



Reading Girls' School
Succeeding Together

Name of Policy	Behaviour Policy
Scope of Policy	This policy applies to all students
Approved by	Vice Principal
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GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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GROWING STRONGER TOGETHER



THAMES LEARNING TRUST

1.Aims

Reading Girls' School is committed to upholding traditional high standards of respect and behaviour, celebrating and developing the unique talents of our entire learning community. We aim to provide a broad, challenging, and inclusive education for life in a secure and happy environment where all members feel valued and respected, allowing effective teaching and learning to take place.

Our motto, "*Going Furter Together*," embodies our belief that partnership, perseverance, self-discipline, and determination will enable our students to succeed both at school and beyond.

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as any behaviour that prohibits learning taking place, endangers others or brings the school into disrepute. These types of serious misbehaviour could include but are not exclusive to:

- Repeated breaches of the school rules
- Any form of bullying
- Derogatory language against a protected characteristic (race, gender, sexual orientation, maternity, gender identification, disability, religion).
- Discriminatory behaviour (protected characteristics).
- Racist abuse
- Drug and alcohol related incidents
- Smoking and Vaping
- Swearing at staff
- Peer on peer abuse (sexual, physical or emotional).
- Persistent disruptive behaviour
- Physical assault
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or damage to school property
- Theft
- Possession of any prohibited/banned items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers, lighters and matches
 - E-cigarettes or vapes
 - Fireworks or Bang snaps
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Verbal abuse/threatening behaviour

Gambling

This is not allowed in school.

Drugs

Disciplinary sanctions will be imposed on students involved in drug-related incidents on the school premises or during off-site school activities.

The school regards drugs-related matters as extremely serious and is determined to do all in its power to ensure that the school is a **'drug-free zone'**.

Consequently, students' **risk being permanently excluded** if they are involved in any drug-related incidents. See definition below, although not exclusive.

Definition 1: 'Drug-related incidents' include:

- Being in possession of drugs, no matter how small the quantity
- Selling or passing of drugs to others
- Using drugs
- Being under the influence of drugs while on the school premises or while taking part in a school activity

Definition 2: Drugs means illegal drugs or controlled drugs

Medication

If it is necessary for a student to take medication during the school day, the parent should:

- Inform the child's PL and bring the labelled medication to school reception.
- The medication will be placed in lockable storage with the school First Aider.
- The student should report to reception where a First Aider will administer the medication under supervision.
- Students must never be in possession of a drug, prescribed or other, in school.

Prescribed drugs

- The school regards the carrying, passing on or using of prescription drugs illegitimately as a very serious matter and this could lead to permanent exclusion.

Non-prescription drugs

- Some drugs which are available ‘over the counter’ to the general public can be harmful if misused. Paracetamol and aspirin are examples. Students should not carry these into school. Any misuse of these drugs could lead to permanent exclusion.

Alcohol

The school’s definition of alcohol covers all liquids normally sold in an off-licence or public licensed premises, such as wine, spirits, beer, cider etc., which cannot legally be sold to anyone under the age of 18 years. Any student possessing or using alcohol, selling or passing on alcohol to others may be permanently excluded.

Solvents and other substances

Solvents and a range of substances can be misused and consequently harmful. Although these may not be “illegal” or “prescribed”, if the school has evidence that they are being misused in any way by a student which could lead to harm to herself or others then that student may be permanently excluded.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy. Remember, we can only deal with what we know about an incident. Pupils or their parent/carers are encouraged to report all incidents to enable staff at school to effectively deal with any issues.

5. Roles and Responsibilities

5.1 The Board of Trustees

- Ensure a Behaviour Policy is in place and is implemented fairly.
- Monitor and review the effectiveness of the Behaviour Policy.
- Convene disciplinary panels where necessary.
- Support rewards and celebratory events.
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Principal

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 School Leadership Team

- Support and advise staff in upholding the Behaviour Policy.
- Monitor and analyse policy data and prepare relevant reports.

5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Our expectations are set out in our Home-School Agreement and this can be found in Appendix 1

6. School behaviour curriculum

At Reading Girls' School we promote a culture of respect and kindness, providing support to all pupils in order to promote their wellbeing, and to promote a calm and safe environment. We therefore expect pupils to:

- Behave in an orderly and self-controlled way
- Show respect and kindness to members of staff and each other
- In class, make it possible for all pupils to learn, being respectful of each others' opinions.
- Move quietly and with a sense of purpose around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Mobile devices and electronic equipment

The school is aware that many parents will want their children to carry a mobile phone with them on their way to and from school, for use in case of an emergency. We do not, however, allow the use of mobile devices or electronic equipment anywhere on the school site for the following reasons:

- To prevent disruption to learning
- The safeguarding of students
- The health and safety of the whole school community

If such items are brought to the school, students do so at their own risk. The school will not waste valuable time and resources investigating lost or stolen equipment, and cannot take responsibility for such items, including those confiscated by the school.

Mobile devices should not be used or seen on the school site. If they are, they will be confiscated and will only be returned at the end of the school day. Further offences will see the device confiscated until a parent/carer attends to collect it.

In the event of parents needing to contact a student in an emergency, they should telephone the school reception.

The Education Act 2011 does allow a designated member of staff to legitimately search through a phone or access text messages without the student's permission, if there is good reason (such as safeguarding or cyberbullying concerns). In some circumstances it may be reasonable for a member of staff to reveal a message for the purpose of establishing whether cyber-bullying etc has occurred, and staff may erase data if they think there is good reason to do so. If staff believe an offence has taken place, they must confiscate the phone and inform the police.

8. Responding to Behaviour

8.1 Classroom management

Ensuring high standards of behaviour is everybody's responsibility. When behaviour of our pupils falls below our high expectations, it is important that every incident of unsettled behaviour is addressed and dealt with by the member of staff responsible for supervising students at that time, or who saw and engaged with it. There is a clear process for dealing with behaviour issues.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

We expect every adult to:

- Be visible and uphold the schools code of conduct in every pupil interaction.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the classroom behaviour management in all lessons
- Develop positive relationships with pupils that promotes learning

This includes:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Explain to pupils that their behaviour has consequences, encourage them to make a positive choice.
- Celebrate and highlighting positive behaviour
- Concluding each lesson/day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

We do not expect to see adults behaving aggressively, shouting, humiliating, demonstrating negativity, losing control or creating 'power struggles'.

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.3 Responding to good behaviour

The school recognises the power of making explicit the desired standards of behaviour and of positively reinforcing high standards of learning and cooperative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to the situation, these include:

- Verbal praise
- Written comment on work/ in book/ planner
- Achievement points
- Telephone call to parents
- Positive letter home

- Issuing of 'Praise Postcards'
- Certificate
- Display of work
- Mention in assembly
- Motivational reward/prize
- Special awards at Achievement Assemblies at the end of each term
- Positions of responsibility, such as prefect status or members of the Student Senior Leadership Team or School Council.

By these means the school seeks to motivate students, create a positive learning environment, raise student self-esteem, provide systems which can be used by all staff and contribute to raising levels of achievement.

8.4 Responding to misbehaviour

At Reading Girls' School, we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. We believe the most effective way of managing behaviour is to praise and reward good behaviour, but there are occasions and circumstances when other support is required.

Sanctions are sometimes necessary in order to act as a deterrent to a pupil and to other pupils and to maintain an appropriate ethos for learning and progress.

There are a variety of mechanisms available with early intervention always our aim. Where pupils are having difficulty conforming to the expected standards of behaviour various strategies and systems may be employed to help them improve.

Examples of strategies (not exhaustive) that staff might use to correct poor behaviour are:

- challenging the student by reminding them of expectations
- moving a student to another seat
- putting a note in his / her Student Planner (FAO parents/carers and tutor)
- phone call, email or letter home
- Detention at break, lunchtime or afterschool
- recording the incident on the student's file through SIMS/Edulink
- referring the incident to the Head of Department (for subject issues) or the Tutor/Head of Year (for pastoral issues)
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Agreeing a behaviour contract
- Removing a pupil out of classroom.
- Suspension
- Permanent Exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In most circumstances, when minor poor behaviour is not corrected with a quiet word, in or outside the classroom, the incident is logged in SIMS/Edulink. For a list of the different sanctions available in SIMS/Edulink, and the action required are attached, please see Appendix 3. Any accumulation will be closely monitored by Academic Tutors, Heads of Year and the Senior Leadership Team and lead to further consequence, both over time and if a number of incidents occur in a single day.

Tracking and monitoring behaviour incidents is important for several reasons, as outlined by the Education Endowment Foundation (EEF) and the Ofsted framework.

Education Endowment Foundation (EEF)

1. **Improved Academic Outcomes:** The EEF highlights that behaviour interventions can lead to better academic performance. By tracking behaviour incidents, schools can identify patterns and intervene early to support students, thereby enhancing their learning outcomes.
2. **Targeted Interventions:** Effective monitoring allows schools to implement targeted interventions for students who exhibit challenging behaviour. This ensures that support is tailored to individual needs, increasing the likelihood of positive changes in behaviour and academic success.
3. **Data-Driven Decisions:** The EEF promotes the use of data to inform educational practices. By systematically tracking behaviour incidents, schools can make informed decisions about the effectiveness of their behaviour policies and interventions, ensuring resources are used efficiently.

Ofsted Framework

4. **Quality of Education:** Ofsted's framework emphasizes the quality of education, which is closely linked to the learning environment. Consistent monitoring of behaviour incidents helps maintain a positive learning environment, crucial for effective teaching and learning.
5. **Personal Development:** Ofsted assesses personal development, which includes behaviour and attitudes. By tracking behaviour incidents, schools can provide evidence of their efforts to promote positive behaviour and personal growth among students.
6. **Safeguarding and Well-being:** Safeguarding is a key focus in the Ofsted framework. Monitoring behaviour incidents ensures that potential safeguarding concerns are identified and addressed promptly, protecting students' well-being.
7. **Leadership and Management:** Effective leadership and management are evaluated by Ofsted, including how well schools create a positive culture. Consistent tracking of behaviour incidents demonstrates proactive leadership in maintaining school discipline and fostering a supportive school culture.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.7 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal or the vice will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information

8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8.12 Including Pupils on Educational Visits

Reading Girls' School fully supports the availability of educational visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs. However, if the safety of a pupil (or others) cannot be guaranteed because of their inclusion in the visit, then that pupil will not be included in the visit.

9.Serious Sanctions.

How do we deal with students not meeting behaviour expectations?

Pupils failing to meet any of these expectations will be warned. If they then continue to not meet any of the expectations the student must be removed from the lesson, by using the on-call system through EduLink, to seclusion in IER.

It is ***'one chance only'***

All achievement rewards and sanctions must be recorded on to SIMs/Edulink by the member of staff issuing the reward or sanction by 5.00pm on the day of the incident.

9.1 Detentions

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of longer-length detentions. In exercising its right to take same-day action as required, the school will make every reasonable attempt to inform parents by a variety of means including EduLink message, email, text or phone call. Ultimately, however, it is the pupil's responsibility not to misbehave, not the school's responsibility to make contact.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Parents are requested to check EduLink where the majority of detentions will be recorded.

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by **the IER Supervisor or another member of staff**, and will be removed for a set period of time in line with our behaviour procedures.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with our pastoral support staff
- Use of teaching assistants
- Internal Exclusion Room
- Short-term behaviour report cards
- Long-term behaviour plans
- Alternative Provision
- Off Site Direction
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on SIMs/Edulink along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Measures may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusted seating plans for pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding specific conditions which may affect learning or access to learning
- Use of Teaching Assistants to enable learning to take place away from some classrooms to enable pupils to regulate their behaviour
- Time-out cards for pupils to safely step away from classrooms to enable supported regulation of emotions during a moment of overload.

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The Local Authority's contacts are:

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Restorative Justice/Practice At Reading Girls' School we believe that following the issuing of a sanction a restorative meeting should be held between the member of staff issuing sanction and pupil. Repairing the relationship is vital in order for both parties to work successfully together within the school community. This is done when both parties are ready and facilitated by a member of the pastoral team or curriculum leaders.

- Reintegration meetings Pupils who have been suspended from school will not usually return to lessons until a successful reintegration meeting has been attended by both the parents/carers and the pupil. Readmission meetings are conducted by a member of the Senior Leadership Team.
- Report cards A behaviour monitoring report card may be issued to pupils for a fixed period of time to monitor achievement of personalised behaviour goals. This may be issued following concerns raised about a pupil's behaviour or following reintegration from suspension.

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

Our staff are provided with training on positively managing behaviour as part of their induction. This includes training on:

- The behaviour policy in practice
- The needs of pupils at Reading Girls' School
- How SEND and mental health needs impacts behaviour

Behaviour management will also form part of continuing professional development. Additionally, staff can access support via their line manager. Bespoke support is provided in order to support and improve individual practice, where required/requested. This may take the form of coaching, mentoring using identified practitioners within the school and/or external agencies.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every **half term by appropriate members of the Senior Leadership Team.**

The data will be analysed from a variety of perspectives including:

- At school level

- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Assistant Principal, Principal and Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Principal and Trustees.

This behaviour policy will be reviewed by Vice Principal, the Principal and the Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Principal and the Trustees.

15. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Anti-Bullying Policy
- › Uniform Policy
- › Teaching and Learning Policy
- › Mobile phone policy

Expectations of Students, Staff and Parents (Appendix 1)

Statement of general principles provided in the Home-School Agreement



READING GIRLS' SCHOOL HOME-SCHOOL AGREEMENT

Student name (block capitals please)

As Parents/Carers, we/I agree:

- to make sure that my daughter attends school every day, by 8:20 am, and is properly equipped.
- to inform the school on the first day of any absence. If attendance is below 98% I will provide medical evidence. **(My daughter's attendance is expected to be 98% or above per academic year)**
- to ensure that the school always has a current address, contact number and email address where possible.
- to attend all parent consultation evenings and discussions about my daughter's progress.
- to support the school's attendance, behaviour, acceptable ICT usage and uniform policies.
- to make my daughter's medical appointments outside the school day. • not to book holidays during term time.

- to inform the Heads of Year of any issues that might affect my daughter's work, behaviour or attendance.
- to treat staff and students with courtesy and respect.

Signature/s: _____ Date: _____

The School will:

- Provide a safe, stimulating and secure environment where each student can flourish
- Provide a balanced curriculum, meeting, wherever possible, the individual needs of your daughter.
- Develop clear lines of communication between home and school.
- Keep you informed of your daughter's progress and attendance. • Encourage success and recognise effort and achievement.
- Treat parents/carers and students with courtesy and respect.

Signature: _____ Date: _____

The Student will:

Before arriving at school all students will:

- a) not congregate in large groups in public areas, including our neighbouring public areas
- b) make sure that all homework is complete.
- c) pack their school bag with the following items:
 - current reading book
 - student planner
 - water bottle
 - 1 x see through pencil case with the following contents:
 - 2 x black or blue writing pens (black for exam purposes) o 1x green writing pen (for self and peer marking purposes) o 2 x highlighter pens (any bright colours)
 - 2 x sharpened pencils
 - 1x rubber o 1 x 30 cm ruler o 1 scientific calculator o 1 x protractor o Books/folders for that day o PE Kit, if required.

On arrival at School all students will:

- a) be in full uniform and the uniform is worn correctly
- b) remove any chewing gum from their person and dispose of it in the bin
- c) go straight to their form room for Registration and line up outside the classroom in silence waiting to be greeted by their form tutor as soon as the bell sounds
- d) expect to be sent to the IER Room if not wearing the correct uniform. Students are able to go to their Head of Year Support before 8.30am with a note from their parents

explaining the issue and resolution date, in order to get a replacement uniform item, or to be given a note for the day.

- e) put headphones, mobile phones or any other electronic devices away and turned off before entering the school gates.

Walking around school and moving to/from lessons all students will:

- a) follow instructions from any member of staff or adult first time
- b) move directly to lessons once their teacher has dismissed them, and not wait for friends in corridors or school spaces
- c) have a maximum of five minutes to get to their next lesson and will be deemed late if they arrive after this time. This is to ensure all journeys from room to room have enough time; the vast majority of students will not need the full five minutes, but will be at their next lesson in a couple of minutes
- d) allow any member of staff or adult to pass through a doorway before them
- e) hold doors open for others
- f) never run
- g) walk on the left-hand side of the corridors and stairways
- h) stay quiet and calm on corridors and stairways and never shout
- i) only enter corridors or other spaces that are permitted
- j) keep hands and feet to themselves, ensuring no unnecessary physical contact.

All students will follow the same **routines for entering the classroom**:

- a) students will line up in silence outside their classroom ready to enter the class if the teacher is unable to greet them before they arrive
- b) the teacher will greet the students at the door
- c) all students will enter in silence and move immediately to their allocated seat and place their equipment on their desk ready for learning
- d) all students will start any starter activity (as appropriate) in line with the teacher's expectations on noise level.

During a lesson all students will:

- a) put their hand up and wait patiently for their teacher to respond, if they need the teacher's attention
- b) always speak in full sentences
- c) be active listeners
- d) celebrate the successes of others
- e) see mistakes as steps on the road to understanding
- f) show perseverance when attempting new tasks and embarking on new learning
- g) help maintain a supportive culture based on respect and teamwork
- h) always remain in the classroom unless given specific permission from the teacher to leave
- i) on the very rare occasion that they need to leave a lesson, always get a note from the teacher.

Moving to and from assemblies **all students will**:

- a) go to their normal form rooms where they will be met by their form tutors and brought down to assembly in register order, or order agreed by the form tutor to ensure impeccable behaviour

- b) ensure that their school uniform is worn correctly
- c) enter the Main Hall in silence
- d) sit in their assigned seats in silence whilst awaiting the start of the assembly
- e) listen attentively to the assembly and participate fully as necessary – all rounds of applause will be genuine and respectful to the celebratory ethos of RGS
- f) form tutors or other attached staff will stand next to their form group and actively help to maintain perfect order
- g) at the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by a member of staff, one row at a time.
- h) the students will then walk directly and quietly to their next lesson
- i) staff will go on to the corridor to ensure students walk quietly to their next lesson.

During break and lunchtime all students will:

- a) use their break and lunch time effectively:
 - drink some water/refill water bottles
 - go to the toilet
 - meet with any member of staff to address any concerns
 - complete any work or revision that is required
 - attend late detention at break time, if they arrived late before Period 1.
- b) line up quietly and calmly using the queuing system, ensuring that they remain in the designated queue line
- c) treat our catering personnel with courtesy by saying please and thank you
- d) clear away their own trays, plates and cutlery and maintain an orderly environment at all times
- e) place all litter in the recycling or other bins provided in the designated eating areas
- f) at lunchtime, only eat in the designated areas
- g) at lunchtime, once they have eaten, stay in their year's designated areas
- h) Only play ball games in the allocated areas
- i) Adhere to zone requirements in the outdoor areas
- j) follow all school rules to maintain a calm and pleasant environment for all
- k) not gather in large groups
- l) abide by the expectation that if an incident occurs, students should **never** rush towards it and crowd an incident, thus making it impossible for staff members to deal with it quickly and safely
- m) not sit on the picnic tables
- n) keep hands and feet to themselves at all times
- o) not wear any non-uniform
- p) ensure that any footwear used to play sports has been removed and expected school footwear is worn when the first bell is rung, and before the student enters the school building
- q) move directly to the next lesson when the first bell is rung. Students, who are either not lined up outside the classroom or have not entered the classroom before the second buzzer is rung will be deemed late and will face a sanction.

At the end of the school day all students will:

- a) make sure they have everything they need to complete their homework

- b) walk quietly and sensibly through the school exits and in the surrounding streets, using appropriate pedestrian crossings, where possible
- c) not congregate in large groups in public areas, including our neighbouring public shopping areas
- d) if getting public transport, wait quietly by the bus stop
- e) get onto the bus one student at a time, after allowing other members of the public onto the bus first
- f) give up their seat to a member of the public
- g) talk quietly and never shout
- h) remember at all times they are representing Reading Girls' School and are therefore expected to model our ethos and values
- i) attend any Same Day Detentions, or after school detentions as instructed
- j) attend any other extra-curricular sessions or sessions to support learning.

Signature: _____ Date: _____

Behaviours, Routines and Expectations (Appendix 2)

The following routines and expectations apply to all students and will be rigorously and consistently upheld.

Before arriving at school all students will:

- d) not congregate in large groups in public areas, including our neighbouring public areas
- e) make sure that all homework is complete.
- f) pack their school bag with the following items:
 - current reading book
 - student planner
 - water bottle
 - 1 x see through pencil case with the following contents:
 - 2 x black or blue writing pens (black for exam purposes) o 1x green writing pen (for self and peer marking purposes) o 2 x highlighter pens (any bright colours)
 - 2 x sharpened pencils
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On arrival at School all students will:

- f) be in full uniform and the uniform is worn correctly
- g) remove any chewing gum from their person and dispose of it in the bin
- h) go straight to their form room for Registration and line up outside the classroom in silence waiting to be greeted by their form tutor as soon as the bell sounds
- i) expect to be sent to the IER Room if not wearing the correct uniform. Students are able to go to their Head of Year Support before 8.30am with a note from their parents explaining the issue and resolution date, in order to get a replacement uniform item, or to be given a note for the day.
- j) put headphones, mobile phones or any other electronic devices away and turned off before entering the school gates.

Walking around school and moving to/from lessons all students will:

- k) follow instructions from any member of staff or adult first time
- l) move directly to lessons once their teacher has dismissed them, and not wait for friends in corridors or school spaces
- m) have a maximum of five minutes to get to their next lesson and will be deemed late if they arrive after this time. This is to ensure all journeys from room to room have enough time; the vast majority of students will not need the full five minutes, but will be at their next lesson in a couple of minutes
- n) allow any member of staff or adult to pass through a doorway before them
- o) hold doors open for others
- p) never run
- q) walk on the left-hand side of the corridors and stairways

- r) stay quiet and calm on corridors and stairways and never shout
- s) only enter corridors or other spaces that are permitted
- t) keep hands and feet to themselves, ensuring no unnecessary physical contact.

All students will follow the same **routines for entering the classroom:**

- e) students will line up in silence outside their classroom ready to enter the class if the teacher is unable to greet them before they arrive
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- n) see mistakes as steps on the road to understanding
- o) show perseverance when attempting new tasks and embarking on new learning
- p) help maintain a supportive culture based on respect and teamwork
- q) always remain in the classroom unless given specific permission from the teacher to leave
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- meet with any member of staff to address any concerns
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 - z) Adhere to zone requirements in the outdoor areas
 - aa) follow all school rules to maintain a calm and pleasant environment for all
 - bb) not gather in large groups
 - cc) abide by the expectation that if an incident occurs, students should **never** rush towards it and crowd an incident, thus making it impossible for staff members to deal with it quickly and safely
 - dd) not sit on the picnic tables
 - ee) keep hands and feet to themselves at all times
 - ff) not wear any non-uniform
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- o) get onto the bus one student at a time, after allowing other members of the public onto the bus first
- p) give up their seat to a member of the public
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