# HERSCHEL GRAMMAR SCHOOL

# Behaviour Policy

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| **Approved by:** | **LGB** |
| **Author:** | **Chloe Barton**<br>**Assistant Headteacher** |

*subject to any relevant changes in legislation or other appropriate guidelines

**UNDERLYING PRINCIPLES**

It is important for all members of the school community to work together in the following ways to create a climate of mutual respect and understanding.

- **SELF RESPECT** — **To take responsibility for our actions, think for ourselves and take pride in all we do.**
- **RESPECT FOR OTHERS** — **To show understanding, tolerance and courtesy towards other people.**
- **RESPECT FOR LEARNING** — **To be prepared to learn and help to create a positive learning environment. Pupils must respect the decisions of adults and respect the right of everyone to work without interruption.**
- **RESPECT FOR THE ENVIRONMENT** — **To respect other people's possessions, use equipment and resources with care and to endeavour to make the school a safe and pleasant place in which to work.**

The school values equally all members of the community and aims to treat all pupils fairly and therefore seeks to apply this policy consistently.

"Respect for Others" means that we are always considerate in all of our dealings with other people. As a school we aim to promote a positive and supportive ethos. Every pupil has the right to feel safe and happy in school. It is our duty to create an environment in which pupils feel confident enough to express any concerns to staff. Pupils must know that they will be listened to and that our response will be prompt and sensitive. Intimidation of others through verbal or physical abuse, or through discriminatory or threatening behaviour, will not be tolerated. Incidents such as these will be treated seriously by the school.

Discrimination is not tolerated in our community and these values are reflected in the school's policies, procedures, communications, taught curriculum, resources and conduct. Pupils are taught about discrimination, the importance of equality, empathy for themselves and others and the importance of Leading with Kindness.

Pupils are encouraged to take increasing responsibility for their own behaviour and are supported in making the right choices.

We recognise that a pupil's emotional wellbeing could be negatively affected by the way we deal with unacceptable behaviour. We take a Trauma Informed approach to dealing with any incidences of poor behaviour. We emphasise that young people will sometimes make poor choices and need the opportunity to learn from their mistakes and modify their behaviour. We aim to make sure that all pupils are treated equally by challenging discriminatory behaviour and language. Unacceptable behaviour will affect the wellbeing of others in the school community and must always be challenged in an appropriate and systematic way. We aim to deal with unacceptable behaviour promptly, with the least disruption necessary, and to demonstrate that we have moved on together from a situation.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Department for Education advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

**HOW POSITIVE BEHAVIOUR IS ENCOURAGED**

High levels of motivation should be developed in various ways. In particular the achievements and contributions of pupils, both as individuals and as groups, should be recognised and commended.

This is done using;

- Verbal praise
- Achievement points
- Achievement point certificates / badges / reward trips
- Prizes and awards at Presentation events
- Praise postcards
- Letters of congratulation
- Recognition of talents e.g. team membership
- Good reports
- Granting of responsibilities

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged and develop positive relationships with pupils, which will include:

- Establishing clear routines
- Highlighting and promoting good behaviour
- Starting the next lesson afresh
- Using positive reinforcement

**CODE OF CONDUCT FOR PUPILS**

In order to achieve the **respect** outlined above, we have a code of conduct for pupils.
The following are **examples** of the types of behaviour that will help us achieve our aims:

**Do**

- Be friendly and courteous to all members of the school community
- Be punctual at all times
- Walk up and down the correct staircases as signposted in a calm and orderly manner. This is also expected when walking through the school
- Allow others to leave a room before entering it
- Use correct entry/exit routes to/from school
- Leave classrooms, toilets etc. as you would wish to find them

- Wear your uniform correctly

Inside the classroom it is expected that all pupils will:

- Be ready to learn
- Respect the right of everyone to work without interruption
- Accept staff decisions and instructions, cooperate and encourage others to do the same
- Respect the right of everyone to feel and be safe
- Persevere when a task is challenging
- Work and learn to the best of their ability at all times
- Celebrate success and achievement
- Be honest and respect other people's property and their work
- Come prepared to lessons with planner, books and equipment
- Meet all deadlines

**Do not**

- Chew gum
- Drop litter
- Deface school or other people's property
- Run around school
- Eat or drink between lessons
- Use mobile phones/headphones when on school site

**The Bottom Line**

The law of the land applies at Herschel, just as it does everywhere else. There are some things which are forbidden not just because we may disapprove of them, but because they are against the law. These include:

- Truancy
- Drinking alcohol under age
- Theft
- Malicious accusations against staff
- Abusive, threatening or violent behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Misogyny
- Damage to property
- Smoking/vaping under age
- Possession/use of drugs
- Threatening behaviour carrying a knife or weapon
- Sexual harassment and Sexual assault

**PUPILS' BEHAVIOUR OUTSIDE THE SCHOOL GATES**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific

statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a student of the school;
- Misbehaving at any time, whether or not the conditions above apply, that:
  a) could have repercussions for the orderly running of the school;
  b) poses a threat to another student or member of the public;
  c) could adversely affect the reputation of the school.

The school will take appropriate action if pupils bully fellow students outside of school, for example via text messages or unpleasant messages on the internet.
This also applies when a pupil's action(s) impact on school life or on the reputation of the school. See also Pupil Use of ICT policy.

**MOBILE PHONES**

Pupils should not use their mobile phones when they are on the school site, including before school, during lessons, in the time between lessons, at breaktimes, at lunchtimes and after school.
Our school's approach to pupils bringing mobile phones to school:
• Pupils can keep mobile phones with them, on the condition they are never used, seen or heard.
• Pupils can store their mobile phones securely in their lockers.
• Sixth Form pupils are allowed to use their mobile phones when in the 6th form block only.
• On all off site visits the default position remains that phones must not be used or seen, including during coach travel. Any change from this position is at the discretion of the lead teacher on the Activity
See also the Mobile phones policy

**PREVENTING BULLYING**

Bullying is a ***persistent,*** deliberate attempt to hurt or humiliate someone. Bullying results in pain and distress to the victim.

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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) |

**Bullying is not tolerated at Herschel Grammar School. We work hard as a school community to ensure that the environment is safe and respectful.**

The school's approach to tackling bullying is outlined in the anti-bullying policy.

**CHILD ON CHILD ABUSE**

We believe that all pupils have a right to attend school and learn in a safe environment. Pupils should be free from harm by other pupils. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This can occur within the school or outside school.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence and sexual harassment

Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

Child on child abuse may also occur online. This can take the form of abusive, harassing and misogynistic messages, consensual and non-consensual sharing of nudes and semi-nude images and or videos.

Allegations of child-on-child abuse are serious and should never be tolerated and passed off as banter. Any concerns regarding possible child on child abuse should be discussed with the relevant Head of Year in the first instance. The Head of Year may need to liaise with the DSL or a deputy.

Refer to the safeguarding policy for further guidance on child-on-child abuse.

**SANCTIONS**

Wherever possible, pupils are encouraged to behave well towards others. Where such positive encouragements do not seem to work or if the code of conduct is not adhered to, sanctions may be necessary.

The school will consider whether the behaviour under review indicates that the pupil is suffering, or is likely to suffer, significant harm and in this case the school's safeguarding policy is followed.

The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

If necessary, a range of sanctions may be employed - these will take into account individual circumstances but we aim to achieve a high level of consistency to maintain fairness and standards. To aid this, we have a Graduated Approach to Behaviour for Learning.

Where behaviour becomes persistently unacceptable or is particularly serious, further measures may be used.

Examples of sanctions are given below:

- Reprimand or warning
- Punctuality report for repeated lateness
- Uniform report
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Confiscation
- Weekly report to monitor **all** behaviour in **all** lessons
- Department behaviour for learning report
- Referral to Head of Department / Faculty or senior member of staff
- School based community service, such as litter picking.
- Detention
- Individual pupil contracts
- Parents informed
- Internal suspension
- Fixed term suspension from school
- Permanent exclusion (refer to the exclusions policy)

It should be noted that it is not necessary to go through any or all of the above sanctions before moving onto the next and that the sanction used will be dependent on the severity of the incident.

Examples of serious misbehaviour which could lead to exclusion are but not limited to;

- Malicious accusations against staff
- Sexual harassment or sexual assault
- Bullying
- Theft
- Abusive, threatening or violent behaviour,
- Possession/use of drugs, alcohol, cigarettes/vaping products or other illegal substances, or possession of a knife or weapon.

Persistently disruptive behaviour may result in an exclusion. These offences will be dealt with by Heads of Year and SLT as appropriate.

Issues which might lead to suspension, internal or external, should be referred to the Assistant Headteacher (Pastoral), the Head of Sixth Form or to the Headteacher. Only the Headteacher can externally suspend/exclude a pupil.

On occasions, items may be confiscated from a pupil and the school reserves the right to hold and dispose of that item as appropriate following communication with parents.

**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.

**DETENTIONS**

Pupils may be given detentions at lunchtime, or after school. If pupils are detained at lunchtime, they will have the opportunity to eat lunch, drink and use the toilet.

Although, under the 2011 Education Act the requirement to give 24 hours' notice for after-school detentions has been removed, it **will** remain our policy. However, pupils may be detained at the end of a school day, for up to 10 minutes, without informing parents. Detentions will generally be written on the appropriate page in the pupil planner or entered on Class Charts as a means of informing parents. The school will keep a record of all detentions on the school behaviour management system. These are recorded by the teacher responsible for setting the detention.

We recognise that, for many families, after-school detentions will impact on a pupil's travel arrangements and this may affect, or even inconvenience parents. Detentions are given after careful consideration of a situation and in line with our published Behaviour Policy.

Any pupil who fails to attend an afterschool detention is issued with a Faculty detention and internally suspended if they fail to attend that.

If a parent believes there are legitimate reasons why a pupil is unable to attend a detention then an email should be sent to the teacher who set the detention explaining the reason and if appropriate, the detention will be reorganised for another date. We have no wish to inconvenience parents as a consequence of their child's behaviour but we do look for parental support in this matter.

**WORKING WITH PARENTS/CARERS**

The school believes that in working together it can achieve the best for its pupils, and this includes behaviour. We will inform parents when there are concerns about their child's behaviour. This may be via the pupil planner, Class Charts, an email / letter home or a telephone call. Contact with home or a meeting with parents can be very positive and constructive and can promote a change in a pupil's attitude. Therefore, it is important for parents to be fully engaged in addressing any concerning behaviour.

**USE OF WRITTEN STATEMENTS**

If a more serious disciplinary offence has taken place it may be necessary for witnesses and pupils involved to be interviewed. The investigation may involve taking written statements. In some circumstances it may be necessary for a pupil to re-write a statement if evidence from other sources indicates that the original statement is not accurate. Pupils are expected to co-operate fully and to be completely truthful in all investigations, and any evidence of non-cooperation may add to the severity of any sanction used. Parents/ guardians will generally be informed as soon as possible after the incident has occurred and the main facts are known.

**SEARCHING PUPILS**

Members of the Senior Leadership team, Heads of Year and any other staff authorised by the Head teacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. The person conducting the search will not require the pupil to remove any clothing other than outer clothing. Bags and lockers may be searched. The person carrying out the search where consent has not been given must be the same sex as the pupil and there must be another staff member there as a witness, except where 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.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Prohibited items are:

- Knives and weapons
- Illegal drugs
- Alcohol
- Tobacco
- Vaping products
- Stolen items
- Fireworks
- Pornographic images
- Any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
- Mobile phones are not allowed to be used on school site but can be in school bags or lockers.

We will always inform the police if weapons and knives, extreme material or child pornography are found.

If the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. Staff will ensure that all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything “reasonably possible” to inform parents ahead of the search, and must inform them after a search take places. The school will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not by the pastoral or safeguarding team.

**SCREENING PUPILS**

The law says:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools’ statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

**USE OF REASONABLE FORCE**

The school will always try to take remedial action to ensure that situations do not escalate to a level that requires force. However, where force is necessary, the school will have due regard to its legal duty to make reasonable adjustments for pupils with SEND. Staff will use no more force than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury. Key staff have been trained in Positive Handling.

Staff are allowed to use reasonable force, without requiring parental consent, to:

- Prevent a pupil leaving the classroom or other activity, where allowing the pupil to do so would risk their safety or lead to a behaviour that disrupts the learning of others
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a pupil from assaulting another pupil or member of staff, or to stop a fight

Parents will always be informed when force has been used on a pupil. Staff must report any use of force to the Headteacher who will maintain a record.

**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.

**ARRANGEMENTS FOR SUPPORTING PUPILS, PARENTS AND STAFF**

Negative behaviour is recorded on the school's behaviour management system (Class Charts). This enables the early identification of pupils who need extra support to manage their behaviour and/or attendance.

Support arrangements may include:

- Contact with parents
- Mentoring of pupil
- Daily report

- Contract
- Range of outside agencies

All staff are expected to deal with issues of misbehaviour and form tutors/Heads of Year with issues associated with poor attendance and punctuality. Support for subject teachers is available from Heads of Department/Heads of Faculty as appropriate. Form tutors will be supported by Heads of Year who have responsibility for an overview of all behavioural/attendance concerns.

If a pupil's behaviour is so serious that it necessitates immediate removal from a lesson, a reliable pupil should be sent to the school office so that a senior member of staff can deal with the incident.

Removal of pupils should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal

Removal should be used for the following reasons:
- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Parents should be informed on the same day if their child has been removed from the classroom by the subject teacher via Class Charts.

**ROLES AND RESPONSIBILITIES**

**The Local Governing Board**

The LGB is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

**The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the LGB
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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

**Teachers and 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 using the agreed Graduated Approach to Behaviour for Learning
- 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

**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, whilst continuing to work in partnership with the school

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.

**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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

**BEHAVIOUR EXPECTATIONS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES (SEND)**

We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Staff at Herschel understand that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

School staff will try to anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

**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:
- Reintegration meetings and restorative conversations
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

- Reflective tasks to explore empathy for themselves and others

**MONITORING AND EVALUATION**

This behaviour policy will be reviewed by the Assistant headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the LGB.

**Associated Policies, Procedures & Protocols supporting Behaviour and Attendance at Herschel Grammar School**

- Pupil Management Protocol
- Pupil Use of ICT Policy
- Mobile Phone Policy
- Anti-bullying Policy
- Safeguarding Policy - https://s3-eu-west-1.amazonaws.com/sh22-herschel-slough-sch-uk/media/downloads/safeguardingpolicy2026.pdf
- Drugs Policy
- Statutory Guidance on School suspensions and permanent exclusions - https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions
- Statutory Guidance on Searching, Screening and Confiscation: Advice for headteachers, school staff and governing bodies: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
- Online Safety

# HERSCHEL GRAMMAR SCHOOL
## *The Sixth Form Code of Conduct*

I understand that my programme of study at Herschel Grammar School depends on my following this code of conduct:

**Personal Code**

The impression we give to others is important, both at an individual and school level. I will therefore:

a) show respect and courtesy towards all members of the school community;
b) take responsibility for the care and maintenance of the Sixth Form area;
c) act as a student leader and role model;
d) take care of property and contribute to the active security of the building and its contents;
e) adopt a standard of dress appropriate to a professional working environment;
f) ensure that the Herschel Sixth Form has a good reputation both within the school and outside in the local community;
g) be aware of the School Policies on Health & Safety, Behaviour, Attendance, Complaints, and Access Arrangements, available on the school website.
h) adhere to the Pupil Use of ICT policy (see the digital Sixth Form Handbook in Microsoft Teams).

**The academic and wider curriculum**

It is essential all learners take responsibility for their learning. Review and reflection are at the heart of all learning. I will therefore:

a) engage fully in lessons
b) make effective use of private study periods, showing consideration for other students.
c) spend a minimum of five hours a week per subject on independent learning at home;
d) complete all assignments within the directed timelines, acting on feedback

HGS offers a dynamic and inclusive PSHCE, tutorial and Well Being programme; full co-operation and participation in these parts of the wider curriculum is mandatory. We endeavour to adapt both the academic and wider curriculum to support those with additional needs and we take great pride in following through on this principle.

**Attendance and Punctuality**

Staff and students work together so each individual can achieve his or her maximum potential. I will therefore:

a) ensure full attendance at school except in cases of legitimate illness and necessary visits to higher education establishments;
b) inform my form tutor and subject teachers at the earliest opportunity of any proposed absence and negotiate completion of missed work;
c) ensure punctuality to lessons and registration
d) follow procedures for reporting of absence

**Integrity and Trust**

The conduct of all students must reflect the key values of the school. I will therefore:

a) maintain the highest standards of conduct, in line with expectations set out in the school behaviour policy;
b) ensure that my interactions and communications are always characterised by honesty and integrity;
c) strive to foster positive and respectful relationships with my peers and teachers as I recognise that the ethos of kindness and respect is at the heart of the HGS school community.

**I understand that persistently breaking these requirements will put me at risk of more serious school sanctions including permanent exclusion**