EDGBASTON HIGH SCHOOL

Behaviour Policy
Senior School

Rationale

At Edgbaston High School for Girls, we believe in developing the talents and abilities of every pupil within a supportive, happy and well-disciplined environment. As part of our commitment to developing the 'whole pupil' we provide individually tailored education within a supportive and community-spirited environment.

Every pupil at Edgbaston High School has the right to learn and every teacher has the right to teach. Every parent/carer also has the right to information about their daughter's progress and behaviour. Our expectation is that all three parties work together to facilitate learning and maintain high standards of teaching and learning.

With the support of parents, pupils should be physically and mentally prepared for the working day and be ready to learn.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how our students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

The Behaviour Policy should be read in conjunction with the following linked policies:

- Pastoral policy
- Anti-bullying policy
- Substance abuse policy
- Safeguarding policy
- School Rules (Appendix 1)
- Edgbaston High School Terms and Conditions

Objectives

- To encourage an ethos which has positive expectations about behaviour and which nurtures the development of trust, respect and consideration for others
- to lay down clear guidelines in respect of school rules, rewards and sanctions
- to develop the school as a community involving pupils, parents and staff (teaching and non-teaching)
- to promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- to ensure equality and fair treatment for all
- to praise and reward good behaviour

- to challenge and discipline poor behaviour
- to provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- to encourage positive relationships with parents/carers
- to develop positive relationships with our students to enable early intervention
- to promote a culture of praise and encouragement in which all students can achieve

Success Criteria

Pupils behave well in school if they feel safe, confident, respected and cared for. Positive behaviour is encouraged both in and out of lessons.

Staff, in conjunction with Student Council define positive behaviour as the following:

- A respectful, positive attitude towards all other members of the school community
- Appreciating, celebrating and respecting that everybody is different but of equal value
- Good manners when moving around the school
- Accepting the consequences of one's actions
- Zero tolerance approach to bullying
- Good attendance and punctuality
- Striving to be take on new challenges and stretch oneself
- Helping others
- Leading by example
- Full engagement in lessons
- Completion of classwork and homework
- Meeting deadlines
- Being fully prepared for lessons.
- Follow instructions carefully.

The School Rules (appendix 1) was also reviewed in collaboration with Student Council.

Success will be measured by how effectively pupils take responsibility for their actions, self-regulate and how well they follow the school rules

Methodology

1. **Implementation**

   To achieve this, the organisation of the school includes:

   The Pastoral System

   - This provides a clear and supportive structure of pastoral support in which pupils are encouraged to be involved in monitoring their own work and behaviour. A 'whole pupil' approach is adopted at all times.
   - Pupils are actively encouraged to seek advice from staff about problems or concerns.
   - Counselling is provided as necessary and referral to external agencies made as appropriate.
   - Pupil review questionnaires and follow up meetings allow pupils to air their concerns and opinions, encouraging pupil voice. These happen twice a year.

- Early help enables staff to target pupils of concern and give them a voice.
- Extra support is also available for pupils who may feel worried about an issue and wish to access help. These take the form of:

    - 6th form support group
    - Mrs Al-Ani school counsellor
    - Study skills support
    - SENCO
    - Heads of Year and Assistant Heads of Year

- A weekly briefing to convey information about pupils and concerns raised so that staff are able to best judge their approach to rewards and sanctions
- Guidelines for staff - School Rules, Low level conduct and Behaviour expectations

The Curriculum

- A challenging curriculum is delivered by varied teaching methods which are differentiated to suit different aptitudes. Differentiation helps to foster self-esteem by ensuring that each pupil can access the curriculum to the best of her ability.
- There is a comprehensive programme of PSHEE and Citizenship which addresses the issues of behaviour, personal relationships and building self-esteem. Pupils are encouraged to see themselves as important members of both the school and the wider community.
- Departments have clear guidelines for the identification of pupils with individual learning needs including those who are More Able, Gifted and Talented.
- Departments are supported in their work by the Head of Academic Support who monitors individual pupils and draws up and monitors pupil profiles as necessary.
- A wide range of extra-curricular activities and visits is available to extend all pupil's learning experiences.

Parent Contact

- There is an active partnership with parents in order to promote effective learning and good behaviour. This involves parents monitoring rewards and conduct via ISAMs parent on a daily basis.
- Heads of Year and Assistant Heads of Year ensure that there are good lines of communication so that parents receive positive feedback as well as being able to be involved early on in any disciplinary issues.
- There are good induction procedures for new parents with respect to the school's policy on behaviour and their role in it.
- Parents have access to their daughter's or daughters' form tutor via email to highlight concerns or issues. Email addresses and contact numbers are available to parents at the beginning of a new academic year via letter or handbook.
- There are 2 contact points each academic year with parents. One pastoral and one academic.
- Information evenings and "meet and greet" afternoons are also available to parents throughout the year
- Academic, Pastoral and SENCO clinics are available to parents once every half term on an appointment basis.

Pupil involvement

- There is a consideration of pupils' views in relation to the formulation of school rules in order to foster a sense of commitment to them.

- Each pupil is treated as an individual and great emphasis is placed on Pupil Reviews with Form Teachers who support individuals in the target setting process. Heads of Year, Assistant Heads of Year and Form Tutors recognise and praise the wide range of personal achievements and qualities of pupils and give guidance to those who need to be helped to modify their behaviour.
- Opportunities exist for pupils to take on responsibilities which enable them to make a full contribution to maintaining good standards of behaviour.
- The PSHEE programme, pupil/staff led assemblies and a tutorial programme nurtures pupils' spiritual, moral, social and cultural development and equips them to be thoughtful, caring and active citizens in school and in wider society.

Staff involvement

- All staff are involved in the implementation of the policy and there is recognition of the vital role they play in promoting good behaviour and in reducing the incidence of problems.
- Heads of Year, Assistant Heads of Year and Form Tutors play a significant role in providing guidance for pupils in respect of their behaviour.
- There is a clear and supportive structure of support through Heads of Year, Assistant Heads of Year and the Deputy Head Pastoral for teachers who may experience difficulties with individual pupils.

In order for this policy to be successful there is a need for certain general expectations for staff, pupils and parents.

STAFF

- To create the calm, purposeful atmosphere necessary for high achievement, staff will need to lead by example, setting themselves the highest professional standards.
- To achieve good discipline by providing a firm, fair and consistent set of expectations, implemented using standardised routines and procedures used and enforced by all staff.
- To deal with poor behaviour by simple reprimand; any criticism should be directed at the actions at fault rather than the individual responsible for them. This will then be communicated to parents via ISAMs.
- All staff should be responsible for behaviour in their own classroom and around school but can seek the help and support of other colleagues when they encounter difficulty.
- To treat pupils with dignity, building relationships rooted in mutual respect.
- To plan lessons that engage, challenge and meets the needs of all learners.
- To have high expectations of pupil attitude to learning, promoting positive behaviour of pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.
- To implement consistent practice across the school using agreed school routines and procedures.
- To reward pupils who work hard or show exceptional levels of effort using the published rewards system.
- To liaise with parents to discuss concerns regarding their child's progress.

PUPILS

- To ensure that they follow the pupil expectations regarding their behaviour in school, in particular behaving in a manner in which they treat each individual and the school with respect.
- To ensure that they try their best in every lesson and behave in a manner that allows

every member of the class to learn free from disruption.

- To ensure that they do not involve themselves in any threatening behaviour towards other members of the school community.
- To ensure that they arrive at school dressed in the correct uniform and with the necessary equipment.
- To ensure that they arrive punctually to school and to lessons.

PARENTS

- To ensure that pupils are appropriately dressed and equipped for the school day.
- To discuss with their children the expectations that the school has regarding behaviour to ensure that they understand what is expected from them.
- To support the school in applying rewards and sanctions.
- To inform the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour.
- Be prepared to attend meetings at the school with staff to discuss their child's behaviour.
- To support their child by contacting staff if they have any issues regarding their child's progress.
- To understand that their child is part of a community and that whilst every effort will be made to accommodate the needs of a pupil, there are limitations to individual provision.
- To lead by example and engage with teachers and the wider school community with respect both face to face and online.
- To have a general awareness of their child's online activity outside of school hours, especially when using school devices.

It is also important to highlight the contractual obligation parents have in relation to their behaviour or conduct, as set out in the Terms and Conditions that are issued to all parents when a place at the school is accepted.

Although rare, any behaviour or conduct that is unreasonable, causes a breakdown of trust and confidence, adversely affects any pupil at the School, affects the wellbeing of School staff, or brings the school into disrepute could lead to the removal of a pupil from the School.

A non-exhaustive list of parental conduct that might lead to required removal includes;

- Threatening or intimidating staff, pupils or other parents
- Harassment, including online abuse
- Using offensive language
- Refusing to follow school procedures

REWARDS

Primarily we seek to encourage positive behaviour through our comprehensive rewards system. It is the aim of the school to reward and praise pupils for a wide range of achievements and successes.

House Points

House Points are awarded for participation in, and loyalty to, co-curricular activities and House Events. These are awarded by staff running the activities or coordinating the events. House Points may also be issued to girls for wider services to the school. House points are put onto ISAMs.

House Cup

The House Cup is awarded annually to the House which has collected the most House Points.

Merits

Merits are awarded to pupils in Years 7-11. They are recorded on ISAMs and monitored by the Form Teacher.
Merits may be issued for outstanding work or effort, service to the school or contribution to co-curricular activities.

For outstanding work, pupils are awarded a merit when in accordance with individual departmental policies.

Merits are totalled for individual girls and Bronze, Silver, Gold and Platinum certificates are issued at the end of each term in a celebratory assembly to girls who have achieved the relevant targets.

The Work Shield is awarded termly to the Form which has collected the most merits

The House Shield is awarded termly to the House which has collected the most merits.

The Excellence Book contains a record of pupils who have produced work of a particularly outstanding nature. This is also recorded on ISAMs. Recognition is made at each end of term Assembly.

INDIVIDUAL YEAR GROUP REWARDS

Year 7 - Laurel Leaves and Praise postcards:

At the end of every week, the Head of Year, Assistant Head of Year, and the Year 7 tutor team award certificates to pupils who have shown themselves to be:

- An outstanding Friend and Kindness
- Resilience
- Showing true 'EHS Spirit'
- Demonstrating outstanding organisational skills

Girls are issued with a certificate during afternoon registration on a Friday. They then have a group photograph that is pinned on the Year 7 notice board. A sticker is placed in their planner to notify parents of their success.

The Head of Year issues postcards home throughout the year.

Year 8 & 9

It is the aim of the Year 8 and 9 reward schemes to praise pupils for a range of non-academic achievements and successes.

The pupils will be nominated by their teachers and fellow pupils for a raffle ticket.

The nominations will be sent to the Assistant Head of Year. The nominations will then be recorded and will receive a raffle ticket that will be placed into the Prize Winner's jar.

At the end of each half term the name of the winner for that term will be drawn out of the jar by the Head of Year. They will receive a gift voucher. In this final assembly, all the names of the pupils

entered into the jar will be read out and presented with a certificate for their achievements.

The aim of this to help to motivate, encourage and inspire pupils to do their best in all aspects of life at EHS in Year 8.

These can be awarded for any of the following reasons:

- Effort
- Attitude
- Participation
- Progress
- Achievement
- Extra-Curricular Commitment
- Good Role Model
- School Ambassador
- Good Deeds

Year 10 & 11

The aim of the raffle is to help to motivate, encourage and inspire pupils to do their best in all aspects of life at EHS in Year 10 and 11. Every week teachers will decide who to nominate from their classes. Teachers can nominate whoever they think is worthy of a raffle ticket.

Pupils can be nominated to receive a raffle ticket for any of the following categories:

- Excellent Effort
- Excellent Attitude
- Excellent Extra Curricular Commitment
- Excellent Role Model

Every nomination that pupils receive entitles them to one raffle ticket.

They could be nominated in the same week by more than one member of staff and for more than one category. The more raffle tickets pupils receive the more chance they have of winning a prize. The raffle is drawn during the last week of Term. There are exciting prizes on offer to celebrate their achievements!

Termly awards assembly

At the end of Autumn and Summer term each year group has an awards assembly to recognise achievements over the course of the term.

Awards ceremony for Years 8-11

In the Autumn term there is an awards ceremony to recognise Achievement, Progress and Effort from the previous year. Cups and Prizes are also awarded, and parents and governors invited.

SANCTIONS AND RESTORATION

At EHS we have high expectations and when a pupil is not meeting the required standard, we take appropriate action. Our ethos in this respect is one of restoration. We expect the pupil to reflect on their actions, with the support of staff, and to make plans to put things right. When a pupil repeatedly fails to meet our expectations, we ensure the appropriate support is put in place to enable the pupil to acquire the necessary skills and attributes to be a successful member of the community.

Any sanctions will be reasonable in all circumstances, and we reserve the right to make adjustments to take account of the pupil's age, any special educational needs or disability and any other special considerations or requirements.

It is the aim of the school to be positive rather than negative. However, sanctions are issued when a pupil is in breach of the school's clear framework of expectations.

Low level unacceptable behaviour

Low level unacceptable behaviour is defined as any behaviour which may disrupt the education of the student themselves and/or other students, including, but not limited to, the following:

- Lateness - both to school and lessons throughout the day.
- Low level disruption and talking in class
- Lack of engagement in lesson
- Failure to follow instructions
- Distracting others in the lesson
- Failure to complete classwork
- Rudeness
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones outside of the designated times and areas within the school.
- Damage to school property, including graffiti.

Pupils are made aware of our behaviour expectations at the beginning of each academic year. This is reinforced during form time and assemblies throughout the year. Posters, as seen in Appendix 4 are on each form room and year group notice boards as well as on the "Student Information" link on every pupil IPAD.

SANCTIONS

LEVEL 1
LOW LEVEL UNACCEPTABLE BEHAVIOUR

In the first instance any behaviour that falls short of expectations will be challenged by a member of staff and the pupil will be put in a lunchtime detention on the same day. If the unacceptable behaviour takes place in the afternoon, they will serve a detention during the lunchtime of the following day. Detention takes place in the Hall from 1.30 until 2pm and is supervised by a senior member of staff.

LEVEL 2
REPEATED LOW LEVEL UNACCEPTABLE BEHAVIOUR SANCTIONS

If a pupil continues to misbehave and/or does not accept the sanction that has been given pupils will be sent down to the Pastoral Hub to talk to a senior member of staff. Parents will be notified via ISAMs should this happen. A decision will be made as to whether the pupil will serve an after-school detention.

If the unacceptable behaviour occurred in a lesson the Head of Department or teacher will contact home via a phone call or email to discuss the events that led to the pupil being sent out of the lesson.

If a pupil serves 3 detentions for low level unacceptable behaviour during a week, they will receive an afterschool detention which takes place on Thursday between 3.20 and 4.20. Parents will be notified either by the Head of Department or a member of the Pastoral Team, and a letter sent home via email.

Sanctions may include:

- Lunchtime detention in order to complete a reflective task
- Removal from the lesson
- Catching up with work during either break or lunch
- Other task such as preparation of an assembly, letter of apology, community service within school.
- Being placed "on report"
- After school detention

Unacceptable behaviour

Unacceptable behaviour is defined as any behaviour which may cause harm to the student themselves or others (including all staff) and damage the reputation of our school within the wider community, including, but not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, tobacco or vape device.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Swearing, racist remarks or threatening language.
- Homophobic remarks and derogatory language.
- Sexist remarks and derogatory language.
- Fighting or aggression.

For the definitions of Child-on-Child abuse and bullying please see Appendix 2.

SANCTIONS

LEVEL 3
UNACCEPTABLE BEHAVIOUR SANCTIONS

This is for more serious breaches of the school Rules or behavioural expectations. This also applies to repeated behaviours where it is considered that there has not been a sufficient positive change in behaviour. Parents will be notified either via a telephone call, a face-to- face meeting, email or letter home.

Sanctions may include:

- After school detention
- Headmistress detention
- One day Internal suspension from lessons in order to complete any relevant education

programme.

- A one-day external suspension from lessons where the child will be asked to remain home in order to reflect on their behaviour.

Unacceptable behaviour may be escalated AS serious unacceptable behaviour depending on the behaviour breach. This may include but is not limited to the following:

- Any Illegal behaviour.
- Repeated and/or extreme rudeness or verbal abuse toward staff.
- Physical contact, either intentional or as a result of disregarding school rules, which leads to physical or emotional harm.
- Refusal to comply with other consequences of poor behaviour.
- Persistent refusal to follow school behaviour expectations.
- All sanctions have been exhausted and poor behaviour persists.
- Drug abuse, including use of/dealing on school premises or on expeditions or trips or in school uniform.
- Alcohol abuse on school premises or on expeditions or trips or in school uniform.
- Significant or persistent bullying, including cyberbullying, of another/other pupil(s) or staff member.
- Proven stealing of money or property belonging to other pupils, staff or to the school.
- Any other activity likely to bring the school into disrepute, this includes online activity and behaviour.
- Sexual abuse or misconduct.

SANCTIONS

LEVEL 4
SERIOUS UNACCEPTABLE BEHAVIOUR

Long term suspension or permanent exclusion

Where events have taken place which might result in a long-term suspension or permanent exclusion (expulsion):

- A full investigation will take place in school, during which the pupil(s) involved will be interviewed by the Headmistress or another member of the Senior Management Team. As with all interviews with pupils, the pupil can choose another member of staff to sit with her to act as an advocate. The primary aim of the advocate is to provide support for the pupil under investigation as well as to observe the process.
- It might not always be possible to interview pupils outside of curriculum time, and where it is deemed necessary, we will speak to pupils during lesson time, taking into consideration any potential lesson time lost to all involved.
- The Headmistress will decide on the appropriate sanction and the Chair of the Governing Body will be informed.
- Parents will be informed and requested to come into school to participate in a discussion after which they may be asked to take the pupil home.
- The Headmistress's decision, which will be final, will be confirmed in writing to parents and a copy of the letter kept on the pupil's file.
- In the case of a long-term suspension the pupil will return to school after the period of the sanction is completed, pastoral support will be put in place to allow a smooth transition into school.
- For the avoidance of doubt permanent exclusion precludes any return to school.

Where there is cost implication for the damage that has been caused to the school property,

families may be asked to contribute to these costs.

Should parents disagree with the Headmistress's decision they may appeal using the School's Complaints Procedure.

Please see Appendix 3 for a flow chart of sanctions.

SEARCHING PUPILS AND THEIR POSSESSIONS

"Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited items" (searching, screening and confiscation advice 2022)
The list of prohibited items includes

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- Cigarettes. Edgbaston High School includes Vape devices in this category
- fireworks
- pornographic images.
- In the event of an investigation into accusations of theft, a teacher will ask a pupil to show them the items in their pockets, locker or bag. If the pupil refuses, their parents will be invited into school to discuss the matter.
- In the event of a serious disciplinary matter that requires a search of a pupil or their possessions, the permission of their parents will be required, and two members of staff will conduct the search. One will be of the same gender as the pupil, and one will be a member of SLT. The pupil will be asked to empty pockets, bags and their locker. NO member of staff will physically touch a pupil in a search. If the pupil refuses to comply with the search parents will be asked into school to conduct the search on behalf of the school

2. Monitoring

Heads of Year adapt and review their Year group awards annually. The participation and engagement of each year group in the awards process is monitored by Heads of Year, Form Tutors and Deputy Head Pastoral.

Form tutors check ISAMs to monitor comments.

Evaluation and Review

Heads of Year and WSLT review the Detentions log on a termly basis to look for patterns and trends. The Deputy Head Pastoral will review this policy every years. The Governing Body will read and make comment on the policy prior to publication.

Signed by Headmistress: CAMacro

Approved by the Governing Body: Approved by The Governing Body

Date: 2/9/25

Review date: August 2026

Appendix 1 – School Rules

The School Rules are based on the 5 core values:

1. **Understanding**
   All pupils will listen carefully to other people's points of view and understand that diversity strengths our community and wider society.

2. **Mutual respect**
   Pupils will work together to help one another, respect each other's physical space, work as a team and respect each individual's contribution to discussions

3. **Individual liberty**
   Pupil are clear that we make our own choices and understand the rewards or consequences of our own actions

4. **The rule of law**
   Pupils will observe all EHS expectations in the classroom. We also understand that adhering to school rules supports and prepares us for the real world, making us valuable contributors to society

5. **Democracy**
   Pupil voice can be heard through the school leadership system of form reps, charity reps and green reps. Student Council, food committee, green committee and charities will listen to the point of view of pupils and as far as possible, include pupils in school decision making. Pupil surveys and the pupil review process are also channels through which the pupil may be heard.

Pupils should be orderly and observe the School Rules at all times both in and outside School.

Conduct

- It is an expectation that all pupils will treat each other with courtesy and respect.
- Pupils should always be polite, helpful and courteous to visitors.
- Pupils must be punctual to School, to registration and to all lessons.
- It is expected that pupils will stand for Staff at the start of lessons and leave form and teaching rooms in an orderly manner.
- Pupils should go to Assembly in silence, be seated in silence and leave in a quiet and orderly manner.
- Pupils should walk on the left in corridors and on the stairs.
- Pupils should not run in the school building.
- Noise should be kept to a minimum and any silence notices must be observed at all times.
- Pupils should move promptly between one lesson and the next.

Learning Hub

- A quiet working atmosphere must be observed in the Learning Hub.
- All books and media borrowed must pass through the system and be returned promptly and in the same way.
- Pupils must sign in and out of the Learning Hub at the end of the school day.

Before School, Break, Lunch Hour and End of School

If arriving after morning registration or leaving school before the end of the school day pupils MUST sign in and out.

- Pupils should not arrive in school before 7.30am. KEY CARDS WILL NOT OPEN SCHOOL DOORS UNTIL 7.30am
- Pupils arriving early must go to the dining room unless they have an activity or club to attend.
- Pupils may ONLY use their mobile phones in the dining room in the morning.
- Pupils must dine in School unless medical permission has been given to do otherwise.
- Bottles of water only are allowed in classrooms but not in laboratories or the ICT Suite.
- Pupils must ensure that their tables are cleared appropriately and take responsibility for their environment.
- At the end of the school day, windows should be shut and classroom lights turned off.
- Pupils must leave school in an orderly fashion.
- Pupils remaining in school should go the Learning Hub, sign in and work there until collected. All pupils should aim to be collected by 5.00pm; when this is not possible, pupils should move to Reception at 5.00pm and await the arrival of their parents. Staff are usually in school until 5.30pm in the Staffroom, Deputy Heads' offices or Headmistress's office.
- In the interest of personal safety, pupils intending to stay after school in order to study should not leave the premises and then return. KEY CARDS WILL NOT ALLOW ENTRY BACK ONTO THE PREMISES AFTER 4.05PM
- Pupils are informed of door codes at the beginning of the term.

Valuables

All pupils are responsible for their own valuables during the school day

- Valuable items should not generally be brought to School. In the event that they are, they should be stored in a secure locker.

Storage

- Bags should be stored tidily in form rooms or locker around the School at lunch-time. They should not be left anywhere else around School.
- Folders, books and stationery should be stored in lockers or bags.

Out of Bounds

- No one should leave the school premises during the school day without permission.
- No one should go to the field on their own or without permission.
- No one below the Sixth Form should go to the Botanical Gardens in school time.
- Sixth Form going to the Botanical Gardens must sign out of school and sign back in .
- Pupils should not use Prep playground until afternoon school in Prep has begun. Pupils should be considerate to the fact that Prep School lessons may be in progress.
- Pupils should not use Prep play equipment.
- No one should use the stage in the Senior School Hall or go into the Octagon without permission.
- Pupils must abide by all rules governing laboratories or other creative and practical areas.
- Pupils must not enter staff or departmental offices.

Outside School

- Pupils should remember that they represent the School when taking part in residential or school visits and trips.
- Pupils should always be polite, helpful and courteous to all members of the public.
- Pupils should be orderly and observe the appropriate School Rules on public and school transport.
- Full school uniform should be worn when travelling to and from School.
- Pupils are advised to walk accompanied around the School grounds and when evenings are dark.
- Pupils should ensure that parents are fully informed about any late School activities and Reception must be informed when pupils leave.

Uniform

- All personal property must be named.
- Only uniform as specified on the official school uniform list may be worn.
- Pupils may only wear black shoes and heels must be suitable for school. Trainers, canvas, wedged heel, sling back and open toe shoes are not allowed.
- Hair must be of a natural colour, worn in a tidy style and long hair must be tied back for reasons of health and safety.
- Any hair below shoulder length must be tied back
- Hijabs should be plain navy blue or black.
- Jewellery is not allowed except for a pair of small stud earrings, one on each ear, and a watch.
- Nose studs, piercings of the tragus or several earrings are not allowed. If noses are pierced then a small/transparent stud must be worn. **PUPILS WILL BE ASKED TO REMOVE VISIBLE NOSE STUDS**
- Makeup must be minimal. Nail must be short and a natural colour.
- False eye lashes must not be worn. **PUPILS WILL BE ASKED TO REMOVE FALSE EYELASHES**
- Religious jewellery should be discreet and removed when appropriate.

Mobile Devices

- Mobile phones should be turned off and put in the Yondr pouch at the beginning of the school day
- If pupils need to contact their parents during the school day they must ask permission to use the school phone in reception
- School iPads should only be used for school business and in accordance with the iPad Acceptable Use Policy.
- The use of social network sites on the school iPad is forbidden.

Substances and other items

- Chewing gum should not be brought into school.
- Smoking, drugs and alcohol are absolutely forbidden, as is any other substance abuse.
- Any pupil found smoking, vaping, under the influence of alcohol, in possession of cigarettes or alcohol either in school or on school visits will be subject to suspension and possibly to further sanctions.
- Any pupil found in possession of or under the influence of drugs of any category on the school premises will be immediately suspended pending further investigation. This could result in expulsion.
- Any pupil found selling drugs within School will be immediately expelled.
- The misuse of sharp objects brought into school will be confiscated and result in an immediate suspension

Appendix 2 – Definitions

CHILD-ON-CHILD ABUSE

The different forms of child-on-child abuse includes: Bullying, teenage relationship abuse, physical abuse, sexual violence and sexual harassment, consensual and non consensual sharing of nudes and semi-nude images, causing someone to engage in any activity (include sexual activity) without consent, upskirting and initiation type rituals

At EHS we recognise that children can abuse other children, including online.

BULLYING

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

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

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of children related to their home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying relate to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying Measures to prevent bullying can be found in the Anti-Bullying policy

Appendix 3 – Flow chart of Sanctions

Appendix 4

General Conduct
Late to registration without a viable reason. This is late to am and pm registration (more than 5 minutes) Viable reasons = school buses arrive late, other school commitment such as early morning clubs and co-curricular activities
Chewing gum at any time
Eating in the corridors or during your lesson
Uniform infractions • Hair not tied up after 8:45am in school. Hair needs to be fully tied back • Wearing air pods/headphones without permission • Acrylic nails or nails that are not a natural colour • More than one earring in each ear • Visible nose studs. • Visible false eye lashes • No blazer • Coats – Wearing or carrying outdoor coats around school after am registration. Coats must be removed and put in lockers during the day.
Talking back to a teacher/ being impolite
Mobile phone seen or heard between 8:45am – end of school day. Girls may use their phone until 8.45 in the dining room but NOT in form rooms
Not the right equipment to lessons
Any behaviour that fall below our school behaviour expectations such as but not limited to: • Throwing items around the classroom • Running in the corridor • Boisterous and careless behaviour • Damage to displays
Shoes – must be uniform unless there is a note from parents. HOYs to email staff to let them know which pupils have been given permission to wear shoes that are non uniform

Conduct in lessons *
Late to lessons without a viable reason. (more than 5 minutes) Viable reasons = co-curricular activities, with a teacher.
Chewing gum
Eating during the lesson
1. Low level disruption during the lesson. After a warning, continuing; • to distract others in the lesson • to have a lack of engagement in the lesson • to ignore instructions and not listen • to call out • to talk when instructed not to
Refusing to complete homework, incomplete homework, or arriving at school without homework
Talking back to a teacher/ being impolite/rudeness

Inappropriate iPad use
Not having the right equipment
Any behaviour that falls below our school behaviour expectations such as but not limited to: • **Throwing items around the classroom** • **Boisterous and careless behaviour** • **Damage to displays** • **Graffiti**
Arriving to the lesson without the appropriate unform
Challenge where they are seated

*Some departments (e.g science, art, food and nutrition and design technology will have additional rules designed to safeguard pupils)

BEHAVIOUR EXPECTATIONS

Positive behaviour is:

- A respectful, positive attitude towards all other members of the school community.
- Appreciating, celebrating and respecting that everybody is different but of equal value.
- Good manners when moving around the school.
- Accepting the consequences of one's actions.
- Zero tolerance approach to bullying.
- Good attendance and punctuality.
- Striving to take on new challenges and stretch oneself.
- Helping others.
- Leading by example.
- Full engagement in lessons.
- Completion of classwork and homework.
- Meeting deadlines.
- Being full prepared for lessons.
- Follow instructions carefully.

CLASSROOM RULES

- Arrive on time.
- Arrive with the right equipment.
- Arrive ready to learn.
- Stand when your teacher enters the room.
- Sit where you are instructed to sit.
- Raise your hand if you want to talk.
- Listen to instructions.
- Complete all work to the best of your ability.
- Respect each person in the room.
- Strive to take on new challenges.