



THE CAMDEN  
SCHOOL FOR GIRLS

# Behaviour Policy & Procedure



**Lead Staff member:**

**Link Governor:**

**Approved:**

**Review Date:**

**Review Committee:**

Deirdre Toman

Jane Hindle

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Curriculum & Staffing

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## **1. Introduction**

This policy provides the framework that supports the work of Camden School for Girls and ensures that students can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

This policy is underpinned by our commitment to create a social atmosphere which does not rely upon rigid inflexibility but is built upon a regard for our agreed community values, respect for and the promotion of individual potential and socially accepted good manners.

The management of adolescent behaviour is challenging and complex and calls for high level interpersonal skills, patience and a sense of humour.

The principal legislation and guidance to which this policy relates is:

- DfE Behaviour and Discipline in Schools January 2016
  - DfE Searching, Screening and Confiscation February 2014
  - DfE Exclusions from Maintained Schools, Academies and Pupil Referral Units in England September 2017
  - Ofsted Framework for School Inspection September 2016
  - DfE Use of Reasonable Force July 2013
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This policy has been written with regard to the Department for Education 'Behaviour and Discipline in Schools Advice for Headteachers and school staff'

### **Aims**

- To create a stimulating and safe environment where staff and students feel secure
- Enable a positive learning experience for all students
- Provide a safe environment free from any disruption, violence, bullying and poor behaviour
- To encourage students to develop self-confidence and an understanding of respect for others
- To develop strong partnerships with parents/carers in supporting the authority and leadership of staff in promoting positive behaviour throughout the school environment
- To ensure standards of positive behaviour are recognised, praised and rewarded

### **1.1 Related policies**

- Anti – Bullying
- Safeguarding
- E-safety
- Equalities Policy

- Drugs policy
- Staff Code of Conduct
- Skills to use to improve classroom management
- School Journeys
- Home School Agreement

## **2. Expected standards of behaviour**

### **2.1 Acceptable behaviour**

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other school staff, visitors, fellow students and local residents. This supports a learning environment which creates a safe climate to promote high achievement.

### **2.2 Unacceptable behaviour**

Examples of unacceptable behaviour include:

- Verbal abuse
- Constant low level disruption
- Threatening language or behaviour to another pupil, teacher or a member of the public
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic, transphobic or biphobic abuse
- Deliberate isolation of a student
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Inappropriate use of mobile phones in lessons (e.g. filming)
- Abuse through social media (e.g. Facebook Twitter and YouTube)
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances
- Extreme and offensive views and behaviour

The Camden School community clearly understands the importance of cooperation and consideration as it is communicated through the School Code of Conduct, School Information Booklet, the school website, student planner and the Home-School agreement.

## **3. School codes of conduct**

### **3.1 Code of behaviour**

The following codes have been drawn up by staff and students to ensure that the school is a fair and safe environment. These can be found in student planners and in the Year Handbook.

1. All students are expected to be courteous, considerate and helpful to other students, to all staff and to visitors.
2. Camden School is a multi-racial society and will not tolerate racist remarks or racially insulting behaviour.
3. The use of obscene or abusive language to anyone is not acceptable.
4. Bullying and any form of physical violence will be treated as serious offences.
5. Students should conduct themselves in a quiet and orderly way, both in school, when leaving and arriving and in the immediate neighbourhood of the school.
6. Smoking, drinking alcohol and taking drugs are forbidden.
7. Dropping litter is anti-social and students should be prepared to pick up litter when they see it or when asked to do so.
8. Graffiti and damage to property will be treated as serious offences.
9. Chewing gum should not be brought in to school.
10. Students may not eat or drink in classrooms or corridors.
11. Students should behave courteously in the dining hall and should accept instructions from the midday supervisors.
14. Students are asked not to bring valuables, money or jewellery to school. We cannot be responsible for their loss.
17. Students must walk, not run along the corridors. On staircases they should keep to the left hand side and no-one should stop and talk on the stairs as this may cause a blockage on a main routeway.
18. On Mondays students should be quiet on the way to assembly and silent once inside the hall.
20. All students should be familiar with the Behaviour policy and the Anti Bullying policy.

### **3.2 Camden School for Girls Appearance Code**

We do not have a uniform at CSG but we expect students to wear clothes and footwear which are appropriate to an academic institution.

Students wearing clothes which are too revealing, unsafe, have an offensive picture/slogan or restricts communication may be sent home to change or asked to wear alternative clothing provided by the school.

The following are examples of inappropriate clothes for school:

- See through clothing
- Strapless tops/cut off tops which expose bare midriffs/tops with spaghetti straps/tops which reveal underwear
- Very short or cut off shorts/ mini skirts and dresses - even with tights
- Face covering which prevents identification and full communication
- Flip flops
- Ripped or torn tights

At Camden School for Girls we are proud of our students and respect their individuality/originality; however students' clothing needs to be appropriate for a working school day and reflect the professional environment of the school. The Head of year's decision is final.

### **3.3 The Seven Rules in the for Classroom for Learning**

1. Always be on time and have the right equipment and books. Put your bag on the floor.
2. Remember to put up your hand – don't call out – never use bad language.
3. Agree to the seating plan or talk to your teacher privately.
4. Mobile phones should be turned off and be out of sight unless instructed by your teacher.
5. Take care of the environment – no graffiti, no litter, and no gum.
6. Go to the toilet during break and lunchtime. You will not be allowed during a lesson unless you have a medical pass.
7. Always be polite and considerate to everybody and leave grudges outside the classroom door.

### **3.4 Rules on use of mobile phones**

From September 2018, the use of mobile phones will not be allowed in school and the following rules will be enforced:

- Mobile phones must be switched off and put away at all times, any phone seen or heard will be confiscated.

- Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement of a parent/carer to collect the phone on their child's behalf.
- The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- Should students need to use a phone at the end of the day to contact parents with any concerns or for collection following school based activities they are asked to use the main reception phone.
- Year 12 and 13 students are allowed to use their phones but only in the 6th form common room. Their phones must be switched off and put away in all other parts of the school.

### **3.5 The Camden Compass**

#### **Camden's Compass**

Everyone is different but we all should have the same chances

**C**ommunities work when there is a calm, safe and tolerant atmosphere. Please understand that bullying whether verbal or physical against any member of our community is not tolerated.

**O**bjectionable and rude behaviour shown to any member of our community, including visitors, is a serious breach of our code and is not tolerated. We do not wear a uniform but we do wear appropriate clothing for activities in school.

**M**anage your own behaviour and have your own goals. Speak out for fairness and be independent. If you feel that there has been an injustice - discuss it with your tutor or go to the girls in the S.O.S. We must all realise and understand that smoking and taking drugs are forbidden and strong sanctions will be applied if this rule is broken.

**P**lease take pride in our environment. If you use the dining room, you must clear up after yourself. Do not graffiti or leave litter. If asked to help tidy up - do so with a smile not a scowl! Chewing gum gets on clothes and furnishings and is not allowed in school.

**A**ll of us are entitled to hold a view point and be listened to in class in a quiet and respectful way. We should show courtesy by arriving on time to all lessons and having the correct equipment and kit with us.

**S**ubject learning is a priority so we should keep to seating plans and follow all teacher

instructions. It should be clear to us all that disruption to our lessons holds back our opportunities. Mobile phones should not be seen or heard in lessons as they cause disruption. They should not be used on the stairs or in the corridors as you could have an accident when not paying attention. They are only allowed on the ground floor.

Special talents should be celebrated. If you have good ideas – share them. If you have exceptional skills – display them, you deserve our congratulations

## **Towards Better Behaviour In Our Community**

### **4. Roles and responsibilities**

#### **4.1 The governing body**

The Staffing and Curriculum Committee is responsible for reviewing and approving the written statement of behaviour principles.

#### **4.2 Senior Leadership Team Responsibilities**

It is the responsibility of the SLT to ensure that there is a commitment from staff towards a consistency of practice when dealing with inconsiderate, anti-social behaviour. The students need to know the standard of behaviour that is expected of them. The SLT conveys the expected standard through all its home-school documents, website, through ParentMail and at internal events like school Year assemblies and Parents' Evenings.

The SLT reviews the curriculum so as to promote inclusive learning opportunities for all students and places emphasis on the open access to extracurricular activities. A Deputy Head has the responsibility to set up a secure framework for Newly Qualified Teachers to discuss the mechanisms and procedures used at Camden to promote good behaviour. Subject teachers are supported with access to classroom management Inset programmes. All students study Citizenship both in the tutorial programme of Personal Health Citizenship Social Education and also embedded in subject areas, e.g. Theology, History and Geography. It is the responsibility of the SLT to ensure accurate record keeping (e.g. racist incidents).

A Deputy Head is responsible for the coordination of the outside support agencies of Social Services, Educational Social Services, Behavioural Support Teachers, Family Liaison staff, Learning Mentors, School Nurse, Educational Psychologists and the Connexions Personal Advisor.

#### **4.3 Departmental Responsibilities**

We recognise that early intervention reduces the risk of the development of anti-social behaviour. At departmental level the following strategies should be incorporated as good practice:

- At the start of the new school year departments should give time to discuss the code of behaviour and core routines.
- Departments should establish the behaviour expected with each new class.
- Teachers should implement the basic rules as printed on the school's 7 Rules of the Classroom.
- Behaviour should be a standing item at departmental meetings.
- For small misdemeanours, the HOD should implement an internal sanction, e.g. extra homework, detention, move away from friends and a HOD report card.
- Discussion about the structure and differentiation of the curriculum and the link with poor behaviour should be encouraged.
- Detailed incident reports must be written to HOYs.

#### **4.4 Pastoral System Responsibilities**

Behaviour management support is provided by the HOYs to tutors and subject staff. The pastoral staff are pivotal in encouraging students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour.

The SLT is kept informed of the behaviour of the student body through the Deputy Headteacher (Pastoral) and Assistant Headteacher.

#### **4.5 All Staff**

A duty of care extends from the classroom to the corridor and common areas and to the immediate neighbourhood. All staff are expected to safely intervene if a poor standard of behaviour is witnessed.

### **5. School Expectations**

#### **5.1 Student expectations of staff**

- To reinforce the high expectations of the school
- To follow classroom rules
- Support the school Behaviour Policy
- Each member of the school community has a responsibility to fulfil their role in appropriately
- All staff are responsible for consistently supporting and implementing the policy and provide clear expectations of all students

#### **5.2 Staff expectations of students**

- To follow the guidelines of the School Behaviour Policy
- To follow classroom rules
- To follow school rules
- To follow school procedures about behaviour in and outside the classroom
- To share the responsibility of managing behaviour procedures at all times throughout the school
- To be aware of the individual needs of the students in their care
- Encourage and respect the contributions that others make in supporting the policy

### **5.3 School expectations of parents**

Parents are expected to:

- Commit to the expectations of the Home School Agreement
- Respect and support the school's behaviour policy
- Help ensure their child follows the school rules and code of conduct
- Engage with the school to encourage and support their child's positive behaviour
- Inform the school of any changes that may affect their child's behaviour
- Attend meetings with school staff to discuss their child's behaviour

## **6. Rewards**

Camden School for Girls promotes very good and improved behaviour through a system of recognition and rewards. This will include the use of:

### **Verbal feedback**

- Teacher praise within the classroom
- Praise and recognition in year group and whole school assemblies
- Achievement evenings e.g. Camden Refugee Attainment Awards
- Phone call home to parents, family members and carers

### **Written feedback**

- Written positive feedback – curriculum postcards sent home
- Home school communication through student planner to record achievement and praise
- Teacher feedback in student planner
- Teacher comments in exercise books
- Head of Year commendation

### **School commendations**

- Headteacher commendations
- Individual certificates of achievement e.g. 100% attendance
- Whole Tutor Group certificates
- Citizenship awards
- Library certificate
- World Book Day voucher

- Jack Petchey awards

#### **Displays and acknowledgement of students work**

- Artwork of the month
- Design student of the term
- Art GCSE and A level exhibitions
- GCSE Design Technology exhibitions
- Classroom display
- Maths student of the week

#### **Sports achievements**

- Presentation of medals, cups in whole school assembly
- Achievement evenings
- Borough and London awards

#### **Publications**

- Camden Borough monthly magazine
- Recognition in the local press e.g. Camden New Journal and the Ham and High
- Friday news bulletin
- School website
- School Information Booklet

#### **Class daily report card**

- Year 7 and 8 daily report sheet to record good behaviour and achievement in the lesson

## **7. Sanctions**

**7.1** There is a hierarchy of intervention – see Appendix A ‘Action and Sanctions for Bad Behaviour’. Examples of sanctions are outlined below and are used in conjunction with a Pastoral Support Programme of agreed targets.

- Verbal reprimand
- Lesson exclusion (patrol)
- Parent/carer informed
- Head of Department intervention / report
- HOY behaviour intervention /report
- Parent/carer meeting
- Fixed term exclusion
- Permanent exclusion
- Internal exclusion
- Move form/ teaching group
- Seating plan
- Lunchtime/after school detentions
- Withdrawal of school privileges
- Community service in school
- Removal from one class to another room in the department

- Traffic light report system
- Form tutor intervention
- Late detention
- Individual Behaviour Programme
- Home school communication through student planner
- Restorative justice
- Police liaison officer

## **7.2 Exclusion from lessons**

### **Patrol room**

The use of the patrol room has a special role in our sanctions structure. If a student's behaviour is confrontational and the lesson and other students' learning are being disrupted, the student is excluded from the lesson and is sent with work to do to the Patrol room. Members of staff are timetabled in their non-contact time to be in the room throughout the week where details about the incident are recorded – name, form, reason, etc. – and the 'neutral' patrol teacher encourages the student to engage in the set work.

Wise use of patrol can have many benefits. It obviously enables the class to continue without disruption and it allows the excluded student to have a safe space to reflect on her behaviour. The class teacher must complete an Incident Report form and pass this on to the Head of Year and Deputy Head Pastoral. The patrol teacher must also will complete a form to record the details of the exclusion which is passed on to the Head of Year who will send both forms to parents. The patrol data is monitored internally and is also used to alert key staff to students who have many exclusions or to a specific student who, after an excellent conduct record, is sent to patrol. Both situations would give cause for concern and prompt an immediate interview. From such discussions the support route could be through SENCO, Educational Social Services or internal school measures.

### **Internal exclusion**

This is a sanction used when a student has committed an offence which is considered sufficiently serious to warrant more than a detention but less than a fixed term exclusion. The decision to refer a student into the patrol room can be made by the Head of Year, The Deputy Headteacher or a member of the SLT. Parents will be notified by a telephone call or email.

## **7.3 Use of detentions**

### **What the law allows:**

- Teachers have a power to issue detention to students (under 18)

- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- Members of staff must act reasonably given all circumstances, when imposing a detention
- Parental consent is not required for detentions
- The times outside normal school hours when detention can be given include:
  - any school day where the pupil does not have permission to be absent.
  - weekends – except the weekend preceding or following the half term break; and
  - non-teaching days – ‘training days’. ‘INSET days’ or ‘non-contact days’
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

### **Detentions outside school hours**

- If a member of staff wishes to issue a detention for longer than half an hour they must contact parents with 24 hours notice.
- Staff should not issue a detention where they know that doing so would compromise a child’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following:
  - Whether the detention is likely to put the child at risk.
  - Whether the child has caring responsibilities which means the detention is unreasonable.
  - Whether the parents ought to be informed of the detention.
  - Whether suitable travel arrangements can be made by the parent for the student.

## **8. Behaviour monitoring systems**

### **8.1 Head of Year Daily Report Card to improve behaviour (Traffic light colours)**

- A **green card** indicates that the student needs to be monitored for a fixed period of time to monitor their conduct in a lesson. A student can move down to a green card from an orange card, indicating an improvement in behaviour. The form tutor would monitor this and decide on a range of targets with the student.
- An **orange card** indicates that either the student has failed to improve on a green card or that the incident which she was involved with gave real cause for concern. A student can move down to an orange card from a red card, indicating an improvement in behaviour which is monitored by The Head of Year.
- A **red card** is very serious. It indicates that the student’s behaviour has been extremely challenging and disobedient. It is at this stage that the Deputy Head would become involved.

### **Head of Department subject report card**

The Head of Department report card is used to monitor the behaviour of a student in a specific subject within their department.

### **Truancy**

Students who are frequently truanting from lessons can be put on to a simple lesson check card which is signed by the Head of Year or Form Tutor at the end of the school day and must be signed by parents or carers.

### **Round Robins**

A Round Robin may be initiated by a Form Tutor or Head of Year to provide comments from staff on a particular student. These comments are brief and to the point. The 'Round Robin' is used at Statement Review meetings and at meetings with parents when underachievement is suspected.

### **Learning Mentors' Log**

The Learning Mentors record students' appointments, behaviour and learning targets, attendance and punctuality records and parental involvement.

### **Patrol Data**

Students who have been sent out of lessons to patrol for poor behaviour or illness are recorded in the Patrol Book. A letter will be sent home to inform parents. This information is distributed to Deputy Head Pastoral, Head of Department, HOY and Form tutor.

### **Punctuality**

Morning registration takes place from 8:45 am - 9:00 am every day apart from Monday when students are expected to attend registration at 8:40 in time for the main school assembly. Form tutors will take the class register by 8:50 after which the register is closed and any student arriving after that will be marked in as late. A member of staff is present at the school gate every morning to record the names of students who arrive late and they will automatically be expected to attend late detention from 1 - 1:20 pm that lunchtime. If a student is persistently late for either morning registration or lessons throughout the day the Head of Year may put a student on a daily punctuality report card for a fixed amount of time to ensure an improvement is made. The Head of Year may also decide to refer a student to the school Education Welfare Officer.

### **Attendance**

The registers are checked every week by the Education Social Work Service and Head of Year.

### **Head of Year parent meeting log**

HOY's may keep a record of discussions in meetings with parents regarding managing and improving their child's behaviour.

### **Racism**

A record book is kept in the main school office to record any incidents or accusations of racism. HOY or Deputy Head Pastoral should be informed so that detailed and accurate information is kept of the student and the applied sanction. (See Equalities Policy)

### **Bullying**

A report of bullying should be treated very seriously and investigated by HOY or Deputy Head Pastoral (see Safeguarding Policy)

### **Malicious allegations**

Where a student makes an accusation against a member of staff this will be investigated very carefully. The school follows the Borough procedures set out by the London Safeguarding Children Board and the DFE statutory guidance for schools and colleges 2016 and the DFE 2011 school guidance on investigations.

## **8.2 One-to-one intervention**

Camden School tries to tackle disaffection and anti-social behaviour by offering one-to-one intervention from:

- Pastoral staff
- Mentoring staff
- Focus in PSHE lessons
- Connexions Personal and Careers advisers
- Educational Social Worker
- Students of Support (SOS) – senior students, who undergo training in peer mentoring, offer guidance to both victims and perpetrators of bullying
- Behaviour management team from the Local Authority
- School Police liaison officer

## **8.3 Managing student transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff.

### **KS3**

- Pastoral links with feeder primary schools to share relevant information passed on to teaching staff at the beginning of the academic year.
- SENDCo provides all staff with overview of any behavioural concerns of new students.
- PSHEE curriculum and intervention of HoY 7 and pastoral team.

### **KS4**

- Deputy Head & HoYs 10 & 11 will provide teaching staff with information related to any behaviour issues of new students and how to support them.

- HoY 11 and tutor team will provide other educational institutions with relevant information relating to behaviour

#### **KS5**

- Deputy Head Sixth Form and HoY 12 will provide pastoral and teaching staff with information relating to behaviour including references from previous schools and feedback from the residential trip to Skern.

### **8.4 Working with other local outside agencies**

There are a number of outside agencies that can be consulted if a student is experiencing behaviour difficulties:

- Child and Adolescent Mental Health Services (CAMHS),
- Educational Psychology Service (EPS)
- Educational Welfare Officer (EWO) and Social Services (SS)
- Connexions Personal Adviser and Careers Adviser

## **9. Behaviour at break, Lunch and in-between lessons**

### **9.1 Dining hall, general eating areas**

#### **General principles:**

- Students can check the school menu on the school website.
- Students must leave the Dining Hall once they have finished eating.
- Students and parents must ensure that they have enough money on their ParentPay account before purchasing food. This should be at least 24 hours in advance.
- Packed lunches are allowed in the Dining Hall.
- Year 11 and 6th Form students are allowed to leave the site at lunchtime, but must not bring take-away meals back onto the school site. Microwave food can only be eaten in the 6th Form Common room.
- Students must walk calmly and sensibly into and out of the Dining Hall and cooperate with all others.
- Students must follow the instructions of the Meal time Supervisors and lunchtime staff at all times.
- Students must demonstrate good manners and politeness at all times.

#### **When queuing:**

- Queue in an orderly way.
- Queue in the correct line for the food you wish to buy.
- Wait to be directed to the counter by a Meal Time Supervisor.

**When eating:**

- Remain seated at a table.
- Speak quietly and do not shout.
- Make sure that you do not leave food on the tables. If you spill anything, tell a Meal Time Supervisor.
- Allow others space to sit down and do not 'save' seats. Remember that we all have an equal right to sit and have our lunch in the Dining Hall.
- All food requiring cutlery can only be eaten in the Dining Hall or the back courtyard.

**When finished:**

- Clear away your plate at one of the designated stations.
- Place all litter in the bins.
- Leave the Dining Hall.

**Unacceptable behaviour**

- Queue jumping
- Dropping food or litter
- Leaving food on the table
- Fighting/bullying
- Shouting, screaming
- Taking another student's food
- Swearing, impolite behaviour to staff and other students
- Eating food in classrooms

**9.2 Behaviour in corridors and in-between lessons**

Students should move between lessons in a calm and sensible manner. All students and staff should keep to the left when moving through corridors and stairways. It is the responsibility of all member staff to ensure that lesson changeovers take place efficiently, safely and in an appropriate manner.

Any member of staff has the authority to discipline a student who is misbehaving or acting inappropriately. Any incidents may be reported to a Form Tutor, Head of Year or Deputy Head. Mobile phones are not allowed to be used in between lessons.

**9.3 Behaviour in extra curricular activities**

Students are expected to follow the behaviour policy rules in all extra- curricular activities taking place in school.

## **9.4 Behaviour Off-site**

Teachers have the power to discipline students for poor behaviour outside of the school premises. Subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any school organised or school related activity
- travelling to and from school
- taking part in a school journey, both day and residential (see internal School Journey Policy)
- off-site during the school day at break or lunchtime.

## **10. Confiscation of property**

### **Search with consent**

Members of staff have the general power to confiscate, retain or dispose of a student's property so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items. If a student refuses to co-operate with such a search the school may apply an appropriate sanction.

### **Search without consent**

The Headteacher and members of staff have the power to search without consent for "prohibited items" where they have reasonable grounds for suspecting that a student may have a banned item. Prohibited items include the following:

- Knives and weapons
- Alcohol
- Illegal drugs and drug paraphernalia
- Stolen items
- Corrosive substances
- Tobacco, cigarette papers and electronic cigarettes
- Laser pens
- Shisha pipes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and extreme or child pornography must always be handed to the police, otherwise it is for the teacher to decide to return a confiscated item.

## **11. Power to use reasonable force**

The term 'reasonable force' covers the broad range of actions used by members of school staff that involve a degree of physical contact with students. Force is usually used either to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Authorised staff may use such force as is reasonable given the circumstances when conducting a search without consent for items included in the list of confiscated property above.

## **12. Exclusions**

'External exclusion' is a Headteacher's legally binding instruction that a pupil must not attend school for disciplinary reasons.

### **1. Types of Exclusion**

There are two types of exclusion – 'Fixed Period' and 'Permanent'.

A Fixed Period exclusion is one in which a date has been set for the pupil's return to school.

A Permanent exclusion is one where the Headteacher intends the student not to return to the school and requests the governors to uphold the decision.

Only the Headteacher can make an exclusion. A Deputy Headteacher can only exclude in the Headteacher's absence if the Headteacher cannot be contacted and it is not reasonably possible to delay the decision.

Exclusion can only be used for disciplinary purposes in accordance with the school's policy on Behaviour and Sanctions (see chart).

### **Fixed Period Exclusion**

At Camden School for Girls a fixed period exclusion is a sanction which is used in the following circumstances:

- a. Threatening behaviour, abusive language, bullying, intimidation, racism, fighting or a violent action directed towards any person in the school community or any member of the public, on or off the site of Camden School for Girls, whether during or outside school hours.
- b. Drinking alcohol, smoking or solvent abuse on school premises.
- c. Possessing, using or distributing illegal drugs on or off site (see Drugs Policy).
- d. Vandalism to school property or theft from students or staff.
- e. Frequent disruption in lesson after warnings and preventative interventions.
- f. Failure to follow instructions in high risk situations e.g. fire drills, science labs or field trips.

- g. IT and media abuse directed towards staff, students or member of the public e.g. Facebook, mobile phones, YouTube.
- h. Persistent antisocial behaviour in our local neighbourhood during school hours e.g. smoking on private premises, stealing from shops or littering common areas.

### **Disciplinary Hearings**

If a student has more than 15 days of a fixed period of exclusion in a term, a Disciplinary Panel of Governors will convene a meeting. At CSG, if a student has three fixed period exclusions a Disciplinary Panel will meet to issue a strong, final warning.

### **Permanent Exclusion**

At Camden School for Girls a permanent exclusion is the final and the most serious sanction. It is given after a series of fixed term exclusions and also for a 'one-off' offence, on or off site, such as those listed below:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- downloading and distribution of sexually offensive material

The Headteacher may also consider permanent exclusion for persistent and defiant misbehaviour, repeated procession and/or use of an illegal drug or alcohol on school premises.

### **Duration of Exclusion**

The Headteacher decides upon the length of the exclusion which will take into account the seriousness of the offence, the student's age and previous exclusion record. (An exclusion of up to ten days should be used when a school wishes to show that this exclusion is a 'last warning' with any further serious offence requiring permanent exclusion. A letter to the parents would explain the situation.)

### **i. Procedure**

- i. Student(s) is (are) sent to sit at patrol and the HOY/Deputy Head Pastoral is informed. Student(s) may be withdrawn from lessons by HOY/Deputy Head.
- ii. The student(s) is (are) asked to write and sign a statement giving her / his account of the incident.
- iii. Other members of the school community, who were involved or witnessed the incident, may also be asked to write and sign a statement.
- iv. The incident is discussed with the Headteacher who decides to exclude. The Headteacher interviews the student(s).
- v. The student(s) is (are) informed of the decision and the Deputy Headteacher telephones the parents. When the parents are contacted, the student is asked to leave the school premises as soon as the formal exclusion letter is complete.

### **j. The Headteacher's Fixed Period Letter will state:**

- i. Pupil(s) full name, date of birth, form.
- ii. Whether the exclusion is permanent (and start date) or fixed period (and the precise period of the exclusion).
- iii. Reason for the exclusion.
- iv. An invitation to the parent(s)/carer(s) to inform the governing body and local education authority in writing if they wish to make representations against the exclusion and therefore generate a meeting with governors and LA if the exclusion is between 5 and 15 days.
- v. A brief description of the schoolwork the pupil should complete during the exclusion.
- vi. A request that the parent(s)/carer(s) escort the student to school and attend an interview with the Headteacher or Deputy Head after the exclusion.
- vii. Any action or monitoring which is likely to be taken on the student(s)' return, e.g. 'on report'.
- viii. Appeal rights.

#### **k. Return to School – Reintegration Meeting**

It is usual that a meeting takes place between the Headteacher/Deputy Head and student and parent(s)/carer(s) on the morning of the return to school. Parent(s)/carer(s) and student are reminded that all exclusions are recorded. If parents cannot attend, the student will return to school on the agreed date and every effort will be made by the school to arrange another meeting; these efforts may well include Learning Mentor to visit the home.

All appropriate staff should be aware in advance of the student's (s') return date and the student's (s') record of exclusions may prohibit the student(s) joining non-curricular school trips. Students could be expected to carry out some form of community activity for the school.

The Headteacher's recommendation of a permanent exclusion must be upheld by the Governors. A meeting should take place whereby the parents, students, staff and LA officer present evidence to the meeting. This meeting should take place within 15 days of the parents being informed of the exclusion.

For the first 5 days of the exclusion, the parents must be responsible for the student's welfare and the school should set work to be completed. On the sixth day, the student's education becomes the responsibility of the LA.

If the governors uphold the Headteacher's decision, which the parents disagree with, they can appeal to an Independent Review Panel. This panel can agree with the governors' decision or can ask them to reconsider. If, having reconsidered, the governors still move to permanently exclude, the school will have £4000 deductions to cover costs of the new educational arrangements.



## APPENDIX A

= will definitely happen  
( ) = may happen if appropriate

### ***Actions and sanctions for Poor Behaviour***

Some examples of actions & sanctions for poor behaviour:

Incident	Action								
	Teacher Reprimand	Referral to Head of Department <ul style="list-style-type: none"> <li>• Subject detention</li> <li>• Move place</li> <li>• Report + target cards</li> </ul>	Sent to Patrol and Letter Home	Incident Reports on file	Withdrawal of privileges – school visits, clubs, etc.	Referral to Head of Year  Sanction and/or Support	Usually Fixed Term Exclusion + Meeting with Parents	Always Fixed Term Exclusion + Meeting with Parents	Permanent Exclusion
Shouting in corridor, pushing on stairs, barging in dinner queue	✓								
Too talkative, no homeworks, too many lost books, no equipment, not working		✓							

Refusal to work for supply teacher			✓	✓		✓			
Persistent Unco-operative behaviour, e.g. refusal to move or refusal to work in a group		✓	✓	✓	✓	✓			
Persistent refusal to comply with rules on mobile phone use	✓	✓	✓	✓		✓	✓		
Inappropriate filming or photographing a member of staff or student	✓		✓	✓		✓	✓		
Persistent Refusal to comply with the appearance code						✓	✓		
Poor behaviour on school trip		✓		✓	✓	✓	✓		
Graffiti/destroying school property				✓	✓	✓	✓		

Proven theft, proven prank mobile phone calls				✓	✓	✓	✓		
Witnessed bullying, e.g. dirty looks, name calling, racism (see Anti Bullying Policy)			✓	✓	✓	✓	✓	(✓)	
Anti social behaviour in school neighbourhood					✓	✓	✓	(✓)	
Abusive language and behaviour to staff			✓	✓	✓	✓		✓	(✓)
Fighting			✓	✓	✓	✓		✓	(✓)
Smoking in toilets + at school gates and/or Sandall Road (see Drugs Policy)				✓	✓	✓		✓	
Intimidating behaviour alone or as part of a group	✓		✓	✓	✓	✓	✓	✓	✓

Alcohol and illegal drugs including legal highs in school (see Drugs Policy)				✓	✓	✓		✓	(✓)
Carrying a weapon in school or in the community									✓
Premeditated fighting with a weapon in school or neighbourhood									✓
Sexual Misconduct				✓		✓	✓		
Exam Malpractice	✓	✓		✓	✓	✓	✓		

# SUMMARY OF ACTIONS AND SANCTIONS (FROM DRUGS POLICY)

		Parents Told	Police Told	School Action Sanctions (All sanctions are for first infringement of the rules. A second offence would often mean a permanent exclusion. In the case of dealing a recommendation would be to permanently exclude.)
Smoking (including electronic cigarettes)	Possession	✓		
	Found Smoking in School	✓		Years 7-11 – Confiscated
	Smoking at School Gate	✓		Years 7-11 – Student warned
Alcohol	Possession	✓		Years 7-13 – Warning of Exclusion
	Found Drinking in School	✓		Fixed Term Exclusion
Solvents	Possession	✓		Warning of Exclusion
	Using in School	✓	✓	Years 7-13, Fixed Term
Illegal Drugs (all classes including legal highs)	Possession	✓	✓	Years 7-13, Fixed Term
	Using in School	✓	✓	Years 7-13, Fixed Term
	Dealing and Selling in School	✓	✓	Years 7-13, Permanent Exclusion

## APPENDIX B

### ***HOME SCHOOL AGREEMENT***

**As a parent, I will:**

- Take an active interest in all aspects of my child's school life.
- See that my child attends school regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behaviour.
- Notify the school by 9.30 a.m., if for any reason, my child cannot attend.
- Take my child out of school only with the Headteacher's permission and only in exceptional circumstances.
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- Support the school's policy on homework, provide suitable facilities at home, and encourage my child to make the required effort.
- Attend parents' evenings and other meetings at which my presence is requested.
- Notify the school of a change of address or telephone number, or e-mail address.
- Support the school in its efforts to provide a well-resourced and successful learning environment.
- Be as fully involved as possible in school events and initiatives which are intended to improve the experience and opportunities of all our students.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**The school will:**

- Provide a safe and stimulating environment for your child.
- Ensure that your child fulfils her potential as a learner and as a member of the school community.
- Offer a broad and balanced curriculum to students of all abilities.
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school.
- Keep you informed about your child's progress.
- Insist that students observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework, and provide suitable facilities for homework to be done at school.
- Provide a weekly newsletter of general school matters.
- Provide a variety of extra-curricular activities.
- Always listen to parental concerns.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX C**  
***PATROL LETTER***

Date \_\_\_\_\_

Dear Parent/Carer,

**Re: Patrol**

Your daughter ..... was sent to patrol today for:

.....

.....

If a student is sent to the Patrol room it is counted as an internal exclusion. This is a serious matter which you should discuss with your daughter. If she is sent to patrol again she will be put on behaviour report.

Yours faithfully,

Head of Year

## APPENDIX D

### ***INCIDENT REPORT FORM***

Please give a copy to Head of Year, Deputy Headteacher & Head of Department	
Names of pupils involved:	
Names of witnesses:	
Location of incident:	Subject:
Description of Incident:	
Date of incident ..... Time of incident .....	

Did the incident include any of the following: (please tick all that apply)

- |                             |                          |                                |                          |
|-----------------------------|--------------------------|--------------------------------|--------------------------|
| Racist abuse/harassment     | <input type="checkbox"/> | Damage to property             | <input type="checkbox"/> |
| Sexist abuse/harassment     | <input type="checkbox"/> | Defiance/refusal to co-operate | <input type="checkbox"/> |
| Homophobic abuse/harassment | <input type="checkbox"/> | Constant low level disruption  | <input type="checkbox"/> |
| Other abuse/harassment      | <input type="checkbox"/> | Verbal reprimand               | <input type="checkbox"/> |
| Verbal abuse                | <input type="checkbox"/> | Move away from friends         | <input type="checkbox"/> |
| Threatening language        | <input type="checkbox"/> | Warning                        | <input type="checkbox"/> |
| Threatening behaviour       | <input type="checkbox"/> | Sent to patrol                 | <input type="checkbox"/> |
| Intimidation                | <input type="checkbox"/> | Physical abuse                 | <input type="checkbox"/> |
| Theft                       | <input type="checkbox"/> |                                |                          |

Letter to be sent home:            yes        /        no

Action taken by reporting member of staff:

Name of person completing form:

Date:

## APPENDIX E

Student Incident Report		
Name:	Form:	Date:
1) <b>Where</b> did the incident take place?		
2) <b>How</b> were you feeling before the incident?		
3) <b>Who</b> else was involved in / or witnessed the incident? (students / teachers) <b>What</b> do you think they thought about this?		
4) <b>What</b> caused the incident?		
5) <b>How</b> do you think the other girl (s) is /are feeling now?		
6) <b>Were</b> any school rules from the Code of Behaviour broken? If yes explain ...		
7) <b>Has</b> this happened to you before?		
8) <b>How</b> do you think that you could have prevented the incident?		
9) <b>If</b> the same situation arose in the future how would you react? <b>What</b> should you do?		

10) **Is** there anything you would like to add?

11) **What** would you like to see happen now?

Staff comment:

Signed:

Date:

Office use only:

*Parents told:* YES / NO

*Headteacher told:* YES / NO

*Deputy Head told:* YES / NO

*Head of Year told:* YES / NO

*Tutor told:* YES / NO

## APPENDIX F

### *Departmental Report*

<b>Student's name:</b> <b>Form:</b>		
<b>Target 1</b>		
<b>Target 2</b>		
<b>Teacher's name:</b> <b>HOD:</b>		<b>Subject:</b>
<b>Date</b>	<b>Targets</b>	<b>HOD/ Deputy HOD signature</b>
	<b>Target 1</b> <b>yes</b> <b>no</b> <b>Target 2</b> <b>yes</b> <b>no</b> <b>Comments:</b>	
	<b>Target 1</b> <b>yes</b> <b>no</b> <b>Target 2</b> <b>yes</b> <b>no</b> <b>Comments:</b>	
	<b>Target 1</b> <b>yes</b> <b>no</b> <b>Target 2</b> <b>yes</b> <b>no</b> <b>Comments:</b>	
	<b>Target 1</b> <b>yes</b> <b>no</b> <b>Target 2</b> <b>yes</b> <b>no</b> <b>Comments:</b>	
	<b>Target 1</b> <b>yes</b> <b>no</b> <b>Target 2</b> <b>yes</b> <b>no</b> <b>Comments:</b>	
<b>Friday - tutor's signature:</b>		

## APPENDIX G

### *Post Registration Truancy Report*

Name:		
Form:		Date:
LESSON		SIGNATURE
Registration	8.45	
Period 1	9.00	
Period 2	9.40	
Period 3	10.20	
Period 4	11.20	
Period 5	12.00	
Period 6	1.30	
Period 7	2.10	
Period 8	2.50	

## APPENDIX H - ANTI – BULLYING POLICY

### CAMDEN SCHOOL FOR GIRLS



### ANTI – BULLYING POLICY

COULDN'T CARE...MORE!

We want a community which is characterised by tolerance, kindness and friendliness. There should be respect for others and admiration for ambition and daring to be different. All members of the school community have a right to be in a secure and caring environment.

Bullying must never be tolerated or ignored as it causes such unhappiness and hurt. It destroys a person's self confidence and makes them feel worthless and alone.



Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group. A bully is someone who knows that their actions, whatever they may be, will cause suffering. The bullying is deliberate and is calculated to undermine and upset.



Bullying can be identified as any of the following actions:

- Any form of violence
- Deliberately leaving people out
- Ganging up on someone
- Hurtful whispers
- Nasty, threatening looks or attitudes
- Students who say really unpleasant things and then say they were "only joking"
- Offensive mobile phone messages and website messages
- Misusing technology (internet or mobile phones) to hurt or humiliate another person
- Insulting people because of such things as:

Race	Friends and popularity
Family	Clothes
Money and possessions	Religion
Being poor	Accent
Ability	Political views
Size	Disability
Appearance	Interests
Sexuality	



### **How can you help?**

We understand that the power that some bullies have stops students from showing open support for the victim. They do not want to be next. But to stop bullying, you must agree to show your concern and disappointment by:

- Telling the victim that you support her
- Talking over the situation with an adult either in school or outside school
- Showing your disapproval to the bully by being critical of her actions in an assertive way and not in an aggressive way.

If you do nothing and walk away, or worse still 'snigger' because you are scared, the bully will think you approve of her actions and do it again.

### **What will happen to the bully?**

- Warning from HOY
- Detention
- Referral to Deputy Headteacher or Police Liaison Officer
- Internal fixed term exclusion
- External fixed term exclusion



**If you are a bully – CHANGE NOW !**

- Ask yourself .....

.....why you do it. Is it because you are bullied at home or were bullied yourself at primary school? Is it because your friends expect you to be tough and loud? Is it because when you make a fool of someone, everyone laughs and you feel important?

- Accept .....

.....that it is wrong. You are making someone miserable so that you can feel powerful. Change your attitude and probably change your friends. Become more tolerant and appreciate and accept differences in our community.

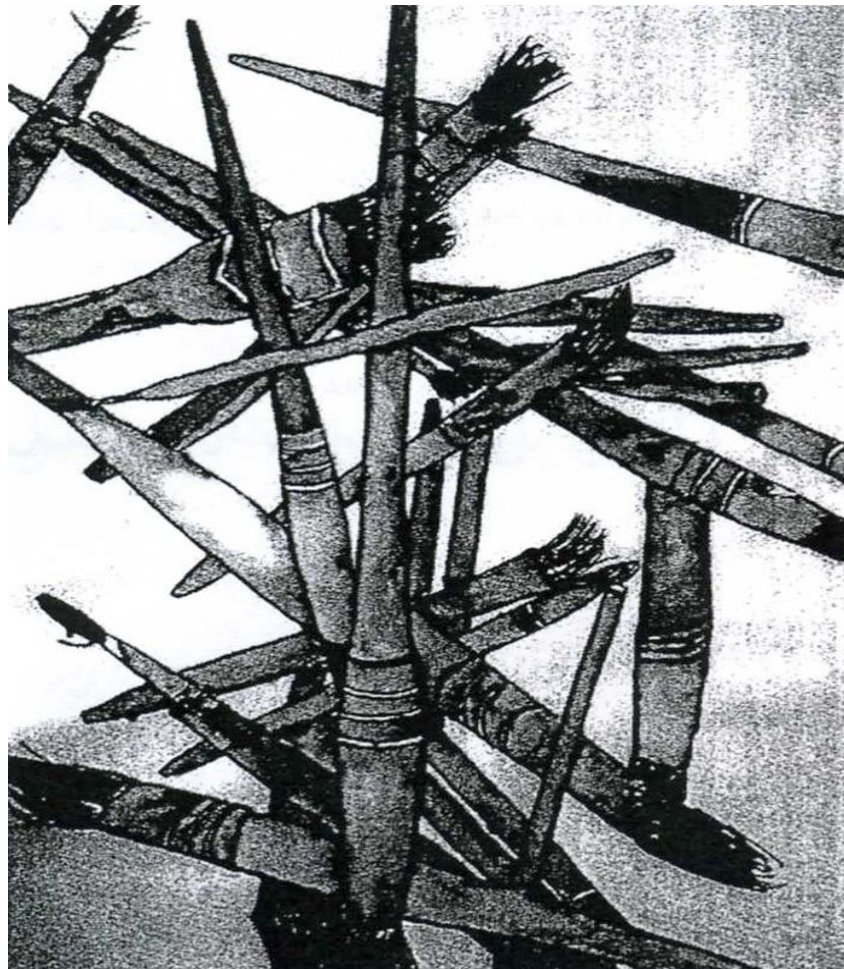
- Realise .....

.....that you have made some mistakes and that you need to think about the way you act. Would you want someone bullying a member of your family – no, of course not! **So please change.**



## School Action

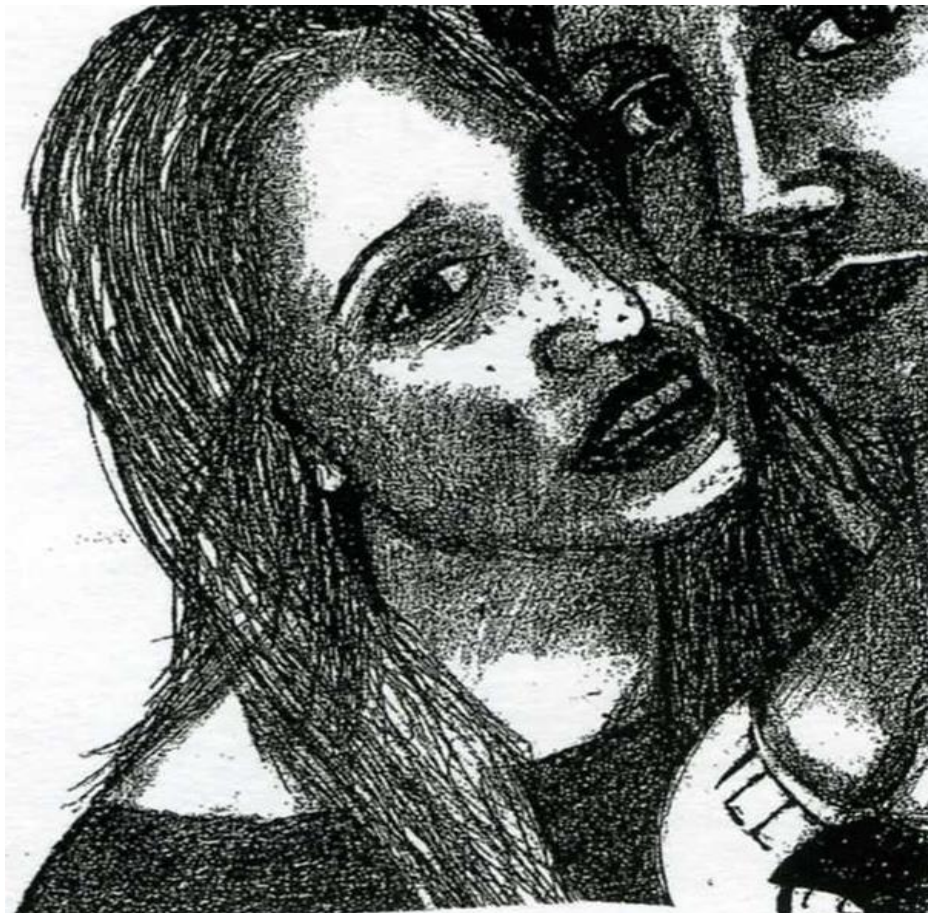
If a member of staff is told about bullying they will **not** immediately interview the bully. A Head of Year or Deputy Head will listen to the description of the incident and will make a decision on the action depending upon the circumstances, e.g. if repeated bullying, if the victim and bully were best friends, if violence was involved, if parents know about it, if racism or homophobic, transphobic or biphobic remarks were involved, if the girls were different ages or if the bullying was carried out via mobile phones or internet.



## **School Sanctions**

If a student is accused of bullying, the incident will be thoroughly investigated.

- Both the victim and the student accused of bullying will be interviewed and accounts written.
- Witnesses will be asked to write down their version of what happened.
- If the incident(s) involved violence, racism or repeated intimidation, the bully can expect an exclusion for a fixed number of days or, in extreme cases, she may be permanently excluded.
- If appropriate, the victim and bully will make a written agreement on their future behaviour towards each other and a 'circle of friends' can be created to monitor and discuss progress.
- The bully will be asked to accept support and talk over their actions with a member of staff.



If you are being bullied remember:

1. It is your right to feel safe in school.
2. Don't keep it a secret; you have no reason to be ashamed.
3. Tell a teacher; they will act with your consent.
4. If you feel that you cannot tell a teacher, talk to a member of SOS or a trusted adult.