



Positive Behaviour Policy

Reviewed: June 2024

Next review: August 2026

Reviewed by: Deputy Head – Student Engagement and Welfare

This policy outlines our approaches to promoting good behaviour at Bedford Girls' School and how we respond to poor behaviour. The sections below highlight where to look for specific information and further policies and documents, including expectations of everyone in our community, are found at the end of this policy.

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1. The culture at Bedford Girls' School

At Bedford Girls' School we want to create a culture where students feel valued and are proud to part of the school. The atmosphere is calm, safe, purposeful and supportive and learning in all areas of the curriculum is prized. Students are taught explicitly what good behaviour looks like so that they can succeed personally. Social norms and routines are explained by tutors and teachers so that students understand the expectations of them.

All members of Bedford Girls' School should value others and understand that all students matter equally. This is evident in the awareness we show of each other, we value difference and we listen to each other's views carefully. We seek help for our friends if we think they need it. We are punctual and we communicate respectfully with each other.

We value ourselves, we ask for help and support when we think we need it, we actively engage in the learning process whether that's in or out of the classroom.

We have a consistent approach to rewards and consequences throughout the senior school. The approach is different to that in the Junior School as students are taught by more teachers and have a broader range of subjects through their time. The culture is still the same throughout the school.

2. Establishing Expectations

We teach how we expect students to behave at the start of each year or when new activities begin. Our rules and expectations are also outlined in Appendix A. Expectations for positive behaviour are taught and reinforced every day through explicit instruction, modelling and reminding by staff. Our form times, assemblies and PSHE lessons also teach us how to treat others and thrive in our community and beyond it. We expect students who have been at BGS for a period of time to model how to behave positively to those who are newer or younger. We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others.

We expect parents to ensure that their daughters will take a full part in the activities of the school, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the school policy about the wearing of uniform and general appearance. Parents also warrant that their daughter, if selected for a team, will represent the school in sporting or other activities.

Further expectations of students, staff and parents are outlined in Appendix B.

3. School Rules

When we consult our community there is common agreement around our 3 core rules that should underpin all our choices:

- Be actively kind and inclusive
- Respect yourself, others, property and our site
- Keep lessons focussed so everyone can engage and learn

The rest of the specific rules and expectations are found in our school rules in Appendix A. These are published in every classroom and students are regularly reminded of what these are.

4. The Positive Rewards System - Recognising Positive Behaviour

We notice and celebrate positive behaviour where students make good decisions and lift themselves and others up

wherever we can. In doing this we lift each other up and reinforce what positive behaviour looks like. There is a system of rewards to acknowledge and record excellence through a pupil's school journey which is outlined here:

4.1 House Points

House Points are awarded by staff for demonstrating the school values: being bold, imaginative and reflective.

4.2 House Point Certificates

Certificate	Awarded for	How it is Recognised
Bronze	15 house points	An electronic certificate is sent home and to the student. It will be recognised by their Form Tutor in form time.
Silver	30 House Points	An electronic certificate is sent home and to the student. It will be recognised by their Head of Year in a year group assembly.
Gold	75 House Points Sixth Form: 50 House Points	An electronic certificate is sent home and to the student. It will be recognised by their Head of House in a house assembly.
Platinum	120 House Points Sixth Form: 75 House Points	A letter of congratulation will be sent home by the Headmistress with a voucher. It will be recognised by the Headmistress or a member of the Senior Leadership Team at a senior school assembly.
Diamond	150 House Points Sixth Form: 100 House Points	A letter of congratulation will be sent home by the Headmistress with a voucher. It will be recognised at an end of term whole school assembly with a badge awarded to wear on the student's blazer.

4.3 Departmental and Head of Year Recognition

Departments and Heads of Year often reward students for effort, participation or excellence

4.4 Colours

Colours are awarded annually to students in Years 10 and above in recognition of their contributions to Sports and

Performing Arts.

4.5 Prize Giving

Prizes are awarded annually to students for outstanding effort and achievement, for success in particular subjects, for endeavour and for services to the school and community. Values prizes are also awarded to those students who exemplify being bold, imaginative or reflective.

4.6 Awards Assemblies

There are annual Sports and Performing Arts awards assemblies where students are recognised for their contributions in these areas.

4.7 Headteacher's Book of Excellence

The Headmistress holds a Book of Excellence. Staff email the Headmistress to request that a student signs the book. They will be invited to the Headmistress' office to discuss their achievement. The Headmistress also sends cards home to recognise some achievements.

5. Addressing Incorrect Behaviour

Following the school rules is the minimum expectation for a safe and calm environment at school. Young people do make mistakes and where a rule is not followed a member of staff will remind a student so it is quickly rectified. In the classroom, positive strategies to promote engagement and focus will be used and good behaviour in lessons is always expected.

In respect of a pupil with a disability as defined by the Equality Act 2010, the school will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. Further information regarding this is outlined in the Discipline and Exclusions Policy and in the Learning Support policy.

If a student breaks a rule after being reminded by a teacher or breaks one of our three core rules, they can expect a conduct mark to be issued. If a student has an item they should not have in school, it will be confiscated, and they will be advised where it can be collected from. A majority of items will be collected from the pastoral office at 4pm. Dangerous or illegal items will be kept by a member of the SLT and may be given to the police where required.

We use strategies to promote good behaviour in lessons in line with our Excellence in Teaching framework and address any disruption quickly so that all can learn. In the extreme circumstance that these strategies are not being observed by a student, a member of the SLT would be contacted to come and collect them. Where this is required urgently another student can be sent to the school office to ask them to contact a member of SLT. Otherwise, the SLT and school office should be emailed to request assistance.

Conduct marks are monitored so that supportive interventions can occur. Form Tutors are emailed when they are issued and they are reviewed by the Heads of Year and the Deputy Head - Student Engagement and Welfare at least every 2 weeks to monitor for any concerning patterns. The points at which there will be a formal review of a student's behaviour are noted below. Gaining conduct marks is not necessarily a cause for any greater worry. When there is a concerning pattern identified, the student's Form Tutor or Head of Year will contact home to make parents aware of

this and to discuss strategies to support them.

5.1 Homework

It is expected that a student will approach a teacher prior to a lesson in person or via email if they cannot complete their homework. If there is a justifiable reason an extension will be agreed. Homework not completed by this extension will be given a conduct mark and a plan made with the student to ensure completion. This may include a break or lunchtime detention slot set by the teacher.

5.2 Notifications and Actions for Conduct Marks

Patterns of conduct marks are monitored on a termly basis and the thresholds below relate to the awarding of conduct marks in a single term. Where there are concerning patterns identified between the school, a student and their family then supportive measures and monitoring will occur across terms.

Number of Conduct marks in a term	Who is notified and will take action
3 conduct marks for the same indiscretion in a term	The Form Tutor will discuss this with the student and a decision will be made about appropriate follow up if needed. If there is a concerning pattern, the Form Tutor will contact home. Where these all relate to one subject it is likely that the Head of Department will intervene.
5 Conduct marks for any reason in a term	The Form tutor and Head of year will review and a decision will be made as to whether a formal intervention is required. This will be communicated home by email or a meeting will be arranged if a concerning pattern is identified.
2 conduct marks for unkindness, not being respectful or disrupting learning	The Head of Year will review this and an intervention at school is likely to occur if there is a concern. Parents will be notified of this.
8 conduct marks of any type or 4 conduct marks related to unkindness, not being respectful or disrupting learning	The Head of Year will meet with the student to review the reasons for this and what support is needed. A Head of Year detention is likely to be issued and a meeting with parents may be arranged to discuss plans to work together to support the student moving forwards. The detention may include a reflective task for the student, depending on the context, and a pastoral or behaviour support plan may be implemented. Parents will be informed of any detention set at this threshold.
12 Conduct marks of any type or 6 conduct marks for unkindness, not being respectful or disrupting learning	A member of the SLT will review this and an SLT detention is likely to be issued. Parents will be contacted to discuss plans to work together to modify the student's behaviour. In most circumstances a pastoral support or behaviour plan will be issued to support the student. A reflective task will be completed during this detention if it relates to a concerning pattern of behaviour.
Further Conduct marks	An SLT detention is the most serious detention available at BGS. A student

after an SLT detention	awarded one of these will be monitored closely and supported to change their behaviour. If the same behaviour continues, a meeting between the student, a member of SLT and their parents will be called. This will happen if 18 conduct marks are awarded in a term but could be sooner if required. If enough conduct marks are awarded to merit a second SLT detention in a term (24) then it is likely the student will be suspended in line with our Discipline and Exclusions policy.
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5.3 The Disciplinary Process

The table below is a guideline for students about the disciplinary process and how sanctions may escalate. This is a guideline only and further details about more serious incidents are found below this table.

Stage of the disciplinary process	Outline of type of student behaviour	Application of the positive behaviour policy
1	One off breaking of school rule	Teacher verbal reminder
2	Breaking one of our core rules or repeating a behaviour following a member of staff's verbal reminder. Not completing homework after an extension.	Conduct Mark
3	Repeated conduct marks	Tutor intervention
4	Pattern of similar conduct marks or a concerning pattern of behaviour.	Head of Department or Head of Year intervention Head of Year and Head of department detentions will be for 30 minutes at lunchtime or, in more serious instances, for 1 hour after school. When given for academic reasons, this may include the completing of work.
5	Concerning Behaviour	Head of Year Detention
6	Repeated Concerning Behaviour or Serious Behaviour	Senior Leadership Detention or Internal Suspension. SLT detentions occur from 4.15-5.15pm on Fridays in the conference room. This takes priority over all other school activities. An internal suspension lasts for one school day and requires the student to complete

		school work and a reflective activity at school in an area supervised by SLT. The student should arrive at reception by 8.35 ready to report to the SLT member overseeing the suspension.
7	Serious Behaviour, Repeated Serious Behaviour or Very Serious Behaviour.	External Suspension or Expulsion (for Very Serious Incidents) in line with the Discipline and Exclusions policy

5.4 More Serious Behaviour

If behaviour is more serious than those warranting a conduct mark or poor behaviour is repeated then the Head of Department, Head of Year or, in rare and more serious circumstances, a member of the SLT will intervene. Parents will be informed of this so we can work together to support students. The chart below outlines the types of behaviour that may lead to more severe interventions from staff.

Concerning behaviour may be investigated by a Head of Year or other staff member as necessary but this is not always required.

Serious and very serious behaviour will involve an investigation process with the evidence and outcomes being recorded unless clear evidence of an incident or behaviour occurring has already been supplied. Any behaviour that may result in an external suspension or expulsion will be investigated in line with the Discipline and Exclusions Policy. When serious or very serious behaviour is reviewed by senior staff there will be an exploration with the student about their welfare and to hear their voice. The discussion will include exploring what further support may be required and a check for understanding about the concern being investigated.

Repeated breaches of the school rules will be escalated to a more serious sanction as outlined in the table above. When issuing an intervention or sanction, the individual needs of the students involved and the specific factors in the behaviour will be considered. This includes any SEND and pastoral circumstances for that student.

Factors that may mitigate the severity of an incident include, but are not limited to, honesty, taking responsibility, SEND, age and educational experience.

Factors that may enhance the severity of an incident include, but are not limited to, being dishonest, putting others in danger, power imbalances, previous similar behaviour and being on a school trip or in school uniform.

The table below outlines Concerning and Serious Behaviour. This list is not exhaustive, and the severity of the behaviour may be modified by other factors, such as those above.

Concerning Incidents (Likely to lead to a detention)	Serious Incidents (Likely to lead to an SLT detention or possibly an internal or external suspension)
Intentionally disrespectful to staff	Extreme rudeness to staff, eg swearing or being offensive
Repeated conduct marks	Truancy from lessons or school

Deliberate unkind act or repeated unkindness	Offensive behaviour in person or online, including malicious allegations
Repeated disruptive behaviour	Intentional unwanted physical contact with other students
Repeated disrespectful behaviour	Serious acts of unkindness or demonstrable acts of Bullying, in line with the Anti-Bullying policy
Repeated late marks	Bringing the school into disrepute (In person or online)
Poor behaviour on trips or at fixtures	Repeated Concerning Incidents
Intentionally missing a lesson	Damage of school or other people's property, including graffiti
Intentionally breaching the school's acceptable use policy	

5.5 Possible Sanctions for Concerning and Serious Behaviour

The list below outlines common sanctions and interventions used for more serious incidents but is not exhaustive.

Concerning Behaviour

Concerning behaviour will be dealt with by Heads of Year or Heads of Department in the first instance. Parents will be informed when this occurs and a record will be made of the intervention.

Consequences may include:

- Intervention during school time, eg a reflective conversation or attendance at support sessions
- Detention during or after school hours for up to 1 hour.
- Report card
- Behaviour or Pastoral Support plan

Serious Behaviour

These matters are dealt with by Heads of Year or SLT and consequences include:

- Meeting with parents/guardians
- Placement on daily report, pastoral support plan or behaviour support plan
- HoY or SLT Detention
- Internal Suspension
- External Suspension (as outlined in the Discipline and Exclusions Policy)
- Not being allowed to attend a trip or event if the student is deemed to pose a risk to themselves or others or reasonable adjustments cannot be made to support a behaviour or pastoral plan linked to the student's behaviour.

Very Serious Behaviour

This will be investigated as outlined in the Discipline and Exclusions policy. This will normally be overseen by one of the Deputy Heads and result in a decision being made by the Headmistress about whether a student will be suspended or, in the most serious circumstances, expelled.

The school may refer a matter to the police if it believes a crime has been committed. The student and parents will be informed if this occurs and they will be supported as required.

The process for investigating and decision making for such behaviour is outlined in the Discipline and Exclusions policy. This includes the reintegration and support processes if a student is suspended.

The following table is a non-exhaustive list of Very Serious Behaviour. These are likely to lead to a suspension and may result in expulsion:

Misconduct which adversely affects the welfare of a member or members of the school community. This includes repeated or harmful bullying
Behaviour which puts the safety of the student, or any other person, in jeopardy
Sexual harassment and abuse including illegal image sharing
Racist, homophobic or any other unlawful discrimination
Fighting or physical act intended to or causing harm
Having a prohibited item at school, as listed in the school rules
Seriously bringing the school into disrepute (in person or online)
Physical acts towards staff
Repeated Serious Incidents
Theft or any other criminal or illegal act.
Being under the influence of drugs, alcohol, tobacco or vaping (or any other intoxicating, harmful or illicit substance)
Breaching the school's acceptable use policy to cause harm or do something illegal

Appendix A – School Rules

Our Core Rules

Be actively kind and inclusive

Respect yourself, others, property and our site

Keep lessons focussed on everyone being able to engage and learn

We complete homework on the date set unless a teacher agrees to an extension.

We bring the correct equipment for lessons as advised by the teacher.

We arrive on time for all lessons:

- = 8.40 - Form Time
- = 9.15 - Lesson 1
- = 10.40 - Lesson 2
- = 11.45 - Lesson 3
- = 1.55 - Lesson 4
- = 3.00 - Lesson 5

We expect to utilize the co-curricular opportunities at school positively.

We sign in and out when entering or leaving school during the school day.

We sign in and out of late care, arriving no later than 4.30 pm. Students cannot leave the site between the end of the school day and the start of late care.

We wear school uniform correctly as per the uniform guidance. We do not alter others' uniforms or appearance.

We keep lockers locked at all times and do not share codes with anyone else.

Mobile phones are kept in phone pouches by Year 7-10 students between 8.40 am and 4.00 pm.

Year 11 students may use their phones in their common room.

Sixth formers may:

- = Go to town at lunchtimes.
- = Use the astro car park only.
- = Use the Hub and Chequers.
- = Use their phones in Chequers and the Hub only

The following areas are **out of bounds** to students:

The road side of Wing House, Labs (except in lessons), Any storage cupboard, Staff offices, The long jump pit and cricket nets (except in lessons), Any roof or raised area not accessed by stairs, Classrooms not allocated to your class/form/year, Beyond the school fences (during the school day, except 6th form at lunch time), Chequers for Years 7 to 11 (except 4-4.30)

The following items are not allowed at school:

- = Chewing Gum
- = Energy Drinks
- = Medicine or other drugs (unless used in line with our medical policies)
- = Large amounts of money or expensive items
- = Correcting fluid
- = Any electronic broadcasting or tracking device
- = Animals or pets
- = Nuts or products containing them
- = Aerosols
- = Any other disruptive or harmful item

The following are prohibited items for which your property could be searched. It would be a very serious incident if these were brought to school:

- = Illegal drugs, alcohol, smoking and vaping equipment
- = Weapons
- = Pornographic images
- = Stolen goods
- = Laser devices
- = Fireworks
- = Any illegal or clearly harmful item or substance

No images or videos are to be captured anywhere on the site without express permission.

Bikes may not be ridden on the site.

We walk on the left down corridors and on trips out. We walk calmly, are polite to others, and hold doors open.

We only eat outside the building and in the dining hall.

We always use bins for our rubbish.

Appendix B – Expectations of Students, Staff and Parents

Expectations with regard to students

Students will be expected to:

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow instructions given by the teacher
- Follow the routines explained by school staff. School routines are in appendix D.
- Behave in a reasonable and polite manner to all staff and students
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Expectations with regard to staff

Staff will be expected to:

- Be punctual and create a swift and purposeful start to the lesson
- Clearly explain their classroom routines to students and revisit them regularly
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Teach and model expected behaviour and positive relationships
- Issue clear guidelines with respect to deadlines

Expectations with regard to parents/guardians

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure students come to school wearing the correct uniform, that they are correctly equipped and prepared to work
- Provide a supportive environment for homework

Appendix C - School Uniform

We want students to wear their uniform and PE kit correctly and take pride in their appearance. Full details of the uniform can be found on the parents' area of the school website and in The Guide to Life. All teachers should regularly check students are wearing their uniform correctly.

Below are outlined some of the details:

Years 7 - 11

Tights: plain black opaque for Years 7 and 8. Sheer black permitted for Years 9 and above if preferred.

Socks and tights should not be worn together.

All school shoes must be black leather and heels should be flat. Shoes should enclose the foot and remain securely on the student's foot. Students should not wear trainers.

Smart tailored grey trousers may be worn by any student (available from Schoolblazer)

A plain black coat or BGS bench coat. No furry or fluffy hoods.

A grey cardigan may be worn by students in Years 11 and above.

School scarf and hat. Gloves: plain black.

Hair should be tidy and of a natural colour. Shoulder-length hair must be tied back in practical lessons and when appropriate. Hair accessories should be discreet.

Any jewellery worn must be discreet; only two studs and no ear bars or hoops or nose piercings, one simple necklace, one ring and one bracelet are permitted. No other piercings are permitted. Jewellery should be removed in lessons as appropriate. In PE all jewellery must be removed, including studs. Ears must therefore be pierced during the summer holidays so that studs can be removed during PE lessons.

Nail varnish must not be worn.

Only students in Year 9 and above can wear makeup if they choose to do so; it should always be natural and minimal.

Bags should be plain and black in colour and should be sturdy enough to carry textbooks and A4 files safely. Schoolblazer backpacks from the Junior School may also be used.

Sixth Form

Grey suit with damson lining. Smart tailored grey trousers to match suit jacket (optional).

Tights: black or natural, sheer or opaque.

Shoes- should be smart and of any colour. Trainers are not permitted.

Students may choose a smart coat of any colour.

Students may wear the grey BGS sweatshirt, a grey cardigan or the damson jumper, all from Schoolblazer.

Sixth formers are allowed to wear nail varnish. Makeup should be discreet. They may wear earrings, hoops or studs. Jewellery should be discreet.

Sixth form students have more flexibility with hair style and colour. Shoulder-length hair must be tied back in practical lessons and when appropriate.

Wearing kit during the school day

If they have a sports match or an off-site practice **immediately** after school, they may get changed at lunchtime.

If they are leaving for a fixture **during** the school day, they should have changed into their PE kit in the previous break/lunchtime.

If they have a PE lesson P4 **and** a practice after school, they can stay in PE kit for P5.

Students are allowed to go home in their PE kit if they have had PE P5.

Other points:

Kit and uniform should not be mixed (i.e school skirt and hoodie, or skort/shorts and blazer).

School PE hoodie only. Other hoodies should not be worn in school.

Appendix D - School Routines

Routines are any behaviours that should be performed identically most or all of the time. Routines become automatic, allowing more time to be given to learning.

Start of the day routines

- Students should enter the school via the student entrances and not the main reception entrance unless they are arriving with parents/guardians.
- On arrival at school, outdoor clothing including coats and items not needed for the morning lessons should be placed in lockers.
- Students may then go to their form rooms or to the hospitality suite if breakfast is required. Year 11s may go to their common room. Sixth Formers may also go to the Sixth Form Common Room or Chequers.

Arriving at school late or leaving school early

- Students should sign in or out by scanning the QR code at Reception.
- A note or email request should be received by the students' form tutor requesting late arrival or early departure.

Classroom routines

Teachers will have their own specific routines but there are some general behaviours that all teachers will expect:

- Students should arrive on time to lessons. If a student arrives late to a lesson without an acceptable reason, the teacher will mark this as late in iSAMS, recording the number of minutes late and the reason for the lateness. Heads of Year will collate the data on lates each half term and this may result in a HoY lunchtime detention.
- Students should enter the classroom as directed by the teacher. Some teachers will ask students to line up in the corridor until they arrive.
- Students should take their seats as directed by the teacher, take out the equipment they need for the lesson and put their bag under the desk.
- Students should wait for the teacher to tell them to pack away their things and leave the classroom.
- The room should be left tidy with rubbish in the bin and chairs or stools pushed under desks.
- Students fill up their water bottles before lessons, at break or at lunchtime.

Assembly routines

- Students return to their form room to be registered.
- The form tutor will escort the form to assembly.
- Students walk with their form tutor to assembly in silence from the appropriate point.
- Students sit in silence in the assembly venue.
- At the end of assembly, students wait silently to be dismissed following the routine explained by the Head of Year or the person taking the assembly.

Locker routines

- Each student is assigned a locker.
- Students should only visit lockers to collect equipment at morning break and lunchtime. At other times permission must be given by a member of staff.
- PE bags should be stored inside lockers.
- Students should not sit on the floor or eat in the locker area.
- Students should use the locker to store personal items. We do not recommend that valuable items be brought to school. Harmful substances are not allowed in school and should not be brought in. These include all the prohibited items in the school rules.
- Lockers should be emptied prior to school holidays under the direction of the Head of Year.

Corridor routines

- Movement around the school should be calm and orderly. Students should not run in the corridors.
- All are asked to keep to the left to ensure smooth flow of people.
- If students are waiting to enter a classroom, they should be standing up and should stay close to the wall in single file.
- No food or drink should be consumed along the corridors.

Use of the form rooms

- Students are allowed to use their form room before school.
- Year 11 students may use their form rooms during morning and lunch break and their common room, all other students are expected to go outside unless it is raining; they may then use their form room.
- The ground floor study rooms for years 7-10 should be used for school work only in a quiet and studious manner
- Students should sit on seats and not on tables or the floor.
- No food should be eaten in the form room.
- Form rooms should be left tidy after use.

Dining Hall routines

- At break time, students should queue sensibly to buy tuck. All food should be eaten in the dining room. Litter should be placed in bins.
- At lunchtime, school bags should be placed in lockers and not left in form rooms or in any other areas around the school.
- Students who have school lunch should queue in an orderly way according to the schedule below and follow instructions given by the staff on duty. Sixth Formers may access Chequers at any time during lunch break.

Year Group	Time	Queuing Area
7	12:45pm	Green room
8	1:15pm	Green room
9	12:45pm	Drama Foyer
10	1:15pm	Drama foyer
11	12:45pm	Drama Foyer

- Once students have finished their lunch, all rubbish should be disposed of, and trays, crockery and cutlery placed in the racks.
- Mobile phone use is not permitted in the dining room.

Changing room routines

- Students should change quickly and lock any valuables in their locker.
- Students should not use changing rooms as social areas at any point in the day.
- Students should only use the changing rooms for changing for sport.
- Food should not be consumed in the changing rooms.
- PE staff will explain the specific routines regarding changing for sport.

End of school routines

- Students should collect their belongings and leave the premises quickly.
- Students should leave the school via the student entrances and not the main entrance.
- Students waiting for school buses should wait by the supervised bus shelter behind the railings and not on the path outside.
- Mobile phone pouch unlocking stations are found on the wall next to Kilpin House and the fence near the bus shelter.

Boundaries on the school site

- Students in Years 7 - 11 should not leave the school site during the school day.
- Students are not allowed to access the rear staff car park.
- Students should not access the grassed area between the astroturf pitch and the hedge on Cardington Road, including the bus shelter, during the school day.

Late care routines

- If students are making use of the After School Study Room they should collect everything they need from their locker and sign in to late care by 4.15pm. They may sign in at 4:30pm if they are getting food from Chequers.
- Once students have signed in to late care, they must remain in the designated area.
- Students may sign in to late care after co-curricular activities.
- Students can remain in Late Care until 7pm.
- Students must sign out of Late Care when they leave to go home.
- Students should not go off site between the end of the school day and going to late care.

Routine for visiting the Health Centre

- If students are feeling unwell, they may visit the health centre.
- They should not call their parents to pick them up without seeing a member of the nursing team first.
- Students should go to reception and inform the member of staff on reception that they wish to go to the Health Centre.
- Unless urgent, visit the Health Centre before school from 8:15 am, at break time, at lunchtime or after school until 4:15pm, avoiding lesson times.
- Ring the doorbell at the Health Centre and then you will need to follow instructions given by the nursing team.

Routine for individual music and speech and drama lessons

- When students have a music lesson, they should sign out at Reception using their iPad to scan the QR code.
- They will need to enter the reason for signing out: Music lesson or Speech & Drama.
- They will need to sign in at the music block.
- The register will be updated by the office with this information.

Appendix E – Further guidance

Linked Policies

Discipline and Exclusion Policy
Anti-bullying Policy
Academic Honesty Policy
Pastoral care Policy
E-safety Policy
Safeguarding and Child Protection Policy

Other documents

Behaviour in schools: Advice for headteachers and school staff. July 2022.

https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf

Notes on the law related to Detentions

What the law allows:

Teachers have authority to issue detention to pupils, including same day detentions.

A detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch-break),
- the headteacher has communicated to pupils and parents that detentions outside school session may be used, and the detention is held in any of following times:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends during term - except a weekend during, preceding or following the half term break; or
 - c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Parental consent is not required for detentions.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a significant mental or physical health appointment;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.