



Wakefield Grammar School Foundation

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CHANGE RECORD - REVIEW PERIOD (Annually)

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WGSF Behaviour Management Policy

1. Introduction

- 1.1 At Wakefield Grammar School Foundation (WGSF), we aim to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos. Promoting the emotional well-being of all of our pupils is key to their development.
- 1.2 We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.
- 1.3 WGSF is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.
- 1.4 This policy applies to all pupils in our WGSF schools including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Emma Gill, WGPPS Head.
- 1.5 This policy should be read in conjunction with the following WGSF policies:
 - [WGSF Anti-Bullying Policy](#)
 - [WGSF Exclusions \(Permanent\) and Required Removal Policy](#)
 - [WGSF Attendance Management Policy](#)
 - [WGSF ICT Acceptable Use Policy](#)
 - [WGSF Equal Opportunities policy \(for pupils\)](#)
 - [WGSF Drugs and Substance Abuse Policy](#)
 - [WGSF Safeguarding and Child Protection Policy](#)
 - [WGSF Complaints Policy](#)

2. Whole-School Approach to Behaviour

- 2.1 WGSF ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.
- 2.2 Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. WGSF believes that consistent implementation helps to create a predictable environment.
- 2.3 WGSF recognises that some pupils may require additional support to meet the Schools' behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

3. Code of Conduct

- 3.1 WGSF believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The schools positively reinforce when expectations are met, and uses sanctions

as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

3.2 The WGSF community of Governors, staff, parents, and pupils adhere to:

- WGSF School Rules
- WGSF Staff Code of Conduct
- WGSF Governing Board Code of Conduct
- WGSF Parent Terms and Conditions

3.3 WGSF sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside WGSF and in any written or electronic communication concerning the Foundation. Parents are expected to support the Foundation in managing expectations of behaviour and the provisions of this policy, both at home and at school.

3.4 We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the WGSF School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

3.5 We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the WGSF Attendance Management Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

3.6 Everyone has a right to feel secure and to be treated with dignity and respect at WGSF, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Please see the WGSF Anti Bullying Policy.

3.7 WGSF is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

3.8 WGSF reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

4. Involvement of Pupils

4.1 All pupils deserve to learn in an environment that is calm, safe, and supportive. WGSF promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.

4.2 Our experience shows that the ethos of WGSF is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Councils. Pupils are regularly asked to provide feedback on their school's behaviour culture and their own experiences of behaviour.

4.3 The schools support all pupils as they transition through the school, from the day they start at school to the day they leave, to achieve the behaviour standards. The schools will ensure

that all new pupils (including EYFS pupils) are aware of the behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the WGSF Behaviour Management Policy, uphold the School Rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

5. Involvement of Parents and Guardians

- 5.1 The role of parents is crucial to the schools developing and maintaining good behaviour. Parents who accept a place for their child at WGSF undertake to uphold the Foundation and School's policies and regulations, including this policy, when they sign the Parent Terms and Conditions (Parent Contract).
- 5.2 WGSF values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, WGSF expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. The Foundation encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.
- 5.3 In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies:
- Police
 - Social Services
 - CAMHS
 - Charitable organisations
 - Educational Psychologist
- 5.4 The School has a number of support systems in place to meet the needs of all pupils. These include
- Zones of Regulation
 - 'Girls on Board'
 - Peer Mentors
 - Welfare Officer and Mental Health Leads
 - Peer Mentors
 - Mental Health First Aiders
 - ELSA (Emotional Literacy Support Assistant) sessions
 - Lego Therapy
- 5.5 WGSF welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

6. Unexplained Absences

- 6.1 We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the Foundation's safeguarding obligations, and the WGSF Missing child Policy and WGSF Attendance Management Policy.
- 6.2 Please note that it is usually the Governors' policy not to allow holidays to be taken during term time unless in exceptional circumstances.

7. School Rules

- 7.1 The School Rules are designed to encourage positive behaviour and self-discipline. A copy of the WGSF School Rules are in Appendix 1 to this policy and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

8. Promoting Good Behaviour

- 8.1 WGSF believes that acknowledging good behaviour encourages repetition and communicates the schools' expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

- 8.2 At WGSF we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils by:

- verbal praise (for the younger pupils we praise in public and remind/reprimand in private);
- modelling the behaviour we expect;
- communicating praise to parents via phone call or written correspondence;
- certificates, stickers (for younger pupils), prize ceremonies or special assemblies;
- termly class awards, Head Hot Chocolate Friday, star of the week (for the younger pupils);
- positions of responsibility, such as being entrusted with a particular decision or project;
- house points;
- whole-class or year group rewards.

- 8.3 The Schools select prefects and leaders in recognition of academic efforts and dedication to supporting others. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

9. Responding to Misbehaviour

- 9.1 When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

- 9.2 The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School.
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk.

- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and re engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

10. Sanctions

- 10.1 It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.
- 10.2 The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.
- 10.3 Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the [Human Rights Act 1998](#) or [European Convention on Human Rights](#). For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.
- 10.4 Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.
- 10.5 Examples of sanctions that are used in the School include:
- verbal reprimand and reminder of the expectations of behaviour from a member of staff;
 - de-merits / points etc.
 - letter / phone call to parents to advise of the misbehaviour;
 - referral to other staff (e.g. WGPPS Head, Head of Year etc.);
 - additional schoolwork or repeating unsatisfactory work until it meets the required standard;
 - the setting of written tasks as punishments, such as an account of their behaviour or essays;
 - detention (at lunchtime, after school or on Saturdays for senior section pupils);
 - withdrawal of privileges (e.g. losing some playtime at lunch or break);
 - regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
 - withdrawal from a lesson, school trip or team event; or
 - suspension for a specified period (fixed term exclusion);
 - required removal from school, or permanent exclusion - please see the separate WGSF Exclusions (permanent) and Required Removal Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

- 10.6 Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose any of the sanctions above. Repetition of misbehaviour will be reported to the

Head of Year / Director of Pupils and to the pupil's Form Tutor / Class Teacher and may lead to further sanctions. **See Appendix 2 for EYFS - Year 6 class behaviour system.**

- 10.7 In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the [Equality Act 2010](#). Please see the section below on SEND.
- 10.8 The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the WGSF Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 10.9 The School has a confidential central register (CPOMS / SIMS) of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

11. Supporting Pupils Following a Sanction

- 11.1 Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:
- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
 - a phone call with parents.
 - inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
 - inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL); or
 - considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

12. Serious Misbehaviour

- 12.1 The WGSF Exclusions (permanent) and the Required Removal Policy' and the Parental Contract (Terms and Conditions) are available on the Foundation website. All parents and pupils should be aware of the more serious sanctions, including "suspension" (the exclusion of a pupil for a fixed period of time) and "permanent exclusion", that the Executive Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:
- drug abuse;
 - alcohol and tobacco abuse;
 - theft;
 - bullying (including cyber bullying, prejudice-based and discriminatory bullying);
 - child on child (including online) abuse;
 - physical assault/threatening behaviour;

- fighting;
- sexual violence and sexual harassment;
- racist, sexist, misogynistic, transphobic or homophobic abuse;
- sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- damage to property; and
- persistent disruptive behaviour.

- 12.2 Whilst permanent exclusion is not generally an appropriate sanction for minor incidents, in such cases of repeated breach, a suspension may be given.
- 12.3 Suspension away from school would be for a period not normally exceeding 5 school days. If the Executive Head considers that the investigation cannot be completed within the period of the initial removal, they may extend the suspension by no more than a further period of 10 school days (with the consent of the Chair of the Education Committee). If a suspension is subsequently imposed, time already spent out of lessons may, at the Executive Head's discretion, be counted towards the length of the suspension period.
- 12.4 Where school activities take place within the suspension period (including outside normal school hours) the pupil should not normally take part in such activities.
- 12.5 Appropriate work should be provided to the pupil from the outset of any removal from lessons. In particular, any pupil coming up to examinations should be provided with clear direction or an appropriate programme of study, including the marking of work, where appropriate. Details of work set or relevant study guidance given should be included in the record of the exclusion process.
- 12.6 Permanent Exclusion or Required Removal in accordance with the WGSF Exclusions (permanent) and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings. The School may be required to permanently exclude a pupil in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify permanent exclusion even where a pupil has not been previously suspended or disciplined.
- 12.7 WGSF takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate WGSF policies and procedures, in particular the WGSF Safeguarding and Child Protection Policy and the WGSF Low Level Concerns Policy.
- 12.8 Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, WGSF reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, the WGSF Safeguarding and Child Protection Policy and the WGSF Exclusions (Permanent) and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

13. **Removal from Classrooms**

- 13.1 Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

- 13.2 Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.
- 13.3 As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.
- 13.4 Removal will only be used for the following reasons:
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - to allow the pupil to regain calm in a safe space.
- 13.5 Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.
- 13.6 Staff supervising areas used for removal will be suitably trained in both this Behaviour Management policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.
- 13.7 When the conduct of a pupil within a lesson is not acceptable due to the excessive disruption caused to the rest of the class or on health and safety grounds, that pupil can be asked to leave the lesson. The pupil should be escorted to the Head of Department or another teacher in the department (Senior Section) or another teacher / the School Office (Prep/junior section) who is able to supervise the pupil for a short period of time. Alternatively, if no other teacher is available, or if it is felt more appropriate, the pupil can be sent to the School Office. The School Office will then place the pupil in an appropriate waiting area and contact a member of SLT who will then deal with the pupil.
- 13.8 The teacher sending the pupil out or another member of staff should notify the office by telephone or email that the pupil is on route before the pupil leaves their care. This is to make sure the welfare of the child is protected and pupils who are potentially upset or angry are not left to wander around the site without an appropriate level of care and supervision.
- 13.9 Where a member of staff is not happy to send a child unaccompanied they should request via the office in the initial phone call that the child is collected. In a serious situation, a member of staff may contact the office directly to request the attendance of a member of SLT or a senior pastoral leader and the response to that situation will be prioritised by the relevant member of staff.

14. Preventing Recurrence of Misbehaviour

- 14.1 The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.
- 14.2 Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

14.3 Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

15. Contextual Safeguarding

15.1 Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the WGSF Safeguarding and Child Protection Policy and discuss their concerns with the School's DSL, without delay.

15.2 The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly

16. Special Educational Needs and Disabilities

16.1 The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the School, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

16.2 The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes the following reasonable adjustments for pupils with SEND or certain health conditions:

- Regular opportunities for regulation breaks during the school day.
- Provision of a 'safe space' in which to emotionally or physically regulate.
- Dissemination to staff of information pertinent to a pupil's Special Educational Need or disability.
- The use of a time out card when needing to leave the classroom to regulate.
- Where possible, alternative spaces to access food/eat lunch.
- The use of a behaviour support plan where necessary.
- Additional support in the understanding of rules and expectations.
- Adjustments to school routines (eg. start time, break and lunchtime, leaving lesson earlier).

16.3 Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

16.4 We are mindful that not all pupils requiring support with behaviour will have identified SEND.

17. Misbehaviour Outside of School or Online

17.1 WGSF has the power to sanction pupils for misbehaviour outside of the School premises to such an extent as is reasonable.

17.2 On occasion WGSF may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

17.3 This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

17.4 Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

17.5 Serious misbehaviour outside of the School (including online) will be dealt with in accordance with this policy and the WGSF Exclusions (permanent) and Required Removal Policy.

18. Detention

18.1 All SLT and pastoral staff have authority to issue a detention to pupils, including same-day detentions and detentions that take place outside of school hours.

18.2 Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

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

19. Use of Reasonable Force

- 19.1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.
- 19.2 Like all Schools, WGSF reserves the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
- Committing any offence;
 - Causing personal injury to any person (including the pupil themselves);
 - Causing damage to the property of any person (including the pupil themselves); and
 - Prejudicing the maintenance of good order and discipline at the School.
- 19.3 The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.
- 19.4 All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised to always use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:
- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
 - The chances of achieving the desired result by other means; and
 - The relative risks associated with physical intervention compared with using other strategies.
- 19.5 Every member of staff will complete the necessary recording documentation indicating physical contact or restraint has been used immediately after they have needed to restrain a pupil physically. This can either be a self referral or on the positive handling reporting form.
- 19.6 The School has a confidential register on CPOMS which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this information centrally on CPOMS so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.
- 19.7 In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

- 19.8 We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Further information can be found in Appendix 3: Use of Reasonable Force.

20. Searching

- 20.1 WGSF reserves the right to search pupils and their possessions.
- 20.2 The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.
- 20.3 The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the WGSF Safeguarding and Child Protection Policy.
- 20.4 The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:
- Knives;
 - Weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic or offensive images; or
 - Any item banned by the School Rules (including electronic devices).
- 20.5 Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.
- 20.6 The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.
- 20.7 The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

21. Confiscation

- 21.1 A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

- 21.2 Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.
- 21.3 Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.
- 21.4 In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.
- 21.5 Where a search identifies an item banned under the WGSF School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.
- 21.6 School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.
- 21.7 Electronic Devices
- 21.7.1 Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.
- 21.7.2 Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding and Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.
- 21.7.3 If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.
- 21.7.4 The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.
- 21.7.5 If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to

delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the WGSF Exclusions (Permanent) and Required Removal Policy, where appropriate.

- 21.7.5 In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the WGSF Safeguarding and Child Protection Policy.

22. Teaching and Learning

- 22.1 WGSF aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.
- 22.2 In the event of a pupil in the Senior Section struggling with school work, the School will contact parents, and will aim to distinguish between difficulties caused by a pupil's behaviour or lack of engagement with studies and those caused by a pupil's lack of ability, and to identify the extent to which the difficulties are compromising the progress of the pupil and / or other pupils.
- 22.3 The School will determine whether the pupil's approach to school work, including lessons, is considered serious enough to trigger a review of either a pupil's suitability to progress to the next year or the School's willingness to permit the pupil to continue in the school.
- 22.4 In such circumstances, pupils and parents will receive notice of what a pupil must do to improve, an indication of the timeframe during which the improvement must happen, and guidance which will be offered to the pupil. The Head may, at their discretion, require the removal of a pupil who does not respond to such intervention.
- 22.5 It is typical that pupils in the Pre-Prep and Junior Sections will usually wish to complete work to the best of their ability. Unsatisfactory work is only rarely a result of a younger child's unwillingness to complete it. Parents are expected to support their child's learning at home (e.g. by listening to their child read, supervising homework, checking that homework is being completed appropriately, helping learn lines or songs for a performance, etc.) and will be asked to cooperate with the School to this effect. Sanctions for late, incomplete or poorly presented work may be applied for persistent offences, but generally only after discussion with parents.

23. Complaints

- 23.1 We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Policy (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the WGSF will handle it. We will also send you a copy of the WGSF Complaints Policy on request.

24. Monitoring and Review

- 24.1 The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.
- 24.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.
- 24.3 Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources:
- behaviour incident data, including on removal from the classroom;
 - attendance, permanent exclusion and suspension data;
 - incident of searching, screening, and confiscation; and
 - anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.
- 24.4 This policy is reviewed and updated at least annually and endorsed by the Governors.



Wakefield Grammar School Foundation

The School Rules

These rules are reviewed every year by the Deputy Head and Director of Pupils (Senior Section) and Director of Pupils (Preparatory Section)

SCHOOL RULES 2025-2026

1. General

These rules are not intended to be totally comprehensive. They exist to facilitate the good running of the school and the well-being of the individuals within it, and to enable the community of Wakefield Grammar School Foundation to work together in a positive and harmonious fashion. Pupils are expected to display good manners, common-sense, honesty and, in particular, care, kindness, respect and consideration for others at all times. If there is no specific rule covering a particular circumstance, their actions should be governed by these characteristics.

In general, School Rules apply:

- Throughout school hours
- On the way to and from school
- To pupils wearing school uniform
- To pupils participating in any school group or activity, including those taking place off-site.

Pupils should also be aware that the school may be required to take a view on incidents that have occurred outside the times or circumstances outlined above as their actions outside school may still, for example, bring the school into disrepute or have a negative effect on other members of the school community. One example of this would be the posting of offensive or unpleasant material, including about another pupil, on a social networking site from a device at home.

Compliance with the School Rules currently in force, together with those amendments which are made from time to time, is a condition of a pupil's continued membership of the school.

Any action which is prejudicial to the good order, or the good name of the school, will be regarded as an offence against school discipline.

Pupils must walk sensibly from room to room, keeping to the left along corridors and staircases. They must treat the school facilities, buildings and general environment with care at all times. Consideration for others also includes not dropping litter.

On the way to and from school, pupils must be properly dressed and treat the general public with courtesy and consideration. Pupils representing the school should treat

visitors and opponents courteously, doing everything possible to enhance the good name and reputation of the school.

Pupils must arrive fully equipped to learn. This includes carrying a pencil case with the equipment they will need for all lessons - including specialist provision e.g. calculators. They must have 3 working pens at the start of each day so that learning is not disrupted.

Younger children within the Foundation

Rewards are more effective than punishment in motivating pupils and the Foundation is committed to promoting and rewarding good behaviour. A system of rewards and support applies across the entire range of pupils. It seeks to create and reinforce positive relationships between all members of the school community, and the wider community it serves. It also endeavours to promote respect for personal and communal property.

Golden Rules reflect the conduct and behaviour that is expected of the pupils at all times, they are:

- Be kind and helpful
- Be thoughtful
- Do work hard
- Be honest
- Do listen
- Do look after property

2. Relationships

A major strength of this school is the relationships that pupils have with each other and with the staff. This generates a sense of community, pride and loyalty and it is something that will be consistently promoted in lessons and in activities in and out of school. Pupils must care for each other and treat each other with kindness, tolerance and respect, and where they do not they can expect to be challenged. For repeated incidents or one off isolated and serious incidents, pupils can expect serious consequences in terms of disciplinary sanctions. Unkindness, or bullying, can do serious damage to an individual and therefore we all have a collective role to play in making sure that every person in our community can rely on being respected, treated fairly and with kindness.

Pupils, you can help to make sure this happens, every day, by:

- Making the right choices about the language you use, either verbally or electronically, when communicating with other people
- Remembering that intervening to stop another pupil being treated badly, rather than choosing to be a “bystander”, is always the right thing to do. Don’t turn a “blind eye” to unkindness, wherever you see it.
- Understanding that if you become aware that somebody else is unhappy or being treated badly, the right thing to do is to tell somebody who can help that pupil, immediately – for example a teacher, a senior prefect or a parent.
- Remembering that treating other people well, and with kindness, is important not because it is in the School Rules, but because it is the right thing to do.
- Understanding that poor behaviour towards other members of the school community, either face to face or using social media or electronic equipment, will be dealt with whether it happens in or out of school because the negative impact on individuals is the same.

3. Attendance

Every pupil is required to be in attendance on all school days unless they are prevented by ill-health or other unavoidable cause. Any request for a pupil to have leave of absence from school must be made by a parent in advance to the Head for approval. Requests by email are acceptable and should be sent to the school office at QEGS: qsoffice@wgsf.net and WGHS: wsoffice@wgsf.net.

Term dates are published at least one year in advance and parents are particularly requested not to take family holidays in term-time.

Leave of absence may be granted for reasons of health, on compassionate grounds, or on grounds of educational benefit. Following absence due to illness or other unavoidable cause parents must send an email with the details to the School Office with the name of the pupil and Form Tutor clearly displayed in the e-mail subject. In addition, parents are asked to telephone the School Office on each morning if the absence extends to confirm that their child will not be attending. In the event of prolonged absence due to illness, medical advice from a health professional may be required. If a pupil is not fit to take a full part in school life and activities, this must be stated clearly in a letter or e-mail by a parent.

All pupils are expected to attend punctually and Senior Section pupils should move at 8.35am to the appropriate room for registration at 8.40am. If they are late, they should go to Reception at the School Office and sign in using the Inventory system. Sixth Form pupils can sign in using the Inventory system in the Sixth Form Centre.

Pupils must attend assemblies, tutorial periods and all timetabled periods and other school commitments. They are obliged to take part in games and other out-of-school activities, as required by the Head, and to attend for rehearsals, practices, matches, etc. on school days, and at weekends, unless specifically exempt.

During normal school hours, pupils below Year 12 must not leave the premises at any time without specific permission from their Head of Year or Form Tutor. Year 12 and Year 13 pupils may leave the school site at lunchtime (13.00 -14.05) and, as directed by their Head of Year, if they do not have a lesson; they must sign out and in using one of the Inventory Systems either at the School Reception or the Sixth Form Centre.

4. After School

All pupils are expected to leave the school buildings by 4.15pm. After that time a pupil should either be in a designated school activity under the direction of a member of staff or they must go to the Learning Hub. They cannot wander around the school or wait in the school yard / quad. When a designated activity finishes, pupils should either go straight home or go to the Learning Hub.

Parents who wish their child to make use of the Learning Hub / Library after school should email the School Office, outlining their request with the name and tutor group of their child. Their name will then be added to the Learning Hub / Library lists. It must be stressed that the Learning Hub / Library will be staffed by the library staff during this time. It is not staffed by teaching staff and should not be seen as an organised club or supervised activity.

Any pupil using the Learning Hub / Library at this time will be expected to abide by the rules of the Learning Hub / Library and follow the directions of the library staff on duty. Failure to do so will see them being asked to leave.

QEGS

The Learning Hub will close promptly at 5.30pm after which time no pupil should remain on the school site. Any remaining pupils will be escorted by the Learning Hub Manager to join OWLS in the Junior Section where they are supervised until the facility closes at 6pm.

Parents collecting their children from the QEGS Learning Hub should enter the school via the entrance off College Grove Road adjacent to the Savile Building.

WGHS

The Senior Section Library will close promptly at 6.00pm after which no pupil should remain on the school site.

Junior Section pupils will be combined with the WGPPS After School Care and therefore all girls attending WGHS Junior Section After School Care will be collected by parents from WGPPS by 6pm.

5. School Bounds

Pupils in Years 7-9 are normally expected to take breaks outside and ideally should not remain in the buildings during either break or the lunch hour, though it is recognised that sometimes the weather can make this impractical. Form rooms should be seen as classrooms in which the pupils meet their tutors, not social areas. No pupil should enter a form room just to see a friend. Pupils in Years 10-13 have greater freedom in this respect, and may choose to spend time in their form rooms or in social areas designated to them if they behave appropriately. Where pupils do not approach this positively, the privilege may be removed. In wet weather, general permission to enter form rooms may be given by a member of staff on duty or a member of the SLT.

- Pupils must use the designated crossings to access the school gates.
- Pedestrian access to the school site is via main pedestrian gates, not via vehicle entrances.
- Access to the school playing fields is via the gate at the back of the Sports Hall. Care must be taken when crossing the road.
- There are a number of vehicles parked towards the edges of the Foundation schools' site. Pupils must not play between these vehicles, or immediately behind them.
- The QEGS Junior Section games field is not to be used unless permission is given by staff.
- When playing ball games in the playground it should be remembered that others should not be inconvenienced or the buildings damaged. Tennis balls only, or standard tennis ball size equivalents, may be used. Leather or synthetic footballs or rugby balls are not permitted at any time due to the glass around the yard area, staff may give pupils permission to use lightweight "air balls" but this is at the discretion of the member of staff on duty on that day.

6. Dress and Appearance

Pupils should always be clean, neat and properly dressed, maintaining a high standard of appearance.

Blazers carry the School badge. Pupils in Years 12 and 13, instead of the school blazer and trousers/skirts, may wear a suit of their choice. The suit must not have any extreme patterns and the desired appearance is that of a smart, business-like professional in a working environment rather than trying to stand out with extreme or unusual styles or colours. If there are concerns about deciding what may be suitable it is always advisable to seek advice from the Deputy Head before making what could be an expensive purchase. Shirts must be tucked in and for boys, shirt top buttons must be fastened and ties done up at all times.

QEGS

- In Years 3-11, shirts must be plain and white. Denim is not acceptable.
- In Years 12 and 13, shirts may be blue or white, a pin stripe is also acceptable, but shirts with different coloured collars to the main colour of the shirt, or those that are patterned, are not. Denim is not acceptable. Formal School occasions will require a plain white shirt. Short or long sleeves are acceptable.
- In the senior section, Senior School ties only may be worn. However, pupils representing the County (or higher) may wear the relevant honours tie, and the Head Boy/Deputy Head Boys and Senior Prefects have their own ties. School colours ties and the wide range of other achievement or award ties may also be worn.
- In the junior section, the standard school tie should be worn. There are specific ties for certain positions of responsibility, including Prefects and House Captains/Vice Captains.
- Socks must be plain and preferably dark colours.
- Shoes must be plain black and not in any extreme style. Please avoid shoes which are designed to look like trainers which do not look smart. Boots and training shoes, suede and patent leather are not permitted. In the Sixth Form, brown shoes are permitted if of a smart, business-like appearance and in line with the other requirements above.
- In Winter, pupils in Years 3-11 may wear the QEGS grey jumper with gold trim under their blazer.
- Pupils in Years 12 and 13 may also wear a plain v-neck sweater, in a sensible colour, under their jackets. The tie should be clearly visible above the v-neck.
- In the senior section, coats, if worn, must be as plain as possible. Jackets such as the waxed or quilted types in plain colours, are seen as both smart and sensible given the typical UK climate. Sports tops, tracksuits and hoodies are not acceptable as coats over school uniform or suits.
- In the junior section, the regulation school coat should be worn.
- In extreme cold weather, and particularly in icy or snowy conditions, parents and pupils should make appropriate decisions about footwear, the safety of their

children being the key factor. In these conditions, boots, wellingtons or stout walking shoes would be perfectly acceptable, along with additional layers. It is recognised that some pupils make long journeys to school, and conditions will differ across the Yorkshire area – safety is always important and can, where necessary, be prioritised over the standard uniform requirements.

- In the summer, or in other particularly warm weather, “Shirt Sleeve Order” may be advised by the Deputy Head. In this case, pupils may remove both their ties and jackets (not just one or the other) and should leave them in their lockers for the day. This decision is made on a daily basis, and will be passed on to the pupils via Form Tutors or other staff - pupils should always arrive at school in full uniform.
- Pupils are not permitted to wear earrings, piercings or other jewellery in school.
- Pupils must be clean-shaven, unless given permission to grow facial hair on religious grounds or for other reasons.
- In Years 3-11, highlights, artificial colourings, etc., are not allowed and hair should not be significantly below the collar line. Longer hair, where permitted, will need to be tied back for safety reasons in certain situations. While pupils in Years 12 and 13 are given slightly more latitude, hairstyles must be tidy and clean and the school reserves the right to insist on a pupil altering their haircut if it is judged unsatisfactory. Pupils are advised, if they are in any doubt, to consult the Deputy Head before going to the hairdresser for a significant style change, particularly if this involves colouring or more extreme styles. His ruling about what is acceptable is final.
- Pupils may be asked to remove watches and wrist bands in workshops and laboratories for safety reasons.
- Only school regulation PE and games kit may be worn.
- Parents are asked to label all items of school uniform and equipment very clearly - pupils will be responsible for finding any lost property.

WGHS

- Only school regulation uniform should be worn (please refer to the [website](#))
- Skirts length should be at the knee
- Blazers must be worn at all times unless permission is given to remove
- Black shoes (open or closed) with no discernable logos on must be worn
- Hair may be worn down. Hair bobbles to be worn during practical lessons
- Y7-Y9 - one ear stud piercing can be worn
- Y10-Y11 - two stud ear piercings can be worn
- No false eye lashes should be worn
- No jewellery should be worn

- Only school regulation PE and games kit may be worn.
- Parents are asked to label all items of school uniform and equipment very clearly - pupils will be responsible for finding any lost property.

7. Work, Private Study and Examinations

Pupils are expected to complete all study tasks and work set by teaching staff to the best of their ability without recourse to the work of other pupils. It should be their own work and reflect good effort and careful presentation. If in doubt, assistance must always be sought from the teacher concerned.

During study periods, pupils should be working or reading quietly. Pupils may not leave the school premises during any study periods.

The school issues complete instructions for all school and public examinations. These must be strictly adhered to and the instructions of the Examinations Officer must be obeyed at all times.

8. School Information Booklet

KS3 pupils and pupils in KS4 and KS5 who request one are issued with a School Information Booklet which details useful information, including; School Map, DSL team, Week A&B rotations and staff contacts.

9. Damage

All School property should be treated with the utmost respect at all times. We understand that accidents can happen but where it is deemed that poor behaviour or choices have led to the damage, pupils must expect to contribute to the costs for which they have been responsible. Where damage is deemed wilful, additional disciplinary sanctions are also likely to apply. Pupils must report any damage to their Form Tutor.

10. Personal Property

Respect for the individual and for individuals' property and possessions is a prerequisite of attendance at WGSF.

- All clothing, shoes and personal property must be clearly marked with the owner's name or initials. Valuables should not be brought into school but where this is unavoidable staff will always try to keep pupils' property for them if requested.
- The school will not accept responsibility for pupils' property which is lost or damaged and pupils should give serious thought of bringing in high value and unnecessary items to school, particularly sums of money over and above the typical sums required by the pupil during a normal school day for travel or other expenses. In exceptional situations or circumstances that can not be avoided where a pupil needs to bring in larger sums of money in cash, we request that parents make specific arrangements in advance with the school to look after this money securely on behalf of the pupil and that parents do not require pupils to carry large sums of money with them during the school day.

- Valuables, including cash, mobile phones and wallets must not be taken to PE or games. Valuables MUST be left in a pupil's secured locker before proceeding to the Sports Hall or Gamesfield. The school will take no responsibility for any item that is lost as a consequence of a pupil failing to secure it in their locker whenever they are using the changing rooms.
- Senior Section pupils are assigned a locker and are responsible for its condition and for making sure it is locked at all times. It should be used as much as possible to store books, clothing and other personal property. Pupils should report any damage to the locker directly to their Form Tutor. Pupils are responsible for making sure that their lockers are secured with padlocks at all times and codes for padlocks should never be shared with others.
- Any items of value found around the school should be handed in to the School Office for safe-keeping and for return to the owner.
- Air pods, or any other expensive wireless earphones, should not be brought to school or used on our site. Conventional wired earphones are cheap, freely available and come free with most devices that use audio and we encourage pupils to continue to use these.
- Theft is a very serious offence and the school will not hesitate to inform the Police if necessary. It is also likely to lead to serious consideration of a pupil's position in the school.
- Enquiries about lost property should be addressed to the School Office in the first instance

11. Bicycles and cars

Pupils and their parents should accept responsibility for any bicycles or cars that they use.

Cyclists must use extreme caution when riding their bicycles within the School grounds. Pupils may use the covered school bike rack located on the main site.

The Foundation cannot sanction the use of cars by senior pupils. Parents must take responsibility for any vehicle used by their child. Where a pupil uses a vehicle it must never be brought on to the main school site during the school day without gaining prior permission from the Deputy Head. Failure to comply with this rule would be deemed a major offence as it represents a risk to the safety of the school community.

QEGS Sixth Formers using cars can park at the Games Field but must understand that this facility may not be always available or could be removed if the needs of the school change or, for example, when a major school function is taking place. There is no automatic right to a parking space anywhere on the Foundation site for pupils.

WGHS Sixth Formers using cars can park in the Girls' Playing Fields/Pavilion but must understand that this facility may not be always available or could be removed if the needs of the school change or, for example, when a major school function is taking place. Girls can get a parking form from either their Form Tutor (as part of the Form Tutor packs) or from the office.

12. Fire Regulations

All pupils should be aware of the fire drill and lockdown procedures operated by the school and must follow these procedures in the event of an emergency. Drills are held regularly and pupils should be clear about the difference between the two types of alarm sounded, one for a fire evacuation, one for a lockdown situation.

13. Accidents

If a pupil sees an accident on or around the school premises they should go to the aid of the person concerned, and report the incident to the member of staff on duty, the School Nurse or the School Office. The School Nurse is available to deal with accidents and injuries. If the accident appears to be serious, pupils should phone directly for an ambulance, particularly if there could be a delay in getting adult help or advice.

14. Notices around school

Permission from the Deputy Head must be obtained before a pupil can display any notice around the school and notices, once expired, should be removed.

15. Mobile Phones

Years 3-6

Permission to bring a mobile phone into school may be given by the Director of Pupils (Preparatory Section) upon request. Parents are asked to write to the Director of Pupils giving reasons for why it is necessary for their child to bring a mobile phone into school (e.g. due to them travelling to school on a coach or public transport). Phones should be switched off and handed to the Form Teacher at the start of the day for safe keeping. Phones are collected at the end of the day and only switched on by the pupil after they have left the school buildings.

Years 7

Phones should be switched off all day and should remain in lockers at all times.

Years 8 and 9

Phones may be brought into school but must be switched off on entering and put away either in bags or pockets, not to be seen or in use at any point in the school day. They must only be switched on again on leaving the site at the end of the day or when waiting for collection in the Learning Hub after 4pm. Any pupil needing to make phone contact or send or receive messages to parents during the school day should go to the school office, who will make the necessary contacts on their behalf.

Years 10 and 11

Phones should be switched off all day. Use in lessons is only by permission of the teacher. Pupils who need to use their mobile phone to make a call or send messages to parents must go to the School Office and seek permission to use their phone in the reception area.

Sixth Form

Phones must remain on 'silent'. Use in lessons is only by permission of the teacher. Phones may be accessed in the Sixth Form Centre only.

As reassurance, if it is an absolute necessity, pupils in all year groups may seek permission from the school office to make an urgent call home. In addition, parents can help us by reassuring their child that any important messages from you will come via the School Office in the usual way, and any other message from you can be picked up by them at 4pm.

We politely request that you do not text your child during the school day.

15.1 Sanction Levels for failure to follow these mobile phone rules:

1. Verbal reminder about rules, assumes immediate response, phone put away – demerit/sanction point recorded.
2. Repeat incidents, or failure to respond appropriately to a request as above leads to confiscation, phone taken to School Office, to be collected at 4pm by pupil. This will be logged by the office and demerit / sanction point recorded.
3. After 3 collections from the School Office, the phone will not be released to the pupil and we will require parental collection, and a school detention will be issued.
4. Sanctions may be escalated further by HoS/SLT if the problem continues.

The taking of any photographic or video image or the recording of any conversation or lesson can only be done with the permission of a member of staff. The unauthorised use of a camera phone or other device to record video footage or audio within school is likely to be deemed a major offence, particularly if this is in a toilet or changing room or any other area where the capture of the image raises safeguarding concerns. Any use of a camera phone or camera to record audio or video must receive the prior permission of a member of staff. It is likely that a pupil filming an incident that represents a breach of school rules will receive a punishment which is at least at the same level as the pupil or pupils who carried out the offence and, where these files are distributed, the sanction could be more serious.

Attempting to gain access to, or using, a private electronic device belonging to another pupil, irrespective of the purpose it is used for, also constitutes a major offence.

Audio devices such as wireless headphones, personal stereos, iPods and MP3 players must not be used in school without permission.

16. Acceptable Use for ICT Resources

The full WGSF ICT Acceptable Use Policy policy is available at:

<https://www.wgsf.org.uk/article/about/policies>

- Pupils must only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for authorised purposes.

- Pupils must not download or install software that is not approved on school technologies.
- Pupils must only log on to the school network/ Learning Platform & Portal with their own user name and password.
- Pupils must follow the school's ICT policy (re security) and not reveal their passwords to anyone and must change them regularly.
- When communicating with members of staff, pupils must use their school e-mail address.
- Pupils must make sure that all ICT communications with pupils, teachers or others are responsible and sensible.
- Pupils are responsible for their behaviour when using the internet, including any use of social media or other messaging platforms and forums. This includes resources that they access and the language that they use.
- Pupils must not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If they accidentally come across any such material they must report it immediately to their teacher.
- Pupils must not give out any personal information such as name, phone number or address and must never arrange to meet someone unless this is part of a school project approved by their teacher.
- Images, sounds, video or other material of pupils and/or staff must only be taken, stored and used for school purposes in line with school policy and cannot be distributed outside the school network without permission.
- Pupils must ensure that their online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring the school into disrepute.
- Pupils must support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- Pupils should respect the privacy and ownership of others' work on-line at all times.
- Pupils should not request "friendships" with members of staff on social networking sites.
- Pupils must not attempt to bypass the internet filtering systems.
- Pupils should be aware that all use of the school ICT facilities including the Internet and other related technologies can be monitored and logged and these logs can be made available to teachers and other relevant parties.
- Faults must be reported to staff immediately. Under no circumstances should pupils attempt to interfere with or repair school ICT equipment.

- Pupils should understand that these rules are designed to keep them safe and that if they are not followed, school sanctions will be applied and their parents may be contacted.
- Pupils should ensure that their work does not break **The Copyright, Design and Patents law**.
- Pupils should always acknowledge the source of information (words, images etc) they use. They must not copy other people's work and pass it off as their own (plagiarism).
- Pupils should understand that if they access files that are not their own (hacking) they could be in breach of the **Computer Misuse Act 1990**.
- Pupils must use the network and technology responsibly, e.g.:
 - I will think and then preview before I print.
 - I will regularly review my files and delete them when they are no longer needed.
 - I will only store school-related files and images on the school network.
 - If I bring a mobile device into school I will use it responsibly to support my learning.
- Use of school ICT systems for illegal purposes or purposes not agreed by the school could lead to a criminal prosecution. [Computer Misuse Act 1990].
- Pupils can obtain more information or advice about these rules from the ICT department.

Chromebooks

Pupils who have been issued with a school Chromebook must treat it with respect and care (as with all school equipment) and in particular:

- Pupils should think of the Chromebook as a **learning device** rather than a personal device. It should be used for school work and related activities, e.g checking school email, checking Firefly, doing research etc. It should not be used for personal activity and the Chromebook is subject to the same type of filtering and monitoring as devices in school.
- Pupils may only use their Foundation Google account, not a personal one, to log into the device.
- Pupils are expected to bring their Chromebook to school every day. If a pupil forgets their Chromebook, they may be able to borrow one from ICT Support, but this would count as an infringement and will be logged as such.
- When not in use, e.g. during Games, the Chromebook should be **locked** in the pupil's locker for safety. This will require some organisation at lunchtime and on Assembly days. Each pupil is expected to make sure their Chromebook is fully-charged (min 80% charged) before they come to school. Pupils must not plug a Chromebook into charge in school with their own charger (the charger should be left at home). If a Chromebook does require charging, please consult ICT support in the first instance.
- If a pupil loses / damages their Chromebook, or if it is stolen, they should **report it immediately** to ICT support and their Form Tutor.

- Pupils should not personalise their Chromebook - it has been issued with individual name and ID stickers which **must not** be removed.
- Pupils must not damage the chassis or casing of the device by engraving or permanently marking the Chromebook in any way.
- Pupils should always follow their **teachers' guidance** and instructions when using their Chromebook in and out of lessons.

17. Major Offences (inc. prohibited items)

This section is not an exhaustive list but includes typical examples of behaviour that could lead directly to a fixed term or a permanent exclusion, whether they are isolated incidents or part of a wider pattern.

The capture of video or audio files is forbidden on site and on any school visit or trip unless it is specifically authorised by a member of staff. Where these files are captured in sensitive areas, including toilets, changing rooms and sleeping accommodation on school trips, the consequences are likely to be far more serious and may require the involvement of external agencies.

Smoking, vaping, gambling and bringing alcohol onto the site, or consuming alcohol on the school site, are forbidden.

A pupil who is found in possession of drugs (including medication not approved or handed to the School Nurse) or related illegal substances are likely to be required to leave the school immediately and the Police informed. This includes New Psychoactive Substances, formerly referred to as "legal highs".

Dangerous items, including those items specified by DfE in their [Behaviour in Schools guidance](#) (e.g. knives or improvised sharp objects, fireworks, laser-pens, replica or real guns or air-guns) should never be brought to school unless this is approved and part of an authorised activity with permission from a senior member of staff. Where permission is granted, for example a QED/EDGE activity, it is still likely to be the case that travel on public transport or school buses with such items is not acceptable and the items would require dropping off by an adult at reception for a member of staff to take charge of until the activity takes place.

Buying and selling on the school premises is forbidden unless it forms part of an authorised activity, for example a charity fundraising or enterprise initiative.

Pupils who post offensive comments, comments contrary to the ethos and values of the school, even where those comments are not directed at an individual, or accusations or allegations about any other member of the school community in a public forum, for example on a social networking site, should expect the school to treat this as a serious matter, along with any other behaviour that is likely to bring the school into disrepute. This includes where this material is sent to limited or closed message groups, such as those available on WhatsApp and other messaging platforms. In addition, the use of electronic devices or social media to distribute offensive, inappropriate or illegal files (still images, text, video or audio) is a matter regarded as both extremely serious and one that could require the involvement of other external agencies, such as the Police or Social Services.

Racist, homophobic or any other bullying or extreme language in relation to protected characteristics, and any form of sexual harassment or harmful sexual behaviour is likely to be considered a major offence as well as being a safeguarding concern.

Deliberate, planned damage to the fabric or environment of the school site, such as the deliberate and malicious blocking of plumbing and toilet facilities, extensive graffiti or the deliberate triggering of fire alarm or other evacuation systems, or triggering them through carrying out other unauthorised activities, is likely to be considered a major offence because of the impact on other members of the school community and also emergency services.

The school always reserves the right to take a view on the conduct of pupils outside school, and pupils found guilty of criminal offences of any type, including hate crime, could face action in school if it is felt that they have either brought the school into disrepute or represent a risk to the school community.

18. Sanctions

Instances of poor work or behaviour will usually be dealt with by the member of staff responsible for the lesson or activity. More serious breaches of School Rules may be referred to the Form Tutor, Head of Department, Head of Year, Head of Section or Senior Leadership Team as appropriate.

Suitable measures will be taken and may include placing a pupil in a School Detention, a Saturday Detention or other sanction deemed applicable at the time. Pupils should always remember that attempting to deceive staff during an investigation into an incident is likely to lead to a more serious sanction being applied than the one that would have been applied if they had been honest and co-operated with the member of staff involved.

A pupil may be withdrawn from lessons internally in school or at home, suspended pending further investigation or for pastoral reasons, or required to serve a fixed term exclusion by the Head, Deputy Head, any member of the SLT or by a Head of Section or Year. They can also be permanently excluded by the Head, when, in his opinion, permanent removal from the school is necessary for the continued good order or well-being of the rest of the school community.

19. Paid Employment

Because of the possible detrimental effect that evening or weekend jobs could have on a pupil's work or ability to complete work, parents should consider this carefully, and, where they are unsure, seek advice from the pastoral team at school. Many pupils manage their time effectively, and it is accepted that there are many positives that can come from a part time job, but care should be taken to balance priorities, particularly for pupils taking courses leading to external exams in KS4 or KS5.

Most pupils in Years 10-13 should be able to balance a part time job with limited hours with their school work - problems arise when the job requires many hours over several days or evenings a week and in particular where these hours are focussed late in the evening, for example bar work or work in clubs.

20. Emergency

In the event of an emergency, pupils should immediately contact the nearest member of staff, the School Office or the Emergency Services directly. An emergency is any

event that potentially puts anybody in the school community at significant and immediate risk.

James Harris, Deputy Head and Director of Pupils (Senior Section)
Sam Rowley, Director of Pupils (Preparatory Section)

September 2025

Appendix 2: Class Behaviour System

EYFS and Key Stage 1 (Year 2)

EYFS and Key Stage 1 operate a system in each class whereby warnings are given for behaviour. Each class will have their own themed display (ie an aquarium/football pitch). Children will have their own avatar with their photo displayed.

A child who is displaying unwanted behaviour will receive 3 warnings. It will be explained to the child using the language as detailed below (reminders)

The teacher will privately keep track of the warnings. If the child has 3 warnings, their avatar is removed from the display. If 3 warnings have been given, this information is shared with parents via the school journal.

This information will be recorded and collected every week on CPOMS (our school reporting system). This will be analysed weekly and tracked to highlight children who are finding conforming to the school behaviour expectations difficult.

All children in the class are expected to conform to the class and school behaviour expectations and support and work together as a team to ensure they are maintaining class behaviour and being positive role models to younger children in school.

Logical Consequences

Stepped Restorative Strategies - Use child's name, on their level, eye contact, deliver message	
REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me wonderful walking. Thank you for listening.'
WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

THINKING TIME	I noticed you chose to (noticed behaviour) You need to (Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ have 2 minutes time out to reflect etc) I will speak to you in two minutes EYFS may also use Time In strategies to direct a child to be with an adult to model the behaviour expected. Example - 'I have noticed you chose to use unkind words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'
SUPPORT FROM SLT	If a child is still not responding to the teacher's expectations despite thinking time and time away, the teacher/TA will send for support from the year group lead. The year group lead will take the child out of the class to discuss their behaviour in private. If year group leads are not available please send a child down to the office to request Head or Deputy. At this point, the parents must be informed.
FOLLOW UP – REPAIR & RESTORE	What happened to you? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make other people feel? Who has been affected? How can we do things differently? What might be a good choice? What should we do to put things right? – Choose a Logical Consequence to repair and restore the negative behaviour E.g. thrown something – pick it up Been offensive – apologise verbal or written Graffiti/broken something – clean it up/fix it Sanctions should • Make it clear that unacceptable behaviour affects others and is taken seriously • Not apply to a whole group for the activities of individuals. • Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure Sanctions need to be in proportion to the action It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.
Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents. Parents will be informed of any repeated warnings via the school journal. They will be spoken to about significant incidents, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.	

The school uses the following approaches unless the child's behaviour is putting another child at risk or they are acting unsafely. Safely will always take precedence.

RIP - Reprimand in private

PIP - Praise in public

Key Stage 2 (Years 3-6)

A total of 5 behaviour points: A meeting between pupil and DoS as a Verbal Warning and a phone call home. There would also be a consequence of losing some breaktime and/or lunchtime.

A total of 6 behaviour points: A meeting including parents, DoS and the pupil. There would also be a consequence of losing some breaktime and/or lunchtime.

	Description/possible reasons	Point	Consequence
UNKIND/ UNHELPFUL	Unkind or Unhelpful - Saying or doing things that could reasonably be perceived to be unkind and which have caused upset for another pupil - Not sharing communal equipment fairly and according to the teachers instructions - Talking back to an adult/ rude responses	1	Point awarded on SIMS and visible on Firefly
CLASSROOM	Not listening well/not working hard - Repeatedly being distracted by other things - Repeatedly being distracted by other pupils - Repeatedly distracting other pupils - Repeatedly shouting out - Continuing a conversation with another pupil despite being asked to stop - Deliberately disregarding instructions		
PROPERTY	Not looking after property - Intentionally or recklessly losing the property of another - Intentionally or recklessly breaking/ damaging the property of another - Taking the property of another and keeping it for an unreasonable length of time Bringing in unapproved or banned items to school (A		

	rolling list to be available to parents on request).		
PEORG	Forgotten piece of kit or equipment for PE, Games or swimming x2 • Forgotten Recorder (Year 3 and Year 4) x2	1	Point awarded on SIMS and visible on Firefly
CLASSORG	Not producing, upon request, their reading book or homework diary (should be brought daily) x2 Coming to school in, or bringing to school, the incorrect clothing without prior explanation from parents x2 Late homework without prior explanation from parents x2		
HONESTY	Being Dishonest • Deliberately not telling the truth to an adult in school • Spreading a rumour they know to be false	2	Points awarded on SIMS and visible on Firefly
PHYSICAL	Not being Gentle and/or Thoughtful with physical actions for example by • Pushing/Shoving • Unwanted physical contact with another pupil		This behaviour may result in loss of some playtime at lunch or break AND / OR Referral to DoS and contact home
CONSEQUENCE	Fighting Spitting Bullying Stealing Bringing illegal items into school Repeated or 'Severe' examples of any preceding behaviour may warrant an intermediate sanction or a 5 point sanction depending on severity.	5	Points awarded on SIMS and visible on Firefly This behaviour may result in loss of some playtime at lunch or break. Referral to DoS and contact home

Appendix 3: Use of Reasonable Force Policy

Importance of prevention and de-escalation

Always try to avoid physical intervention and the use of force - particularly where the risk is not so urgent. Teachers are encouraged to use strategies other than force to diffuse difficult situations:

- Tell pupils to stop the inappropriate behaviour.
- Try to calm the situation.

Physical intervention can increase disruption or actually provoke attack. If force is necessary, the teacher should continue trying to communicate with the pupil throughout the incident, making clear that physical contact or restraint will stop as soon as it is no longer necessary.

It is crucial that the teacher take a calm and measured approach. The teacher must never appear to lose their temper, or to act out of anger or frustration simply to punish the pupil concerned.

Use of reasonable force to search pupils

Heads and staff (which 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 item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but **not** to search for items banned under the School Rules only. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the [DfE Searching, Screening and Confiscation in Schools guidance document](#) for detailed advice on searching a pupil.

Consideration for Pupils with SEN

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant persons, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, a risk assessment must be in place and where possible, mitigate risks such as through training and prevention strategies.

Recording and Reporting the use of force by members of staff

Recording the Use of Force

Incidents must be recorded by the staff member(s) involved as soon as practicable after the incident. Detailed and up-to-date records should be kept by the Leadership team on CPOMS of any incidents where force is used.

Records of incidents **must** include the following information:

- Names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The record could also include:

- property damaged during the incident
- Witnesses' accounts of what happened
- When and how parents were notified
- What follow up has taken place

Reporting the Use of Force

The following procedure should be followed for reporting each significant incident in which a member of staff uses force on a pupil to each parent of the pupil as soon as is practicable after the incident, except where:

it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to the local authority within whose area the pupil is ordinarily resident.

Note here whether phone call or email would be sent?

Parents invited in to have a follow up discussion about behaviour triggers, warning signs, agreed behaviour support, de-escalation strategies etc.?

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

The requirement to report applies even if the use of reasonable force in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Complaints and allegations

Any complaints regarding the use of reasonable force and other restrictive interventions should be dealt with in accordance with the [WGSF Complaints Policy and Procedure](#).

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in [Keeping Children Safe in Education](#) should be followed. This includes the provisions regarding suspension of staff.