



West Kirby
Grammar School

School Behaviour Policy

Statutory/Non-statutory:	Reviewed: Annually
Approved by:	Behaviour, Attitude and Personal Development Committee
Last reviewed on:	Spring 2025
Next review due by:	Spring 2026

Policy Aims

The aims of this policy are:

- to support effective teaching and learning and minimise low level disruption, through clear routines and high expectations,
- to enable all students of whatever ability, age, sex or background to enjoy their time in the school, participate in extra-curricular activities and achieve their full potential.
- to promote good behaviour, in line with the school's code of conduct, enabling students to take responsibility for their behaviour and ensuring a safe and welcoming environment.

School Values

The WKGS values are central to life at the school and, through the continuous emphasis on this, staff foster a positive culture of behaviour.

COMMUNITY:

The WKGS community instils positive behaviours such as collaboration, care and kindness. By nurturing empathy and honesty, our community values contribute to creating a compassionate and supportive environment, fostering positive relationships among students and staff.

HIGH EXPECTATIONS:

The culture of high expectations at WKGS promotes positive behaviours by encouraging pride in achievements and encouraging goal-oriented approaches. Celebrating success and striving for excellence not only enhances academic performance but also cultivates a sense of accomplishment, motivation and a positive mindset.

OPPORTUNITY:

The focus on providing exceptional opportunities at WKGS supports positive behaviours by encouraging students to discover and develop their talents. Participation in extra-curricular activities and enrichment opportunities fosters leadership qualities, teamwork and a positive sense of contribution to the school community.

INNOVATION:

The value placed on innovation at WKGS positively influences behaviours by encouraging creativity and forward-thinking. Embracing change and seeking inventive solutions to challenges nurtures a positive, adaptable mindset among students and staff, fostering a culture of continuous improvement.

CURIOSITY:

WKGS's encouragement of curiosity positively shapes behaviours by promoting a love for learning and an inquisitive approach to challenges. The emphasis on reflection and a passion for improvement cultivates positive habits such as critical thinking, self-reflection, and a proactive attitude toward learning.

ENDEAVOUR:

The culture of endeavour at WKGS positively impacts behaviours by fostering motivation, resilience, and a determination to succeed. By challenging individuals to improve and engage with tasks with perseverance, positive work ethics are cultivated, contributing to a culture of achievement and success.

School Behaviour Expectations

High standards and expectations are set and taught to students, who are to behave with care, consideration, and respect. The culture and ethos of positive behaviour is supported through clear communication. Those who meet or exceed expectations should be rewarded and those who do not follow expectations should receive an appropriate consequence.

Code of Conduct

It is expected that students of WKGS will show care, courtesy, respect and consideration for others at all times, both in and out of school. Students should be kind to one another, show consideration for others' feelings and belongings and respect one another's differences.

Attendance and Punctuality

It is essential to attend school daily. When a student is absent, parents/carers are asked to telephone the school on each day of absence to inform the school of their daughter's/son's/ward's absence. Authorised absence must be sought by parents/guardians from the Headteacher in advance for any planned absence.

Students must arrive at school in good time and should be punctual to registration. If they enter their form room after 8.50 am, they are late, and the register will be marked accordingly. If they enter the school after this time, they must sign in at reception.

Uniform and Equipment

Students are expected to look smart and wear the correct school uniform. Jewellery of any kind should not be worn. A wristwatch may be worn, smart watches are not recommended as they often prove to be a distraction. Chewing gum is not allowed in school.

Mobile phones and other devices must be switched off and out of sight in school bags during the school day.

In Lessons

Students should arrive promptly to lessons with all the required equipment, including their planner. They should enter the room quietly and immediately prepare for the lesson and focus on their work.

Students should listen carefully to their teacher and to other students, participating fully in the lesson activities and work hard on the tasks set. They should follow their teacher's instructions and must not disrupt the work of others. At the end of the lesson all students should ensure that their work area is left neat and tidy. Students must not leave the class until their teacher tells them to do so.

Around the School

Students should walk quietly and calmly around the school, keeping to the right-hand side. They must walk in silence to assembly. Students should show courtesy to others moving around the school, including holding doors open for others and waiting their turn. They should form an orderly queue whilst waiting to enter rooms.

Students should take care of the furniture and fittings of the school. They should respect the work of other students that is on display in many areas of the school. Students must follow all health and safety guidelines.

During Break and Lunchtime

High caffeine energy drinks are not allowed in school. All canteen food must be eaten in the dining room. Trays and litter should be cleared away after eating. Packed lunches may be eaten outside. No food or drink other than water should be consumed around the school. Water bottles may be filled at break and lunchtime only. All students in Years 7 to 11 must always remain on site.

Drugs, alcohol, tobacco, and vaping are forbidden in the school buildings and in the grounds of the school. Use of these substances is not allowed outside the school grounds whilst wearing school uniform.

Rewarding Good Behaviour

High levels of motivation should be developed in various ways. In particular, the achievements and contributions of students, both as individuals and groups, should be recognised and commended. This will be done using:

- individual praise – e.g. in private, in class, in assembly
- the awarding of celebration points
- postcards home praising a particular achievement
- mention in the bulletin or newsletter
- Head of Year awards
- awarding of school prizes
- presentation of Achievement Certificates
- presentation of certificates for participation or achievement in House events
- commendation to the Head of Year, Deputy Head and/or Headteacher

Celebration Points

Celebration points recognise effort, attainment and ability. A variety of certificates are awarded during the year when students achieve certain numbers of celebration points.

Celebration points may be given for:

- producing good homework
- good contribution to a lesson
- volunteering for events
- taking on other responsibility
- organising a charity event
- supporting a House activity
- acts of kindness towards peers

Sanctions

It is the school's policy to keep the use of sanctions to a minimum and whole class reviews should be avoided. Students should be encouraged to behave well towards others both inside and outside the classroom and all systems and routines should promote this. **Appendix C** outlines the staged approach to WKGS sanctions that are used to support positive **Behaviour for Learning**.

In line with the Education and Inspections Act 2006, this policy may apply for any misbehaviour when the student:

- is taking part in any school activity or
- is travelling to and from school or
- is wearing the school uniform or
- is in some other way identifiable as a student at the school, this may include activities on social media.

In addition, it will apply if the behaviour:

- could have repercussions for the running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Sanctions should be applied by staff with the following underlying principles:

Reminder: When sanctions are issued, teachers should take the opportunity to gently remind students of the school expectations. This serves as a crucial guidance moment, reinforcing the values and standards upheld at the school.

Reflection: During the application of sanctions, students are encouraged to engage in thoughtful reflection. This allows them to consider where a mistake might have occurred and understand the impact of their choices on themselves and the community. The reflection will be recorded and the reason logged.

Whilst by no means an exhaustive list, concern points are likely to be given for behaviour such as:

- school uniform infringements
- chewing gum
- inappropriate use of mobile phones or other hand-held devices
- infringements of the code of conduct
- poor behaviour in class/ low level disruption
- lateness to lessons or registration
- poor homework
- failure to give homework in on time.

Re-Set: Every sanction serves as a chance for a fresh start. WKGS believes in providing students with the opportunity to "re-set." This emphasises the importance of learning from experiences, making positive choices moving forward, and contributing to a thriving and supportive school environment.

Reflections/reviews

Reflections/reviews are linked to the recording of incidents and are given to students in a clear and consistent way. Parents/carers are informed so that we can all work together to support the students' progress.

Head of Department Reviews

If a student has been issued with multiple reflections within one subject, then they may be awarded a lunch time review with the Head of Department. This review could also be awarded if there is an escalated behaviour concern within a lesson, for example defiance, and will take place during a lunch time.

Head of Year Reviews

If a student has been issued with multiple pastoral reflections, then they may be awarded a lunch time review with the Head of Year. This review could also be awarded if there is an escalated behaviour concern, for example disruptive behaviour during break or lunch time.

Senior leadership reviews

SLT reviews may be issued as a result of a failure to modify behaviour following HOY or HOD review, but also may be given for:

- Truancy
- Rudeness to staff
- Damage to school property
- Behaviour which causes risk to their health and safety and/or education and that of others

(This is not an exhaustive list.)

Head Teacher Reviews

A Head Teacher review may be issued as a result of a failure to modify behaviour following an SLT detention, but also may be given for escalated behaviour concerns.

Twenty-four hours' notice will be given to parents for an after-school review. However, the Education Act 2011 states that schools can apply same day school reviews. Consent from parents is not required for reviews, but

when after school reviews are issued it is helpful if parents/carers acknowledge the email so that we know travel arrangements have been considered.

Report Cards

If a form tutor or Head of Year receives regular or repeated complaints about a student from teaching staff, or if multiple reflections are accrued in one half term, the Head of Year will contact parents/carers to discuss the problem, inviting them to support the school in its attempts to change behaviour. Depending on the nature of the problem, the student may be placed on report (which requires work and behaviour to be monitored in each lesson over a fixed period) or homework report (which requires homework to be monitored by teachers and parents over a fixed period of time), in order to support the student in making positive changes.

Internal Isolation

In some situations, it may be appropriate to remove a student from a class or group, or for students to be isolated from their peers, for a fixed period. For example, students who persistently disrupt lessons or form time may be removed temporarily from those lessons or form group. Heads of Year may instigate such action, in liaison with the Senior Assistant Headteacher.

Students may also be isolated whilst a reported incident is being investigated or for a fixed period due to behaviour such as:

- Walking out of a lesson without permission/ truancy
- Banned item brought into school (dependent upon banned item)
- Intimidation
- Vandalism of student/school property
- Possession of smoking or vaping materials
- Smoking/vaping
- First offence of bullying/abuse of other students

(This is not an exhaustive list).

Confiscation of Inappropriate Items

Under the Education and Inspections Act 2006, members of staff may confiscate, retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated item. For example, members of staff may confiscate jewellery worn to school and mobile phones or other hand-held devices used inappropriately. High caffeine energy drinks and chewing gum are not allowed in school and will be confiscated and disposed of if found. Members of staff may also confiscate any item which they consider to be harmful or detrimental to school discipline.

Searches

While carrying out an investigation into a reported incident it may be necessary to search the belongings of a student. The Education Act 2011 states that schools are provided with 'a power to search pupils for any item likely to cause harm or injury'. Students will be asked for their consent before this is done. If consent is refused the student will be asked to say why they have refused.

Under the Education Act 1996, consent is not required to search for

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If there are reasonable grounds to suspect that a student is in possession of any of these prohibited items, a search may be carried out of a student's coat, pockets, bag and/or locker. Any such search must be authorised by the Headteacher or a member of the management team and will be carried out in the presence of a witness.

Any prohibited items found will be retained, disposed of, or passed on to the police in line with government guidance.

Use of reasonable force

All members of school staff have a legal power to use reasonable force, within an agreed framework. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force may be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Mobile Phones

Mobile phones must be switched off and securely stored in bags during school hours. Permission from a teacher is required for any in-school phone use and should be supervised. Year 12 and Year 13 students may use phones in designated Sixth Form areas only. Students in Years 7–13 should not have ear pods in during the school day. Smartwatches are often a significant distraction and are not allowed in examinations.

Unauthorised use of mobile phones will result in confiscation, with progressive consequences. Ear pods are prohibited, and smartwatches may be removed if used inappropriately. Parents/carers should contact the school office for urgent matters, and students facing difficult circumstances can seek advice for phone use during the day through their head of year; pastoral staff will permit phone use in exceptional circumstances only. In emergencies, students should report to reception or Thrive.

When a mobile phone is confiscated, parents/carers will be notified, and it will be stored in a secure location in the school office until the end of the day and the actions will be as outlined in Appendix B:

Relationships

Healthy and respectful relationships are discussed as part of the Personal Development Curriculum. School leaders create a culture where child on child sexual harassment and online sexual abuse are not tolerated.

Public displays of affection are not allowed during the school day. Students may not hold hands while walking around the school or participate in kissing or embracing. More intimate sexual activity is not allowed and will be treated as a serious breach of this policy. At all times students must behave in a manner which will not cause offence or embarrassment to others.

Child-on-child sexual abuse is treated with the utmost gravity at our school, and we are committed to addressing such incidents seriously. The welfare of the students involved is our top priority, and our approach adopts a learning-based strategy to clearly convey the unacceptability of such behaviour, placing a strong emphasis on prevention. Each case is approached individually, recognising its unique nature. For more detailed information

on our approach to safeguarding and addressing child-on-child sexual abuse, please refer to our Safeguarding Policy.

School Trips and Visits

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our students will be explained to them and to their parents. The students' health and safety must be of priority and the reputation of the school must also be considered. On any excursion outside of school, students of whatever age –

- must be polite and well-mannered to all
- must not smoke or vape
- must not enter into a relationship of a sexual or intimate nature
- should be in a group of no less than four students during “free” time
- must do as advised by their teacher
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence, students will be:

- reprimanded
- spoken to on their return with their parents/carers present
- given a school sanction
- not allowed to participate in further opportunities outside of school

And, in cases of serious breaches on residential visits:

- sexual misbehaviour
- use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a teacher which endangers their well-being or that of others
- possession of weapons or instruments which could be used to hurt

After discussion by telephone with the Headteacher or deputy, students may be sent home at the parents' expense. Parents will be informed immediately, and arrangements agreed with parents/carers for collecting their daughter/son/ward at the airport/railway station.

Serious Breaches of School Expectations

A serious breach of school expectations might warrant a suspension or permanent exclusion.

Examples of unacceptable conduct include, but are not limited to:

- deliberate unsafe behaviour,
- fighting,
- persistent bullying,
- unauthorized recording,
- actions endangering the pupil or others,
- verbal abuse,
- discriminatory abuse,
- sexual assault,
- physical assault,
- damage to property,
- possession/misuse of substances,
- theft,
- violence,
- carrying an offensive weapon,
- arson,

- defiance/persistent refusal to accept school sanctions.

Investigation Procedure

The following procedures are for guidance and should be followed if a serious behaviour concern is thought to have taken place. However, they may be altered if circumstances require.

- Once an investigation begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- Any investigation should be conducted in as much privacy as possible within a working school.
- When a student is spoken to, they should be made aware of the matter being investigated at the start.
- It should also be made clear that students are expected to tell the truth and that if facts need to be clarified they can expect to be spoken to again.
- Individual written statements should be made.
- Students writing a version of events should do so on their own and should be supervised.
- After the version of events has been written, students may be asked to clarify issues, but no undue pressure should be placed upon the student.
- In their conversations with the parents, the SLT/HOY should warn parents/carers if a suspension is a possibility and make it clear to parents that the matter is being investigated.

Any suspensions will be recorded on the student's school record. A reintegration meeting, which parents/carers should attend, will be held prior to the student's return to school.

The School Suspension Policy outlining further details of the response to serious breaches of school expectations is attached in **appendix A**.

Appendix A

Suspension Policy

Introduction

This document should be reviewed in conjunction with the school's Behaviour Policy. It aims to provide parents/carers with a concise overview of the circumstances under which a school might employ suspensions or permanent exclusions. Please note that it is not intended to serve as detailed guidance for school leaders. Comprehensive information on the national guidelines can be found in the "Suspension and Permanent Exclusion: Guidance for schools, academies, and PRUs" (September 2022) and "Behaviour in schools: Advice for headteachers and school staff" (September 2022).

At West Kirby Grammar School, it is recognised that early intervention to identify and address any underlying causes of disruptive behaviour can help prevent behavioural problems escalating to the point where suspension is necessary.

Background

The government supports headteachers in utilising suspension and permanent exclusion as sanctions when deemed necessary to foster a calm, safe, and supportive learning environment. While these measures are essential components of a functional system, acknowledging that not all behavioural issues can be addressed through pastoral processes, they are implemented as a last resort. This is to ensure the protection of other pupils and teaching staff, enabling them to learn in safe, calm, and supportive surroundings.

"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe, and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour not rectified by in-school sanctions and interventions" (Behaviour in schools: Advice for headteachers and school staff, September 2022).

Suspension

Suspension involves the temporary removal of a pupil from the school for a fixed period, up to a maximum of 45 school days in a single academic year. The decision to suspend a pupil is at the discretion of the Headteacher or a delegated authority in their absence. Factors considered include the impact of misconduct on the school's life, whether on or off school premises, and behaviour during school-related activities, travel, wearing school uniform, or any action identifiable as a pupil at the school.

Behaviours Resulting in Suspension and/or Permanent Exclusion

Headteachers exercise professional judgment based on individual case circumstances when considering suspension or exclusion. Before deciding, the headteacher will consider relevant facts, obtain statements from involved parties, check for possible provocation, and consult when necessary.

The school will make every effort to inform parents/carers of a suspension before the end of the school session (the school office closes at 4.30 pm) by telephone, email, or text. This will be followed up in all cases with a letter. Parents/carers will be informed of the length of the suspension, the reasons for the suspension and their rights, including their right to make representations and who to contact if they wish to make representations about the suspension. When a student is required to be at home, parents/carers will be advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers. The letter will also make clear the date and time when the student should return to school. The school will continue to provide education for all students on suspension and mark the work that is completed and returned to school. The school will plan the return and reintegration into school after a suspension with parents/carers and students. The Headteacher will inform the Governors and Local Authority within one school day of any fixed term exclusions totalling more than five school days per term and

each term of fixed term exclusions totalling fewer than five school days a term. According to Department for Education guidance school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. The school will consult with the LA officers for any exclusion of more than five days in order that appropriate full-time education and transport is arranged.

If a student with a Statement of SEN is suspended, the school will call an Interim Annual review seeking the advice of the LA.

Drug Related Suspension or Exclusion

The school assesses incidents involving potential drug use or dealing based on evidence, including behaviour outside school premises. In deciding on whether to suspend a student for a drug-related offence the Headteacher will have regard to the school's published policy on drugs and will also seek advice from the Local Authority's Drugs Education Advisor.

Lunchtime Suspension

Disruptive lunchtime behaviour may lead to suspension, treated like any other suspension with appropriate notifications and provisions for pupils entitled to free school meals. This will be treated as fixed term exclusion and parents/carers will have the same right to gain information and to appeal.

Reintegration Following Suspension

A reintegration meeting is arranged with the parent/carer to assist the student's positive return to the school community, outlining behaviour expectations and support plans.

The student is required to attend either the entire session or part of it. The purpose of this meeting is to support the student in achieving a positive reintegration into the school community. If a parent is unable to attend, the meeting will be conducted with the student and a suitable adult. An action plan or support plan may be formulated, outlining expectations for the student's behaviour, and detailing the support to be provided by the school and/or collaborative partners. The reintegration meeting serves as an opportunity to re-establish expectations and enable the student to move forward positively.

Permanent Exclusion

Permanent exclusion is considered for serious breaches of the behaviour policy that would harm the education or welfare of the pupil or others in the school. It is a last resort, with alternatives always considered.

In the case of a permanent exclusion the same process as a suspension will be followed except the communication will make clear that it is a permanent exclusion. The Headteacher will inform the Governors and Local Authority within one school day of any permanent exclusions.

Alternatives to Permanent Exclusion

The school will work closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. The threat of a permanent exclusion will not be used as the means to persuade parents/carers to move their son/daughter to another school.

Appendix B – Mobile Phones

1st Confiscation

Email home notifying parent/carer & reminding them of the mobile phone policy

Phone is taken from student and placed in safe in school office until 3:35pm

The confiscation will be logged on Arbor / Edulink

Student signs for phone when collecting

2nd Confiscation

Email home notifying parent/carer & reminding them of the mobile phone policy

Phone is taken from student and placed in safe in school office until 3:35pm

The confiscation will be logged on Arbor / Edulink

Student signs for phone when collecting

3rd Confiscation

Text to parent/carer advising phone has been confiscated and to check their email

Email will advise on the procedure for phone collection.

Phone is taken from student and placed in safe in school office until parent/carer can collect

The confiscation will be logged on Arbor / Edulink

Phone will only be returned to parent/carer

4th Confiscation

Text to parent/carer advising phone has been confiscated and to check their email

Email will advise on the procedure for phone collection.

Phone is taken from student and placed in safe in school office until parent/carer can collect

Student will have a HOY Review

Phone will only be returned to parent/carer

5th Confiscation

Text to parent/carer advising phone has been confiscated and to check their email

Email will advise on the procedure for phone collection.

Phone is taken from student and placed in safe in school office until parent/carer can collect

Student will have a SLT Review, which includes parent/carer meeting with a member of the Senior Leadership Team to discuss a suitable way forward.

Phone will only be returned to parent/carer

Appendix C - WKGS Positive Behaviour Steps

Step	Action	Examples	Recording
1 Reminders	<ul style="list-style-type: none"> Verbal reminder given by the teacher. May require more than one reminder. 	Uniform reminders Homework reminders Low level disruption	Not recorded. Staff may wish to email home.
2 Reflection	<ul style="list-style-type: none"> Student must attend a lunch or break time meeting with the teacher. Discussion about what the concern is, how it can be resolved and what steps can be made to ensure this is not continued. 	Repeated low level concerns that continue beyond reminders. An incident of defiance or more significant disruptive behaviour.	Logged on Arbor/Edulink as a 'Reflection' within 'Behaviour'. Please add brief narrative, remember that this is visible to Parents/Carers, do not refer to other students by name.
3 Review Meeting with HoD or HoY	<ul style="list-style-type: none"> Student must attend a lunch or break time meeting with the teacher and HOY or HOD. Discussion about what the concern is, how it can be resolved and what steps can be made to ensure this is not continued. 	Repeated low level concerns that continue beyond a reflection meeting with the teacher (HOD). Multiple concerns raised by different teachers or form tutor (HOY). An incident of defiance or more serious disruptive behaviour.	Logged on Arbor/Edulink as a Review with HoD' or 'Review with HoY' within 'Behaviour'. Please add brief narrative, remember that this is visible to Parents/Carers, do not refer to other students by name.
4 Review Meeting with SLT	<ul style="list-style-type: none"> Meeting held with SLT and Parents. Discussion about what the concern is, how it can be resolved and what targets will be set and how they will be monitored. Individual report created and review date set. 	Repeated low level concerns that continue beyond an individual review meeting. A significant incident of defiance or serious disruptive behaviour.	Logged on Arbor/Edulink as a Review with SLT' within 'Behaviour'. Please add brief narrative, remember that this is visible to Parents/Carers, do not refer to other students by name.
5 Internal Time Out	<ul style="list-style-type: none"> Time out period agreed with AHT and an appropriate location agreed. Parents informed. Student to be supervised in completing work from their usual timetable. Discussion with HOD/HOY and AHT at the end of this period to reset and any restorative conversations held. 	May be used following an incident to give students time to complete their VOE and ensure that there is no escalation.	Logged as internal Exclusion on Arbor.

