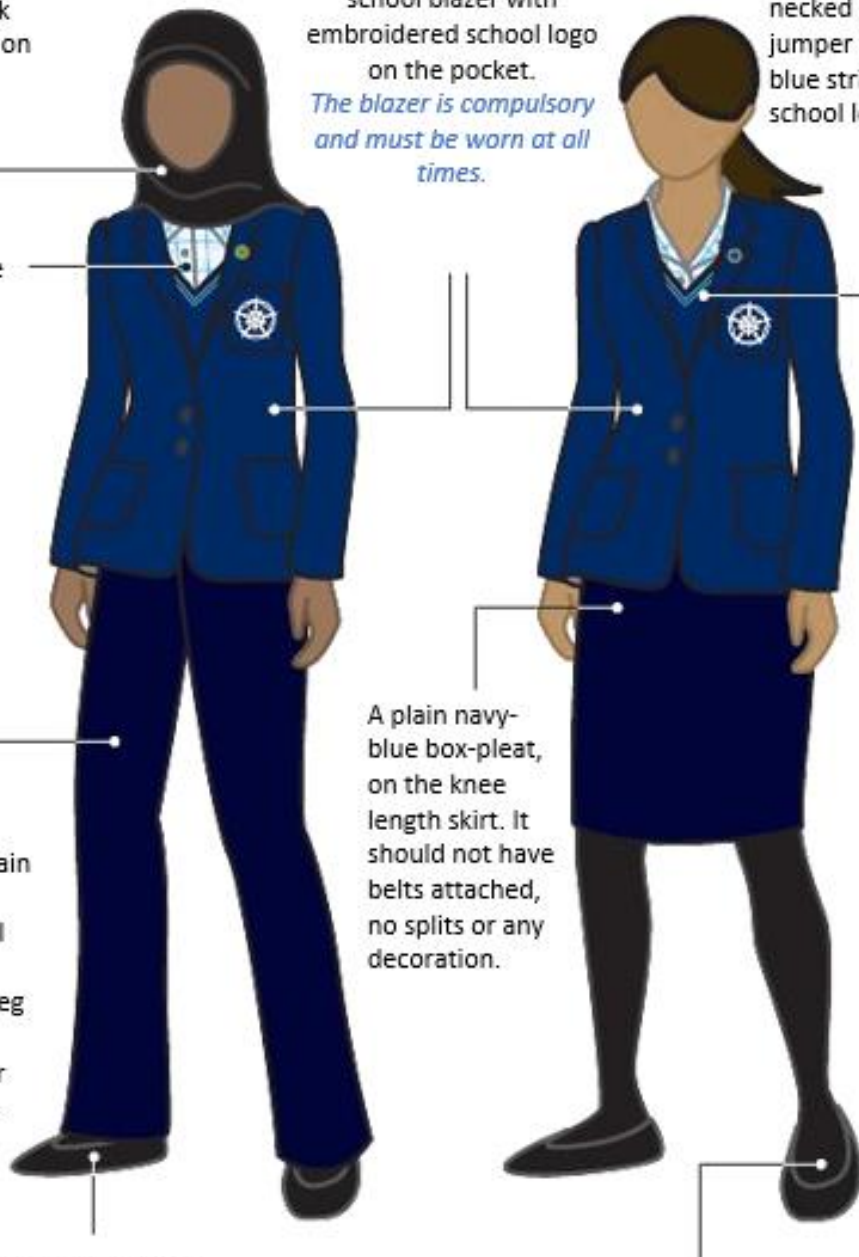
Plain black low-heeled shoes (trainers, canvas shoes, Vans and Converse, leather Vans, sandals and boots, including Dr Martens are not permitted).

Compulsory navy-blue school blazer with embroidered school logo on the pocket.  
*The blazer is compulsory and must be worn at all times.*

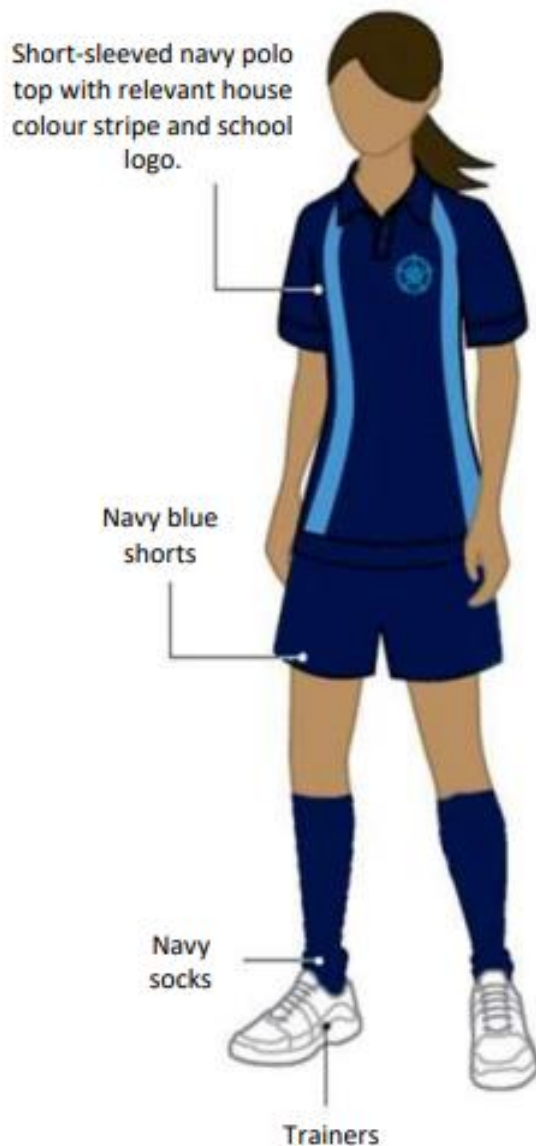
Navy blue 'V' necked knitted jumper with pale blue stripe and school logo.

A plain navy-blue box-pleat, on the knee length skirt. It should not have belts attached, no splits or any decoration.

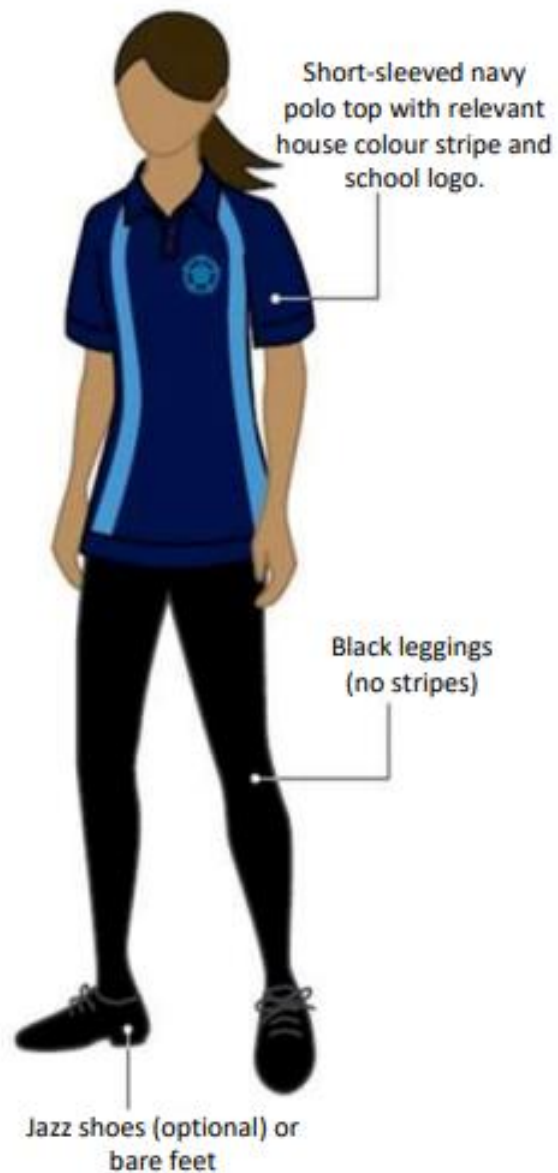
White, navy or black ankle socks. Tights, if worn, must be plain black or navy. Flesh-coloured or patterned tights are not permitted. Students may not wear legwarmers. Tights and socks must not be worn together.



## PE: Compulsory items



## Dance: Compulsory items



### Uniform Policy

If students are not compliant with the uniform requirements, sanctions will be set in accordance with our School Good Behaviour Policy which can be found on our School website. This means that,

Trainers can only be worn to School if accompanied by a medical note. In this instance, the trainers must be black.

If students do wear trainers to school, they will be offered a pair of school shoes, provided by their Head of Year. If they refuse these, students will be internally isolated.

Items will be confiscated and/or students will be internally isolated or may be sent home to change or until the issue is resolved. Confiscated items will be returned to students at the end of the term.