POLICY

Wirral Grammar School for Boys

Policy	Behaviour & Antibullying Policy
Responsible Manager	Pete Harrison
Approval Date	October 2026
Review Date	October 2027
Approved by	Governing Board

1. Background

This has been developed through continuous consultation with both staff and students. There were four underlying principles that were established:

- Coherency
- Consistency
- Renewed Emphasis on Reward and Achievement
- Leadership

2. Aim

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The School's Anti-bullying policy is included within this policy. The attendance policy is separate.

3. Government Guidelines

This policy is written and reviewed with regard to the latest government guidelines. At the time of adoption of this policy, the relevant documents from the Department of Education being:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education

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- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- DfE guidance

This policy complies with our funding agreement and articles of association.

4. Introduction

This policy shapes the school's ethos and makes a statement about how the school values and includes all the people in it. Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. The rigorous and consistent implementation of this policy is an important factor in gaining students' and parents' confidence in the school and in attracting and retaining good quality and highly motivated staff.

5. Acceptable and unacceptable behaviour

The school defines acceptable behaviour as that which allows effective learning to take place and that creates an environment in which students are safe. This will be behaviour which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

The school defines unacceptable behaviour as that which prevents effective learning to take place or creates an environment in which students are unsafe. It is unacceptable to behave in lessons in a manner which prevents the teacher from teaching as he or she would wish, so that fellow students have their education disrupted. The school has identified examples of particularly unacceptable behaviour as that which includes name-calling, bullying and harassment, including racist, sexist and homophobic abuse. In addition, it is totally unacceptable to use violence on another person whatever the provocation. The standard of behaviour which is expected of students is outlined in the Student Code of Conduct on the school website.

6. Roles and responsibilities

Promoting positive behaviour for learning and a safe environment is the responsibility of every member of the school community, students, staff and parents all have a role to play in ensuring that our school is a positive and safe place to learn and develop. The following, however, have specific roles to play in its implementation.

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- The Governing Body, in consultation with the Headteacher, staff and parents will keep the policy for the promotion of good behaviour for learning under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Behaviour and discipline are the shared responsibilities of all students, staff and parents.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

School Behaviour

The school endeavours to create a culture that promotes excellent behaviour.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Recognition and Rewards (See Appendix 3 and 4 for the Rewards Ladder)

Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Commendations (placed onto Bromcom)
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status
- Whole-class or year group rewards, such a popular activities

The reward system centres on the awarding of commendations in 4 key areas:

- **Academic Excellence** – outstanding effort
- **Persistence/ Perseverance –** improved effort
- **Positive Behaviour –** zero reps in a week = 1 commendation

All staff, both subject and support staff, may award commendations. Without exception, success is to be celebrated at all levels and staff should use verbal praise as much as possible, wherever and whenever it is appropriate.

Our school uses the regular awarding of praise and rewards to inculcate in our students an ethos of the benefits of hard work and perseverance. Our system creates a ladder of success.

- Each teacher should award three commendations per lesson. These are recorded electronically and reported in tutor groups/assemblies
- Students in each year group are publicised (i.e. student of the month via social media), parents are contacted and Head of Years celebrate their success.
- Each term the students with the highest number of commendations are given coloured badges which are to be worn on their blazers.

Year 7,8 & 9 – 100 commendations = Bronze
250 commendations = Silver
500 commendations = Gold
700 commendations= Platinum

Years 10 & 11 – Platinum = 250,
Gold = 150
Silver = 100
Bronze = 75

WGSB6 Rewards

All teachers / support staff to be encouraged to add WGSB Credits for all / more of these areas from within and outside lessons. (Guidance will be offered to colleagues & Bromcom will be adapted accordingly).

- WGSB Credit - Academic
- WGSB Credit - Community
- WGSB Credit - Enrichment
- WGSB Credit - Sport
- WGSB Credit - Creative
- WGSB Credit – Leadership

Teachers are welcome to continue adding WGSB6 Credits for in-lesson work, but this replaces the *stipulation* for 3 per lesson to allow the process to be more inclusive.

- The school holds an annual Awards Ceremony at the end of the academic year. At this, further recognition is given to those who have obtained an outstandingly high number of commendations. It is also a forum for the presentation of prizes and certificates for effort and attainment in specific subject areas as well as for outstanding levels of attendance. Supplementing this ceremony will be four House Award Ceremonies at which certificates for good behaviour, attendance and distinction in different subject areas will be presented.

- Finally, there are House rewards days and rewards trip at the end of the academic year.

7. Responding to Behaviour: Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged

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- Continually refer to rules and expectations agreed upon
- Develop a positive relationship with students, which may include:
- Greeting students in the at the start of Form Period and lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8. Support for Students: behaviour, progress and attendance issues

The school looks to provide *support* for students who are at risk of disaffection, whose attendance or punctuality is poor, whose behaviour is often unsatisfactory or who are at risk of exclusion. This may include the following interventions:

- One to one discussions between student and Head of Year, SENDCO, Deputy Headteacher or Headteacher.
- Support from departments and subject teachers through teaching strategies or subject clinics/interventions.
- Discussions with parents / carers in which boy is involved.
- Support from the school's Learning Mentor.
- Pastoral Support Programmes – Individual Education or Behaviour Plans, EHCP, SEND Provisions
- Support from the DHT (Pastoral) if a boy is in danger of exclusion.
- Involvement of outside agencies such as the Education Social Welfare Service and the Education Psychological Service/Wirral LA.
- If deemed appropriate, students may follow a reduced or altered curriculum, co-ordinated by the Pastoral team.

9. Strategies for dealing with Unacceptable Behaviour by students

As previously stated, the school defines unacceptable behaviour as that which prevents effective learning from taking place or creates an environment in which students are unsafe. There will also be in any school a small number of children who behave in an unacceptable manner more frequently. There is therefore a need for a range of strategies, including consequential sanctions, for dealing with inappropriate behaviour and for sanctions to register disapproval for unacceptable behaviour.
It is important that these strategies and sanctions are understood by all and that they are applied consistently. The range of strategies which may be applied include those outlined in the following sub-sections.

9.1 VERBAL WARNING

If the misdemeanour is minor, the teacher may first speak to the student giving an informal warning which is not recorded. In some circumstances, it may be more appropriate to do this away from other children.

9.2 BEHAVIOUR REPRIMAND (See Appendix 2)

Behaviour Reprimands exist on three levels with level 3 being the most serious. A Behaviour Reprimand is a *formal* reprimand which is recorded and is used by subject staff and support staff. It is used for tracking behaviour across the school.

It is essential that a boy is told when he is given such a reprimand and that he knows why he is being given it. All members of staff teaching or supervising boys must use this system as it is not just a sanction but a way of recording, monitoring and communicating inappropriate behaviour.

Parents are able to see all types of Reprimands via the Bromcom MCAS Application.

Teacher Action (Incident Dependent)

If a behaviour reprimand is given it is expected that some form of 'teacher action' takes place. The 'teacher action' could range from a conversation to a teacher run detention at a breaktime or lunchtime.

Blue Reprimands (-1 point) to be recorded in one of these categories:

- *Lack of effort or not working*
- *Disruption*
- *Late to School*
- *Late to Class*
- *Eating/Chewing*
- *Mobile Phone Use*
- *Behaviour - other*

If, having been given a Blue Reprimand in one of the categories above, the offence is repeated, a Yellow Reprimand is given. If the offence is repeated a third time this becomes a Red Reprimand (*Refusal to Cooperate*) and the student is removed from the lesson and sent to their Head of Department or the Leadership Group.

It may be possible for a student to receive more than one blue reprimand in a lesson provided that they are in a different category. However, the maximum number given in any one lesson should be two. After that, a red reprimand (Refusal to co-operate) should be considered.

Yellow Reprimands (-2 points) to be recorded in one of these categories:

- *Negative Peer Interaction*
- *Persistent Disruption*
- *Abuse of Equipment*
- *Disrespectful Behaviour*

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If a student deserves a second yellow reprimand in a lesson this should become a red reprimand (refusal to cooperate).

Red Reprimands (-3 points) to be recorded in one of these categories:

- *Inappropriate Language to Adult*
- *Physical or Threatening Behaviour*
- *Refusal to Co-operate (including repeat of yellow reprimand behaviour)*
- *Serious Abuse or Bullying of another student*

A student who is given a red reprimand should be removed from the lesson. Any student removed from a lesson (other than for a brief "cooling off" period in the corridor) should also be given a red reprimand. When a student is given a red reprimand, the teacher should follow this with a brief explanatory note in an email to the Head of Year.

Consequences of Behaviour Reprimands

Form Tutors have access to the recent reprimand record of students in their Form Group and will discuss their record with each student. The aim is to do this weekly. For students who receive only a small number of isolated blue reprimands a 'teacher action' may be the only consequence that they receive.

Please see *Detentions (section 10.4)* and *Behaviour Points Table (Appendix 2)* for further detail on the escalation system. The roles and responsibilities of the HOD, HOF, HOY, DHT and HT for behaviour reprimands can be found here too. Sanctions are applied based upon these systems.

9.3 REMOVAL FROM LESSON

Students may be removed from (sent out of) a lesson.

This would be for a brief period of time to defuse a situation ("cool off") or for the teacher to talk to the student away from others. The student must remain close enough for the teacher to be able to continue to supervise him (e.g. outside of the classroom door). The period of time for which the student is out of the lesson before being readmitted should be short. There is no requirement for this removal to be recorded.

If a red reprimand is given, the student should be removed for the remainder of the lesson.

Supervision of student removed from lesson

Students removed from the remainder of a lesson remain the responsibility of the class teacher until a more senior colleague has accepted responsibility for them.

To ensure this, students removed from lessons may be sent to one of the following venues.

- The classroom of the Head of Department to be supervised by him or her.

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- The classroom of the Head of Faculty to be supervised by him or her.
- An adjacent classroom to be supervised by a willing colleague (preferably from the same department).

If the matter is considered serious enough for the student to be sent to someone from the Leadership Group, then the alert button on Bromcom should be activated.

Class teachers must not send a boy to the following:

- A Head of Year or Deputy Headteacher.
- The Learning Resource Centre (LRC).
- The Pastoral Hub.

If a class teacher needs assistance with this (for example to find assistance or because a student refuses to leave the room) he or she should activate the alert button on Bromcom or send another boy to the main school office or Pastoral Hub with a message.

10. Strategies for dealing with Academic Issues

Students come to school to learn and to achieve the highest possible outcomes in terms of examination and other success. Sometimes, through a lack of effort or application, a student may be hindering his own chances of fulfilling his potential with respect to this. There is therefore a need for a range of strategies to deal with unacceptable work or lack of effort. The range of strategies which may be applied include those outlined in the following sub-sections.

Parents are able to see all types of Reprimands via the Bromcom MCAS Application.

10.1 VERBAL WARNING

If the issue is a minor one, the teacher may first speak to the student giving an informal warning which is not recorded or they may be asked to repeat a piece of work or complete it to a higher standard. This would represent a good consequential sanction.

10.2 ACADEMIC REPRIMAND

This is a formal reprimand which is recorded. It is used for tracking work rate and effort in lessons and with respect to homework and coursework. It is essential that a boy is told when he is given such a reprimand and that he knows why he is being given it. All members of staff teaching or supervising boys must use this system as it is not just a sanction but a way of recording, monitoring and communicating work rate and effort.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

There is only one level of academic reprimand – often known as "Pink Reprimands".

Teacher Action (Incident Dependent)

If an academic reprimand is given it is expected that some form of 'teacher action' takes place. The 'teacher action' could range from a conversation to a teacher run detention at a breaktime or lunchtime.

Pink Reprimands

These should be issued if:

1. Student is ill-equipped for lesson, for example; Pink Rep – Missing Equipment or Pink Rep – No P.E Kit
2. Homework is a concern, for example; Pink Rep - Homework copied, Pink Rep – Homework incomplete or Pink Rep – Homework not attempted.

Therefore, there can only be two pink reprimands per lesson.

Unlike Behaviour Reprimands, Academic Reprimands do not escalate to a higher level. However, there is a "Blue" Behaviour Reprimand which is for "Lack of effort or not working". This can be used if, in the judgment of the teacher, a student is making such a lack of effort or is producing so little work that it has become a behaviour issue. In this circumstance, the Head of department may be referred to in the first instance.

Please see *Detentions (section 10.4)* and *Behaviour Points Table (Appendix 2)* for further detail on the escalation system. The roles and responsibilities of the HOD, HOF, HOY, DHT and HT for academic reprimands can be found here too. Sanctions are applied based upon these systems.

10.3 REFERRING STUDENTS

This is when a member of staff asks a colleague to deal with a student with whom they have a concern about behaviour, academic progress, attendance or punctuality.

The section on "Removal from Lesson" (above) should be read in conjunction with this. Class teachers or support staff should refer a student about whom they have such a concern to their Head of Department or Line Manager in the first instance. If a Form Tutor has a concern over the above they should refer a student to the boy's Head of Year.

Heads of Department should refer a student about whom they have such a concern to the boy's Head of Year or the Deputy Headteacher. This might include a boy who they have dealt with following a referral from a departmental colleague in a case when the Head of Department feels the concern is serious enough to also involve the boy's Head of Year.

Heads of Year should refer a student about whom they have serious or on-going concerns to the Deputy Headteacher according to the nature of the issue and their immediate availability. In exceptional

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circumstances the SDHT will substitute as appropriate. In the most serious of cases, a Deputy Headteacher may refer a boy to the Senior Deputy Headteacher or the Headteacher as appropriate.

When an incident occurs before school, at break, at lunchtime or after school, the Deputy Headteacher who leads the duty team on that day will deal with the incident. Support staff who are responsible for supervising students are to report incidents to the relevant Duty Team leader. The Duty Team leader is likely to request the support of the student's Head of Year to take a lead in any investigation.

10.4 DETENTIONS

A points-based detention/behaviour system is deployed. There is a one hour lunch time detention allocated throughout the week. Pink (-1), Blue (-1), Yellow (-2) and Red (-3). Please see Appendix 2A

All members of teaching staff have access to the reprimand record of all boys across the school. In this way all staff can monitor the work, effort and behaviour of individuals and teaching groups and take appropriate action.

Form Tutor – a form tutor will discuss records weekly with students. For students who receive only a small number of isolated reprimands, a conversation may be the only action taken.

Class Teacher – a class teacher can issue a verbal warning, a reprimand or a 'teacher action'. The 'teacher action' could range from a conversation to a teacher run detention at a breaktime or lunchtime. It is not expected that a teacher run detention would be any longer that 20 minutes.

Please see Appendix 2 for the Behaviour to Detention Tally Table.

Deputy Headteacher After School – once **15** points are accumulated across all areas, a DHAS detention would take place for a student. This detention will last 60 minutes after school. This detention will be run by the Deputy Headteacher or in his absence the Head of Faculty for Student Services.

Each Head of Year has access to and regularly monitors the reprimand record of boys in his or her year group. The Head of Year will judge when this record is such that they need to take further action. This action may include one or more of the following:

- Interviewing the boy
- Lunchtime detention or isolation (of which parents are not notified)
- After school detention (of which parents are notified)
- Placing the boy on lesson report (parents will be informed)
- Contacting parents by telephone, email or letter
- Arranging to meet with parents

HOY Lunchtime Detention - These are held from 12.40-13.40 Monday to Friday. This is used as both a Late to School Detention and Academic/Behavioural Detention and is ran on a rota by HOFS/HOYS. Heads of

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Year have autonomy over this detention and therefore, should be consulted before a boy is placed in this detention. A boy who fails to attend will be dealt with by his Head of Year and a more serious sanction is likely to be imposed.

Such detentions are considered to be a low level sanction and parents are not informed of such a detention taking place unless the Head of Year feels it is necessary. Boys in Y7 – Y11 will normally be required to copy out the "Core Expectations" document. Older boys will normally be allowed to engage in suitable coursework including using computers if available in the room. All detentions will be logged by the Pastoral Support Manager.

In an hour detention boys must be allowed reasonable time to eat, drink and use the toilet. The Head of Year who supervises the detention from 13.10pm will ensure that this is the case.

Departmental Lunchtime Detention (organised by Head of Department or Class Teacher) to be held in a classroom of the department. Boys will normally be required to do work related to the subject. As above, the detentions are likely to be no longer than 30 minutes.

After School Detention (organised by the Deputy Headteacher). This is held from 3.40pm – 4.40pm each Thursday. This is usually supervised by a member of the Leadership Team. Boys of all ages will normally be required to undertake a set of exercises based on school routines and expectations. Parents will be notified in advance (normally by letter or email) of this detention although boys will be expected to attend even if acknowledgement of this notice is not received. The main reason why a boy is placed in this detention is that his Head of Year has determined that his reprimand record warrants this higher level of sanction. However, on occasion a single incident may be considered serious enough for a boy to be placed in this detention.

Departmental After School Detention (organised by Head of Department or Class Teacher) to be held in a classroom of the department. Boys will normally be required to do work related to the subject. The Head of Department or Class Teacher will ensure that appropriate notice is given to parents.

Weekend detentions and detention on School Development (INSET) Days when the school is closed to students. The school reserves the right to impose such detentions (which is given to it by government guidelines). Appropriate notice will be given to parents.

Please note that parental consent is not required in order for the school to detain a boy. However, the school would always prefer that parents and the school are of the same mind with respect to this.

10.5 STUDENTS "ON REPORT"

Heads of Year may put a student on lesson-by-lesson report for a fixed period of time in order to monitor behaviour, academic progress or both. Subject Teachers, House Tutors, Heads of Year and parents read and contribute to this report. If matters have become more serious, a Deputy Headteacher may put a boy on his/her report. The school alone makes the decision on whether a boy is on report or not. Parents are asked to read and sign the report each day. Although taking sanctions against whole groups is to be

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

discouraged, a Head of Year may place a whole form or teaching group on class report for a short period of time. This may be as part of an investigation into a problem situation.

10.6 REFERRAL ROOM/INTERNAL ISOLATION (Pastoral Hub)

The school operates a room which is designated as the "Referral Room". Students extracted from normal lessons and working in this room do so under the supervision of a teacher or member of the support staff. Students placed in this room use their time as constructively as possible, usually continuing with work set by the teacher of the lesson which they are missing. This will be monitored by a specific Referral Room report. The Pastoral Support Manager, the Learning Mentor or a Teaching Assistant ensures that this work is available. Students placed in this room will be allowed toilet breaks and time to eat although this made not be at the same time as other students. Mobile phones will be confiscated at the beginning of a referral session and returned at the end.

A student may be placed "in referral" by a Head of Year, Assistant Headteacher, Deputy Headteacher, Senior Deputy Headteacher and the Headteacher in the following circumstances.

1. During the investigation into a serious incident of unacceptable behaviour.
2. As a sanction for a serious incident of unacceptable behaviour. In this case, parents will be informed.
3. See also section on "Exclusion served internally" (below).

10.7 EXCLUSION

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Exclusion served externally (SUSPENSION)
The school's policy with respect to exclusion pays regard to the following government guidelines:

Exclusion from maintained schools, academies and student referral units in England: Statutory guidance (DFE Sept 2003)

https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

A student who has progressed through the range of sanctions, or commits a serious offence, may be externally excluded (SUSPENDED) from the school by the Headteacher (or in his absence, a Senior/ Deputy Headteacher) for a fixed term or permanently excluded.

The decision to apply a suspension or permanent exclusion will be based upon a range of contextual factors and will always include discussion with a range of professionals from within the pastoral team. Each case is treated on its individual merits.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

The range of sanctions and procedures outlined in this policy is designed to make such exclusions rarely necessary. Permanent exclusion will only be used as a last resort, in response to a single serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The behaviour of students outside school can be considered as grounds for exclusion.

In line with government guidelines, when establishing the facts in relation to an exclusion the Headteacher is only required to apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. When the Headteacher makes the decision to exclude a student he will, as soon as practically possible, notify parents of the period of the exclusion and the reasons for it. This will always include a letter.

Re-integration Meeting

The expectation is that a student suspended for a set period of time will attend, along with his parent(s)/guardian(s) a re-integration meeting. This meeting will usually be with a Deputy Headteacher and HoY. However, for repeat offenders, the Senior Deputy Headteacher or Headteacher may also be present in the meeting.

Suspension served internally

The Headteacher might decide that, while a student is to be suspended for a fixed term in line with the previous section, that this suspension should be served internally i.e. in the Referral Room. In such cases, parents will be informed in a letter (as is the case with external exclusions). A suspension served internally will be noted on a student's record in the same way as a suspension served externally.

10.8 SUPPORT FOR STUDENTS WHO HAVE BEEN SUSPENDED FROM SCHOOL

It is acknowledged that there is a need for the pastoral support and possibly counselling of a student on his return from suspension. This shall be carried out by the Learning Mentor as this is considered more appropriate initially than the involvement of members of the teaching staff who may have contributed to the decision to suspend the student. (However, the Learning Mentor may seek the involvement of the Head of Year or others in the support process if this is appropriate). The school will sometimes use external providers to help support this process

10.9 REFERRAL TO THE DISCIPLINARY PANEL OF GOVERNING BODY

Where there are on-going concerns about the behaviour of a student, particularly if they have been excluded on multiple occasions or are at risk of being permanently excluded, the Headteacher may refer the student to the disciplinary panel of the Governing Body. The student will be interviewed by this panel in the presence of senior staff and, if possible, a parent/carer. Any warning issued to the student by this panel will be recorded on the student's record.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

11. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

12. Contact with parents / carers

In the case of a single serious incident of unacceptable behaviour or where unacceptable behaviour or unacceptable work or lack of effort is an on-going problem, parents or carers will be contacted. This contact will usually come from a Head of Year or a Deputy Headteacher. In some cases, the initial contact may be from the Pastoral Support Manager on behalf of a Head of Year. The contact may be by letter, telephone or email and a request might be made for the parent/carer to come into school to discuss the issue. The school does not contact parents to discuss every incidence of unacceptable behaviour, unacceptable work or lack of effort. Parents are not contacted to discuss every reprimand or detention given. It is usually a Head of Year who makes the judgement on when the situation is such that a parent needs to be contacted.

13. Confiscation of items

The law allows the school to confiscate items which are prohibited or are being misused. Government guidelines from September 2022:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

The list of items includes the following as being prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. The headteacher has decided that to maintain standards of behaviour and the safety of others 'Vapes' are also included in the prohibited list.

Boys are not permitted to sell items to other boys on the school site. This includes soft drinks and confectionary. Any such items brought to school in a manner which leads to the school to believe they are for the purpose of selling to other boys may lead to their confiscation.

The school is required to hand weapons, knives and certain types of pornography to the police. Other than that, it is for the school to decide if and when a confiscated item is to be returned. If the school decides that a confiscated item will not be returned to a boy, it will usually be returned to a parent who is willing to come to school to collect it.

Mobile Phones

Mobile Phone Policy – Update September 2026

Students' mobile phones will be securely stored in a school-issued signal-blocking pouch from 8.55am until 3.40pm.

This reflects national legislation from the Department for Education here:

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https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

The Department for Education expects schools to ensure students do not have access to mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes.

Process

Every student in Years 7–11 must have a school-issued signal-blocking pouch as part of our uniform policy.

Each pouch uses signal-blocking technology, meaning:

- Mobile phones cannot be used while they are sealed inside the pouch.
- Connected devices such as EarPods and smartwatches will also not function

when the phone is sealed inside.

At the start of the school day, Form Tutors remind students to switch off their phone, place it in their pouch and secure it. Students keep their pouch with them throughout the day. Unlocking magnets are available at the front of school exit points so students can quickly unlock their pouches at the end of the day. Should a student require to contact home they must go to the Main School Office or Pastoral Hub. If a parent needs to urgently contact their child during the school day, they should call the school office.

Purchasing

Pouches are available to purchase via ParentPay. If a pouch is lost, a replacement charge will apply. We provide pouches free of charge for students eligible for Student Premium funding. We also provide adapted velcro fastening pouches for students whose Individual Healthcare Plan requires access to a mobile device for medical reasons, for example students managing Type 1 diabetes.

Any student in Years 7 to 11 who does not have a pouch cannot bring a mobile phone into school.

Sanctions

Examples of breaches include:

- Having a phone that has not been placed in a pouch.
- Having an unlocked pouch containing a phone.
- Placing incorrect items in the pouch.
- Damaging, destroying or tampering with the pouch.
- Having a detacher device.

Where a breach occurs:

1st breach: The phone will be confiscated and returned at the end of the day; student in detention

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2nd breach: The student will receive a one-day internal suspension

3rd breach: The student will receive a fixed term exclusion

These sanctions are in place to ensure the system works fairly for everyone and to prevent attempts to bypass or damage the pouches.

Sixth Form

Sixth Form students have access to their mobile phones during the school day, reflecting their increased independence and responsibility. During study periods, phones may only be used for academic purposes. Sixth form students should support the policy with responsible actions and they must not compromise the mobile phone expectations for younger students.

Sixth Form students may only use their phones out of sight of younger students in designated Sixth Form areas:

- The Canteen (during lesson time)
- The WGS6 social/study areas

Phones should not be seen in corridors. Misuse of mobile phones by Sixth Form students will result in a one-day confiscation, with repeated offences leading to further sanctions.

14. Searching for items

The law allows the school to search students in line with government guidelines from September 2022: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

The school reserves the right to search the contents of mobile telephones and other devices when it is believed they contain images which are pornographic or when it is believed they have been used for bullying or to record any photographic, video or audio images on the school site.

Only the headteacher, or a member of staff, usually the senior leadership or pastoral team, authorised by the headteacher, can carry out a search. In exceptional circumstances, such as while on a residential school trip, it might be necessary for another member of staff to conduct a search. In this instance, the headteacher should be informed as soon as possible. In all instances designated safeguarding lead (or deputy) must be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item.

This should be recorded in the school safeguarding system whether prohibited item is found or not. The Pastoral Support Manager will log this. Consent to search a student for prohibited items is not required. The school is not required to seek consent from parents/carers before undertaking a search, neither is it required to inform parents/carers that a search has taken place. However, WGSB will always seek to build and maintain positive relations with parents/carers in our school community and the Head of Year may notify parents as a matter of courtesy.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

In the event that prohibited are found during the course of a search, these will be removed from the student and the school will inform parents (though there is no legal requirement to do so). It may also be necessary to inform the police. Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

14.1 Note on illegal substances

It is illegal for anyone under the age of 18 years of age to purchase alcohol or tobacco products (including vapes or E-cigarettes). Additionally, the school expressly forbids the possession of such items by any student or student of any age on the site or when engaged in a school related activity off site. It is illegal for anyone to smoke on the school premises. Similarly, the possession of classified drugs on the site or when engaged in a school related activity off site is both illegal and expressly forbidden by the school. Any attempt by a student to sell or provide alcohol, tobacco products or classified drugs for other students is likely to result in exclusion from school for a fixed term or permanently.

Any student caught in possession of illegal drugs could be permanently excluded from school. This is because having possession is illegal by law and therefore constitutes a very serious case. Carrying drugs is a blatant disregard for the wellbeing of the collective school community; illegal drugs are a danger to oneself and a potential risk to others. Any attempt to sell, provide or exchange drugs to others is considered to be

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

an extremely serious offence and is very likely to result in permanent exclusion. Our response to drug related incidents takes an account of the needs of the individual concerned alongside those of the wider community and the educational ethos of the school.

15. Zero-tolerance approach to sexual harassment and sexual violence (i.e. child on child abuse).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

15.1 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information.

16. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

17. Investigation of incidents

The school will investigate, as appropriate, reported incidents of student misbehaviour. Non-contact time is provided for Heads of Year who undertake the bulk of such investigations although they may be assisted by the Pastoral Support Manager and others. Written incident reports from students and staff involved in the incident will be requested as part of the investigation. The school will complete its investigations within a reasonable timescale. Appropriate feedback from any investigations will be provided to relevant persons together with recommendations for action. A copy of the documentation will be held on record but where an investigation finds there is no case to be heard, this will not be held in the student's file. While the school will do all in its power to investigate incidents fairly and reach a just conclusion, there is no requirement for this to be undertaken with the rigour which might be expected in a court of law.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

18. Record keeping

The prompt and accurate keeping of records relating to incidents of bullying, incidents of student misbehaviour, concerns about attendance and punctuality and referrals made are important. Similarly, records of meetings and telephone conversations with parents and others should be kept. With several different members of staff likely to deal with a student over a number of years it is vital that such information is held in student files to ensure continuity and effectiveness in the execution of this policy.

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management, attendance concerns and bullying incidents and has advised staff of the correct procedures to be used.

19. Training and professional development of staff

The school will provide for the training and development of all teaching staff on behaviour management and other matters concerning this policy through induction training for new staff, whole-school INSET and training targeted at specific staff on demand or whose performance management review suggests that it is required.

Training materials and other relevant publications will be purchased and made available to staff. Staff are given the opportunity to take part in the on-going review of this policy through membership of working parties and consultation whenever possible. The school will also provide for the training and development of support staff (including cover supervisors) with respect to the matters concerning this policy in an amount relevant to their particular role in the school.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

20. ANTI-BULLYING POLICY

It was stated at the outset that the school includes in its definition of acceptable behaviour that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students. The principles included throughout this policy as a whole cover students' behaviour towards each other and their respect for the rights of other people. For that reason, the school's anti-bullying policy is incorporated within the broader policy and is an integral and important part of it.

20.1 AIMS OF ANTI-BULLYING POLICY

- To ensure that all those connected with the school understand what is meant by the term 'bullying' and are made aware that bullying behaviour will not be tolerated under any circumstances.
- To prevent and deal with any behaviour deemed as bullying.
- To promote a school ethos where bullying is regarded as unacceptable by everyone.
- To ensure a safe and secure environment is created in which everyone is able to learn and work.
- To nurture the values of responsibility, duty and respect, both for oneself and for others.
- To provide a transparent, easily understood system for responding to reported incidents of bullying.

WHAT IS BULLYING?

Bullying is behaviour which is intended to be deliberately hurtful towards another person, particularly when this behaviour is repeated over time. Bullying is behaviour which it is difficult for victims to defend themselves against. Bullying behaviour is an abuse of power and a desire to intimidate and dominate. Bullying may or may not involve aggression. It can include the causing of physical pain and/or emotional distress. The four main types of bullying are:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber - sending malicious e-mails, text messages, misuse of social network media

National research and consultation amongst the students of this school suggest that name calling is the most common direct form of bullying. Not all acts of aggression are necessarily bullying. For example, a fight between two boys of equal size and strength, while constituting unacceptable behaviour, may not be bullying. Furthermore, it is accepted that it is sometimes difficult to determine if an incident is definitely one of bullying or another type of poor behaviour and that opinions will differ. In such cases, members of staff will use their professional judgement and deal with an incident in the manner they consider to be most appropriate.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

RACIST BULLYING

Racist bullying was defined by the MacPherson report (1999) as being any incident which is perceived to be racist by the victim or any other person. If an incident is thus reported as being of a racist nature, the school will investigate it as such. All incidents found to be racist in nature are recorded actions taken and impact. Racist incidents may include the following:

- verbal abuse by name calling, racist jokes and offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines into school
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

SEXUAL & HOMOPHOBIC BULLYING

Sexual bullying includes that related to sexual orientation and may affect students who are LGBTQA+. Students do not necessarily have to be questioning their sexuality to experience such bullying. Sexual bullying may include the following:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

All bullying incidents of a sexual & homophobic nature are recorded and reported as such.

20.2 BULLYING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Students with Special Educational Needs or disabilities are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. All bullying incidents where the victims are students with special educational needs or disabilities are recorded and reported as such.

20.3 ANTI BULLYING PROCEDURES

PREVENTING BULLYING

- Bullying will be a topic in the PSHE scheme of work for Y7 and Y8 and will also be covered in the older years through discussion of positive relationships. This will help students to understand

what is meant by the term 'bullying' and make them aware that bullying behaviour will not be tolerated under any circumstances.

- A similar message will be delivered through assemblies and wherever else appropriate in the curriculum (whether through content or the organisation of activities e.g. inclusion during group work).
- All members of staff, teaching and non-teaching are asked to be alert to the possibility that bullying is taking place and to report it appropriately. Both staff and students are encouraged to report bullying via the email: **antibully@wirralgrammarboys.com**
- A number of senior students form the PSG (Peer Support Group). This group is co-ordinated by the Learning Mentor. Members of the PSG are assigned to Y7 teaching groups (although older years are encouraged to link with members of the PSG) as well as playing a wider and leading role in the school's anti-bullying strategy.
- The Head Boy, his deputies, seniors and senior prefects also play a part in being alert to the possibility that bullying is taking place and to report it appropriately. They work alongside the PSG.
- There are "anti-bullying" noticeboards where displays, both professional and those produced in-house are changed on a regular basis, promoting the message that bullying is unacceptable and outlining what can be done about it. The Learning Mentor with the assistance of the Senior Prefect for Anti-Bullying is responsible for this.
- The school takes a very active part in the annual "Anti-bullying Week" during the autumn term. Activities are co-ordinated by the learning mentor and PSG working alongside Heads of Year.
- Surveys are undertaken by the Anti-bullying and Diversity Committee, Learning Mentor and PSG to identify physical "hot spots" around the site where bullying is more likely to take place. All members of staff (teaching and non-teaching) and the boys themselves are encouraged to familiarise themselves with these hotspots and be particularly alert to the possibility of bullying taking place in and around them. Duty staff and mid-day supervisors will be asked to patrol these areas in particular. Research also suggests that bullying during physical contact sport and in the changing rooms is a particular problem. As for times of the day when bullying occurs, lunchtime and outside classrooms before school starts have been identified as "hot spots".
- Certain teaching styles have been identified as being "Bullying Preventative" and these are encouraged at all times. For example;
    - treating students with respect
    - NOT setting up victims
    - presenting good role-models - using power and authority appropriately
    - explicitly stating that bullying is NOT acceptable
    - active process aimed at changing student attitudes.

- An Anti-Bullying and Diversity Committee (ABCD) meets at least once per term under the supervision of the Learning Mentor. The Heads of Year also take an active role in the committee as does the SENDCO. The Anti-Bullying Senior Prefect and members of the PSG also attend. This group discusses any issues related to anti-bullying measures and how they might be improved. The four main aims of the ABC are: (i) To work towards creating a safe environment; (ii) To make everyone feel that they have someone to turn to; (iii) To work closely towards a whole school approach; (iv) To continuously develop ways of combating bullying at this school.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

REPORTING INCIDENTS OF BULLYING

Through assemblies, pastoral periods & PSHE lessons, it is made clear to the boys that there are several methods by which they can report incidents of bullying involving either themselves or other boys. Boys will be encouraged to use whichever method they feel most comfortable but talking to somebody is the preferred route.

- Boys can email their concerns directly to the anti-bullying email: **antibully@wirralgrammarboys.com**
- Boys can talk to their Form Tutor, Head of Year or any teacher they feel they can confide in.
- Boys can drop in to speak to the Learning Mentor in order to report and discuss bullying.
- Boys often feel comfortable reporting incidents to members of the Peer Support Group. These senior students can be approached at any time in order to report and discuss bullying.
- Boys can also speak to a member of the MINDS Mental Health team who have a 'drop in' every week.
- Concerns about bullying may be reported to the school by parents. In this case, the Head of Year or Learning Mentor would normally be the first point of contact.
- Boys can contact the PSG or Learning Mentor via the Learning Mentor's email address which is **asmith@wirralgrammarboys.com**. These emails are received and read by the Learning Mentor who may distribute them to the appropriate PSG rep. Members of the PSG do not make their individual email addresses available.

Whatever method is used, the information should be conveyed (preferably in writing or email) by those in receipt of it to the Head of Year of the boy(s) affected by the bullying or to the Learning Mentor. The Head of Year or Learning Mentor will ensure that the report is recorded and act upon it in the appropriate manner. The Learning Mentor will inform the Head of Year of any issues with which she is currently dealing.

20.4 INVESTIGATING INCIDENTS OF BULLYING

- Although other teaching staff may be involved, the Head of Year will normally take the lead in ensuring that allegations of bullying are investigated, although he or she will usually be assisted by the Learning Mentor if appropriate.
- While all reported incidents must be treated seriously and investigated, it is first necessary to establish that bullying is happening and to what extent.
- Incident reports / witness statements should be collected from the victim and any witnesses or by-standers he names.
- If possible, incident reports / witness statements should be collected from impartial witnesses.
- Once such reports have been read, the alleged perpetrator should be asked to give his version of events.
- Having read all of the reports, the Head of Year will decide what course of action to take and whether to involve the Learning Mentor, Parents and Senior Staff.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

20.5 RECORDING INCIDENTS OF BULLYING

- Whoever receives an allegation of bullying in the first instance, it should be reported to the Head of Year (preferably in writing or by email). The Head of Year will ensure that the incident is properly recorded.
- It may be that the report is actually completed by another member of staff (for example, the Learning Mentor, form tutor).
- Once an incident log is opened in this way, the Head of Year should ensure that the correct procedures are followed and recorded even if he or she is not dealing with it personally.
- A copy should be placed on the file of all boys concerned providing the Head of Year is satisfied that there is a case of bullying to answer.
- As with all incidents, an electronic record is kept (CPOMS/SIMS) which can be accessed by the Learning Mentor, Heads of Year and members of the Leadership Team.

20.6 WHAT IS DONE WHEN BULLYING HAPPENS

It is not possible to respond to all reported incidents of bullying in the same way. What is important is that **all** reported incidents must be treated seriously and investigated (usually by a Head of Year with the assistance of the learning mentor if appropriate). If it is found that bullying has taken place, appropriate action must be taken to help the victim and to deal with the perpetrator. Whatever action is taken, the priority is for the bullying to be stopped permanently and for the victim to be allowed to continue his education safely and happily and without fear of reprisal following any investigation. After that, it may also be necessary to impose sanctions on the perpetrator.

Appropriate action is likely to include one or more of the following.

- Appropriate support is offered to the victim. This will include assurance that he was right to report the bullying and not to suffer it in silence. It will also include advice on what to do and who to go to if the bullying continues. Time will be made available for him to speak to his Head of Year and the Learning Mentor if he so wishes.
- If the bullying behaviour is less serious in nature and it is the first time it has been reported, the Head of Year or Learning Mentor will speak to the perpetrator in the first instance and tell him that the bullying must stop. The impact of bullying on the victim will be discussed. It may be appropriate to lead the perpetrator to believe that his actions have been reported by a third party rather than the victim. The perpetrator will be informed that the victim will be spoken to at regular intervals in the future to ensure that the bullying has stopped.
- If the bullying behaviour is more serious in nature or if it is repeated, then the full range of sanctions outlined in the school's Behaviour for Learning Policy will be used.
- By-standers to bullying may be spoken to. They may have played a role by failing to condemn the perpetrator, support the victim or report the incident. The role they played and how they might help prevent bullying in the future will be impressed upon them. In some cases, the whole of a tutor group may be considered to be by-standers and information collected from them.
- 'Restorative Justice' or 'No-blame' events may be considered appropriate if they are likely to stop the bullying behaviour by making all concerned see the harm it is doing and that it is unacceptable.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

20.7 PARENTAL INVOLVEMENT

- If the Head of Year is satisfied that there has been a case of bullying, the perpetrator's parents will be informed by letter or telephone. If it is thought necessary, a face-to-face interview will be arranged.
- The Head of Year will use his or her discretion in deciding whether to contact the parents of the boy who has been bullied. This will depend in part on how that boy feels about such contact.

20.8 RETURNING TO THE ISSUE – MONITORING SUCCESS

When bullying has taken place and is thought to have been stopped, the boy who has been bullied should be spoken to by the Head of Year or Learning Mentor at a later date to ensure that the problem has not recurred.

The effectiveness of our procedures is monitored by the records kept. These are monitored regularly at Pastoral Meetings. They are discussed and reported by the DHT to the governor responsible for behaviour.

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

APPENDIX 1: Please see Student Code of Conduct on School Website. Use this as for additional information for students

The core expectations stress the need for students to be polite, tolerant and respectful to others. This appendix provides detail as to what is expected of students.

Expectations with respect to Appearance and Uniform

In Years 7 to 11 our uniform is as follows:

- Full school uniform with black shoes (not boots, trainers or any such variation)
- Boys may wear a pullover which should be black and v-necked.
- Hooded Tops ("Hoodies") are not suitable as outdoor coats on school days and are not permitted
- It is entirely appropriate for boys to wear coats over their blazers during periods of inclement weather. Coats should be economical to purchase and may be worn to and from school and during break and lunchtime whilst outside. They must be stored in a locker during the school day and not carried around school.
- Excessively long hair (beyond the collar) or excessively short hair, dyed hair or eccentric styling (for example mixed 'short and long' cut hair) are not permitted.
- Students in all years must be clean shaven. Facial hair is not permitted in any year group.
- Students may not wear any other form of jewellery.

Any boy who reports for school who is in breach of any of the uniform requirements may have to work in isolation or be sent home to change. We expect our Sixth Form students to create a professional business atmosphere and they are expected to dress accordingly. Students are required to wear a business style suit, shirt and tie. Smart shoes must be worn and trainers, boots or leisure style shoes are not acceptable.

Behaviour in corridors

- In the corridors and stairways boys must **walk on the right hand side**. Boys must move around the school site **in a calm, orderly and considerate manner**.

Behaviour in the classroom

- At the start of a lesson or house tutorial, boys must **enter the classroom** in a calm and orderly manner and as instructed by the teacher or adult supervising the class..
- **At the end of a lesson** or house tutorial, boys must leave in a calm and orderly manner and as instructed by the teacher or adult supervising the class. Boys must not leave a lesson or house tutorial until the bell rings.
- Boys must **stand when an adult enters** the classroom during a lesson.

Mobile Phones

Registered Office: Cross Lane Bebington Wirral CH63 3AQ Company Number: 7734231 VAT Number: 119 0936 13

Students' mobile phones will be securely stored in a school-issued signal-blocking pouch from 8.55am until 3.40pm.

This reflects national legislation from the Department for Education here:

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The Department for Education expects schools to ensure students do not have access to mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes.

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Every student in Years 7–11 must have a school-issued signal-blocking pouch as part of our uniform policy.

Each pouch uses signal-blocking technology, meaning:

- Mobile phones cannot be used while they are sealed inside the pouch.
- Connected devices such as EarPods and smartwatches will also not function

when the phone is sealed inside.

At the start of the school day, Form Tutors remind students to switch off their phone, place it in their pouch and secure it. Students keep their pouch with them throughout the day. Unlocking magnets are available at the front of school exit points so students can quickly unlock their pouches at the end of the day. Should a student require to contact home they must go to the Main School Office or Pastoral Hub. If a parent needs to urgently contact their child during the school day, they should call the school office.

Purchasing

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Examples of breaches include:

- Having a phone that has not been placed in a pouch.
- Having an unlocked pouch containing a phone.
- Placing incorrect items in the pouch.
- Damaging, destroying or tampering with the pouch.
- Having a detacher device.

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Where a breach occurs:

1st breach: The phone will be confiscated and returned at the end of the day; student in detention

2nd breach: The student will receive a one-day internal suspension

3rd breach: The student will receive a fixed term exclusion

These sanctions are in place to ensure the system works fairly for everyone and to prevent attempts to bypass or damage the pouches.

Sixth Form

Sixth Form students have access to their mobile phones during the school day, reflecting their increased independence and responsibility. During study periods, phones may only be used for academic purposes. Sixth form students should support the policy with responsible actions and they must not compromise the mobile phone expectations for younger students.

Sixth Form students may only use their phones out of sight of younger students in designated Sixth Form areas:

- The Canteen (during lesson time)
- The WGS6 social/study areas

Phones should not be seen in corridors. Misuse of mobile phones by Sixth Form students will result in a one-day confiscation, with repeated offences leading to further sanctions.

APPENDIX 1A: CORE EXPECTATIONS OF ALL STAFF TEACHING OR SUPERVISING A CLASS

1. Staff should inculcate in their classrooms an atmosphere that encourages and rewards learning and determination to achieve.
2. Staff to inculcate in their classrooms an atmosphere of mutual respect and should challenge poor behaviour.
3. Staff should stress the importance of school uniform and the need to adhere to school rules.
4. Staff should set an example to students in terms of dress and conduct
5. Staff should never behave in a manner which could cause offence or injury to others.

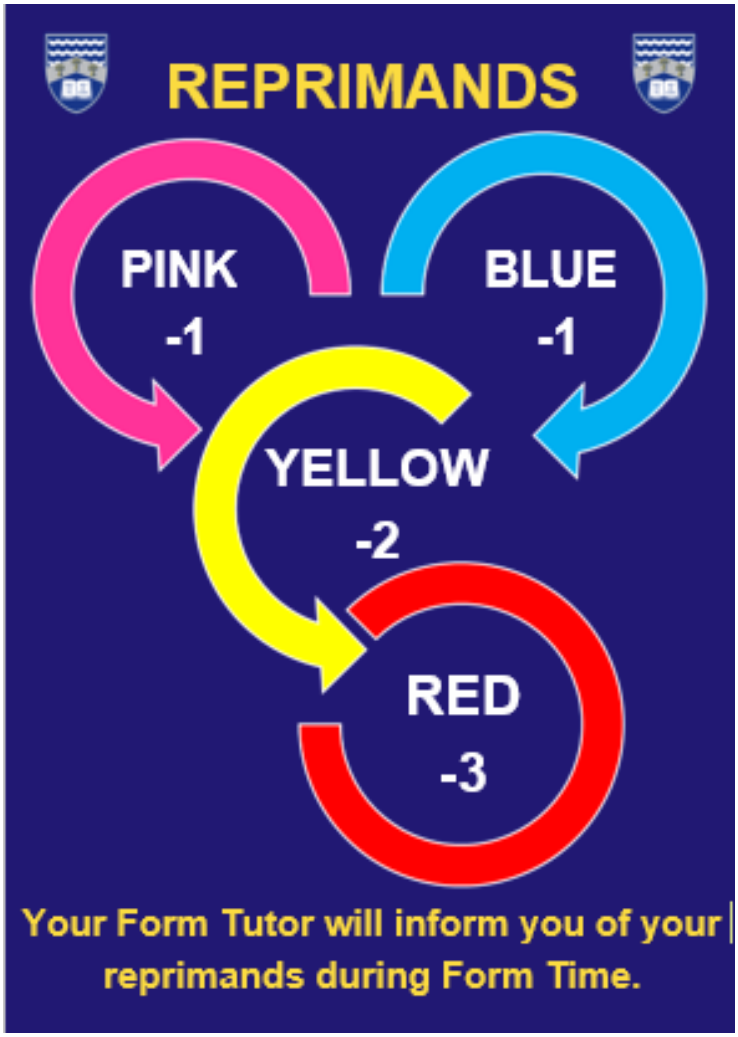
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Appendix 2: Behaviour Points Table

Teacher	Verbal Warning, Reprimand, Teacher Action
30 min detention	3 POINTS
1 hour detention	5 POINTS
2 hour detention (2 lunches)	10 POINTS
Thursday After School Detention 15.40-16.40	15 POINTS - DHT

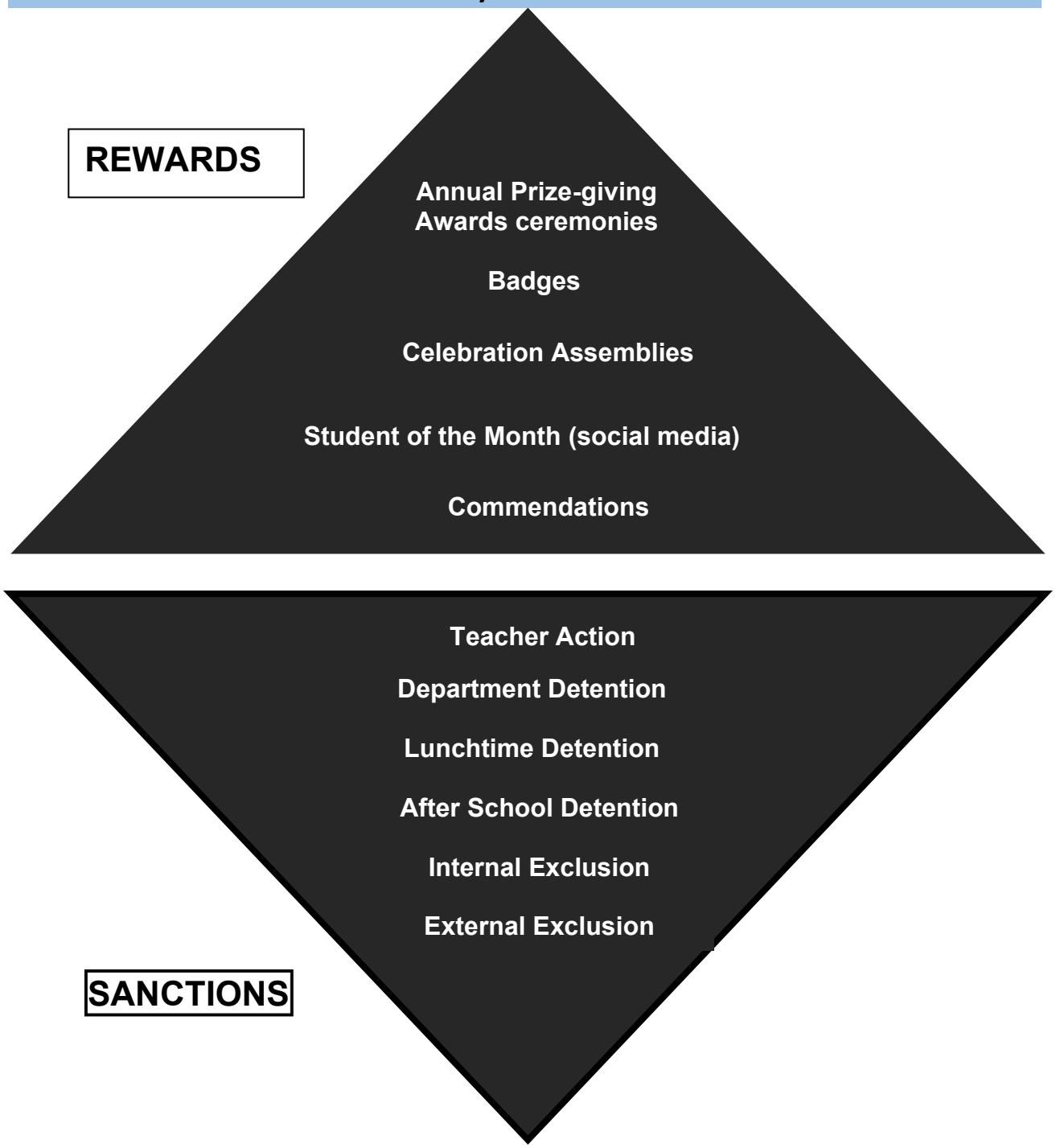
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Appendix 2A: Behaviour Points



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APPENDIX 3: Reward and Sanctions Pyramid

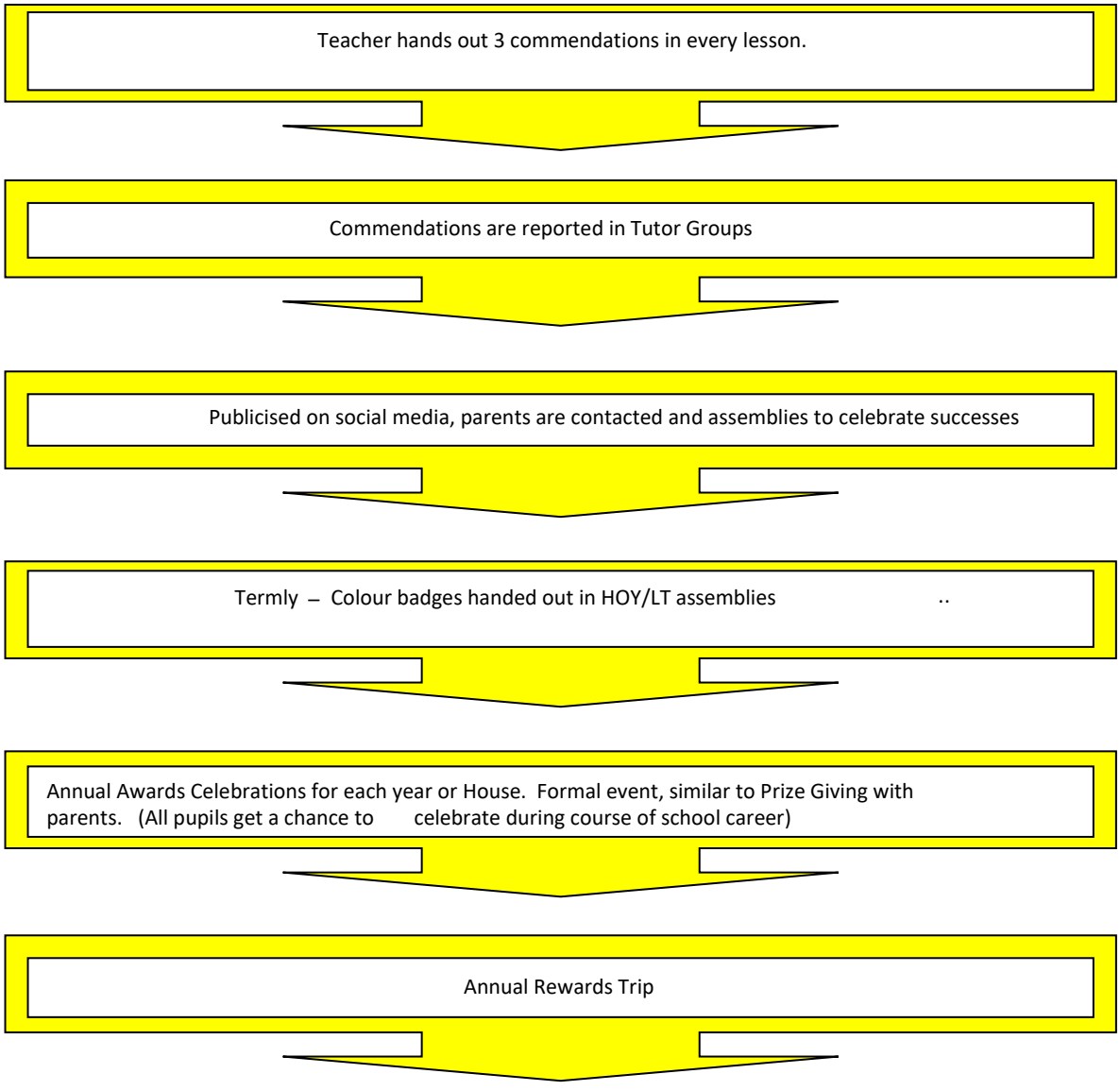


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APPENDIX 4 : Rewards Ladder

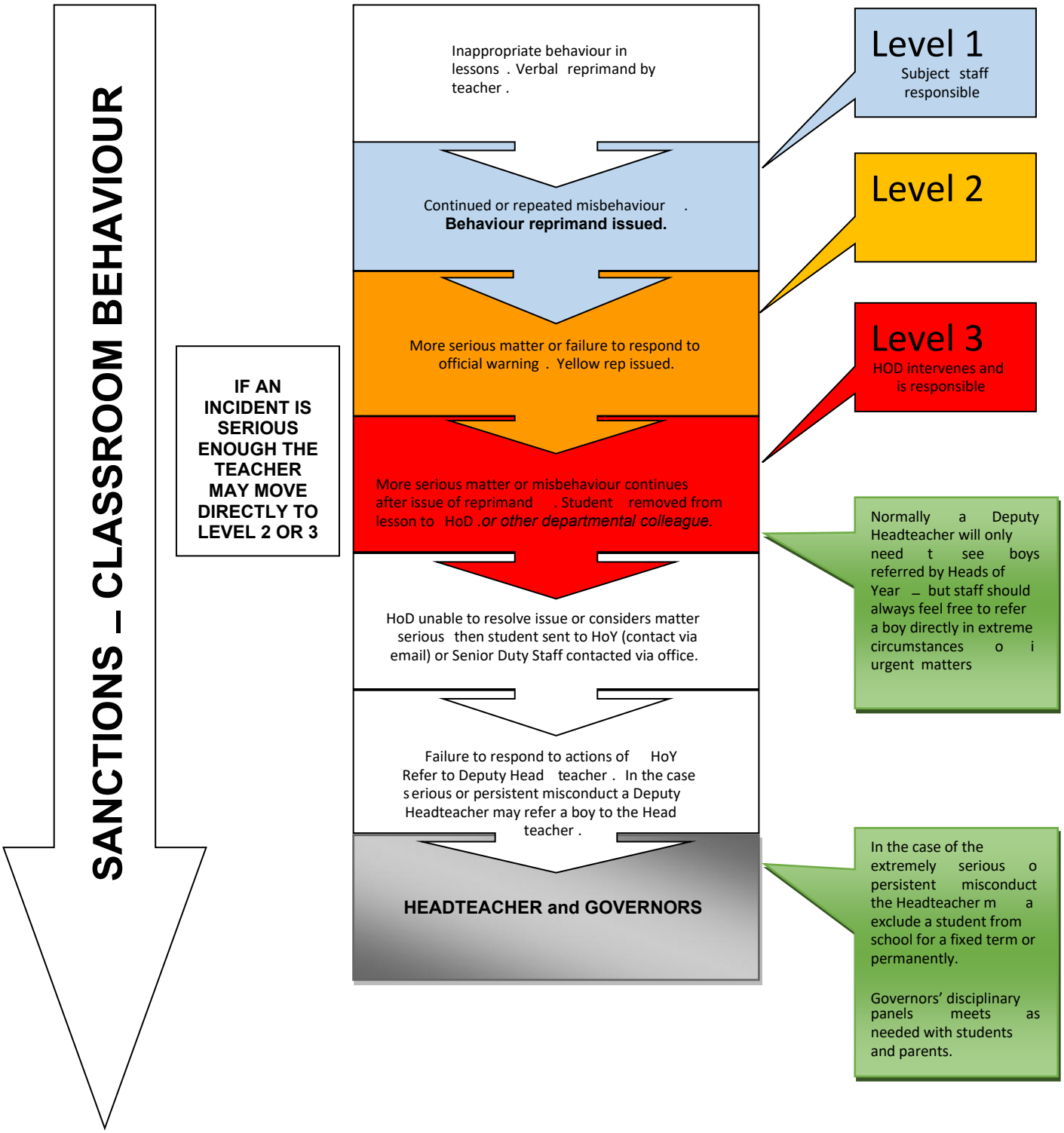
Three simple ways to earn rewards:

- **Academic Excellence** – outstanding effort
- **Persistence/ Perseverance –** improved effort
- **Positive Behaviour –** zero reps in a week = 1 commendation

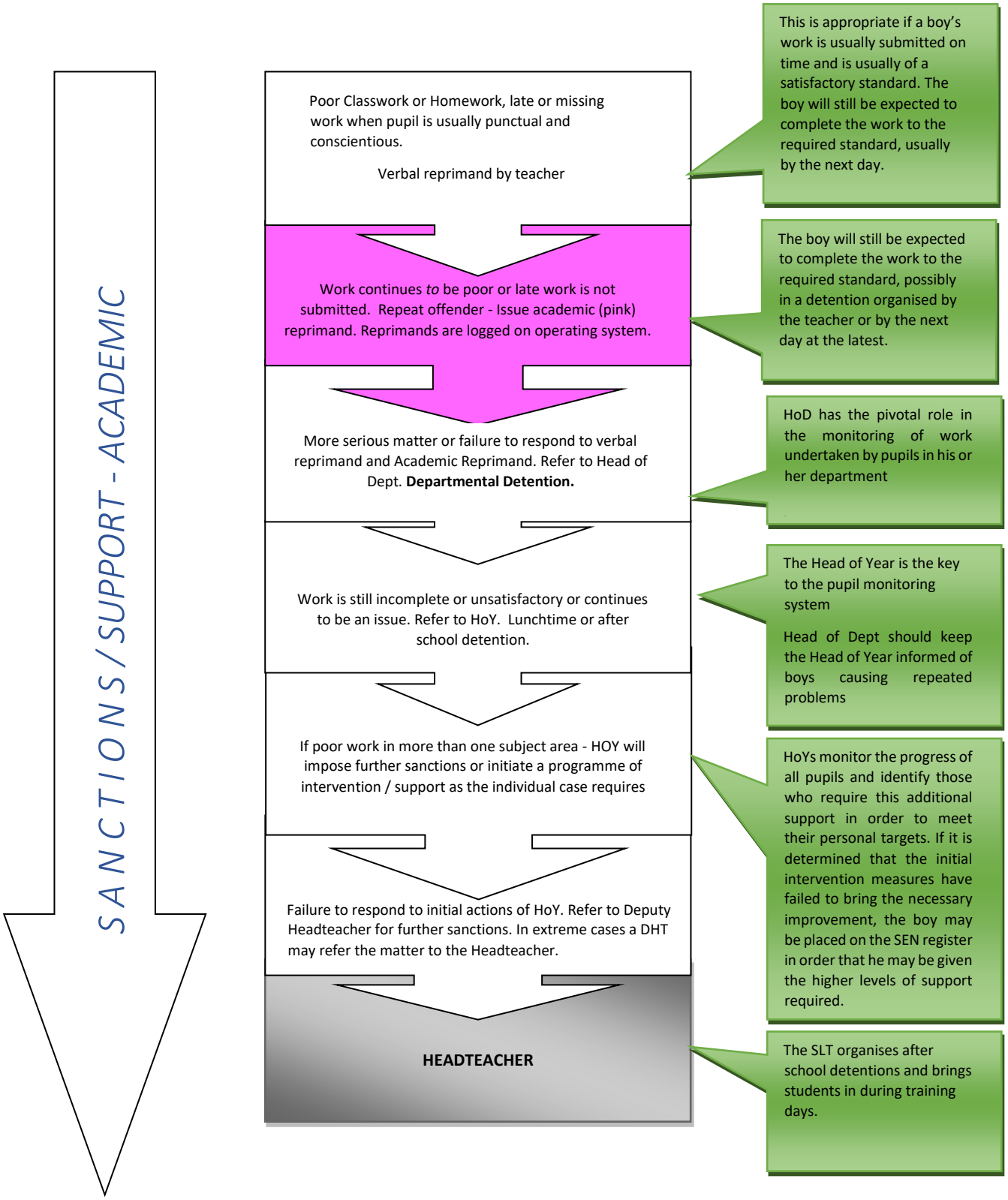


APPENDIX 5: SANCTIONS LADDERS

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APPENDIX 6: HOME – SCHOOL AGREEMENT

For students to have the opportunity to make excellent progress it is vital that our high expectations of behaviour for learning, uniform, and respect for each other are supported by parents and carers. We ask all parents, students and staff to read this policy carefully and sign the document to confirm understanding and support for this agreement.

Parent rights:

- To be kept informed about their child's progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected.
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.
- To appeal to the Headteacher / Governing Body if they believe the school has exercised its disciplinary authority unreasonably.
- To request a review of the Headteacher's decision to exclude their child, first to the Governing Body of the school and then, in cases of permanent exclusion, to an Independent Panel

Parent responsibilities:

- To **respect and support** the school's approach to ensuring positive behaviour for learning and the disciplinary authority of the staff.
- To help ensure their child follows reasonable instructions from staff.
- To send their child to school each day punctually, fed, rested, and equipped and ready to learn.
- To ensure their child attends school in full uniform.
- To support the school in their control of use of mobile phones in school
- To be prepared to work with the school to support their child's positive behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the Head of House or member of the Leadership Team at the end of a fixed term exclusion.
- To monitor their child's behaviour and progress via Ruler

Wirral Grammar School for Boys rights:

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this.
- To enforce the school's approach to ensuring positive behaviour for learning including rules and disciplinary measures.
- To expect students' and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the school.
- Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Headteacher may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.

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- Authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- Authorised staff can also search for any item banned by the school rules.

Wirral Grammar School for Boys responsibilities

- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate, reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably.
- To follow and support the Home-School Agreement.
- To take all reasonable measures to protect the safety and well-being of staff and students, including prevention of all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour
- To promote positive behaviour through active development of students' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To ensure the school's approach to ensuring positive behaviour for learning does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.

Student rights

- To be taught in environments that are safe, conducive to learning and free from disruption.
- To be treated in a respectful and appropriate manner by all members of the school community.
- To have access to all school facilities and to enjoy and utilise its resources.
- To have access to a clean and comfortable environment in which to learn and socialise.
- To enjoy school and to be able to engage in conversation with other students and staff in a calm and respectful atmosphere.
- To expect support and encouragement from staff.
- To be challenged to reach their full potential within a culture of high expectations.
- To expect appropriate action from the school to tackle any incidents of bullying, violence, threatening behaviour, abuse, discrimination or harassment.
- To have their views considered when developing school policy and making important decisions.

Student responsibilities

- To treat all members of the school community with respect and politeness.
- To respect the school's property and environment, and the property of others.
- To do their best to reach their full potential

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- To follow all reasonable requests and instructions by staff, to follow school rules and to accept sanctions in an appropriate way.
- To arrive in full uniform and wear it correctly as well as coming to school fully equipped and ready to learn.
- To act as positive ambassadors for the school both in school time and outside of school.
- To cooperate with, and abide by, the Behaviour Policy and any arrangements put in place to support their behaviour, such as behaviour Contracts, Pastoral Support Programmes or meetings with parents/guardians and external support agencies.

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Behaviour, Attendance & Antibullying Policy Agreement

Name of student: Tutor Group:

Signed (Headteacher) : Date: 1st September 2022

Signed (Parent/ Carer) Date:

Signed (Student) Date:

Please keep one copy and return the other signed copy to the school office.

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