

Skipton Girls' High School

BEHAVIOUR for LEARNING and STUDENT CODE OF CONDUCT

Principles:

We believe that all students who are educated at Skipton Girls' High school have the right to achieve highly, make excellent progress and participate fully in all aspects of learning inside and outside the classroom. **All students also have a responsibility to ensure everyone can learn free from disturbance or interruption.**

This policy is in line with our **ethos and values** and clearly outlines the expectations we have of all students.

- We will lead an innovative, dynamic and academic environment which is not constrained by gender stereotypes. All students are unique with different needs, talents, strengths and aspirations and should be challenged to achieve beyond their expectations.
- We will prioritise Inclusion, equality and equity and place these at the heart of our learning community. We believe that we need to create and structure our school provision to meet the diverse needs of our learners and create an experience that is personalised to the individual.
- We value the qualities of honesty, trust, endeavour, resilience, challenge and mutual respect throughout our school community and the community beyond school.
- We believe that we must make our school a special place which everyone enjoys coming to.

And our **aims**:

- To work in partnership with Parents/Carers, Primary Schools, local employers and outside agencies and to ensure continuity, progress and support for all students throughout their school career.
- To support students to enjoy school, achieve their full academic potential and become passionate about life-long learning.
- To develop student's self-knowledge, self-esteem and self-confidence and thus to lead on whole school projects and embrace challenges and opportunities that positively impact on the wider life of the school, local community and environment.
- To create an environment which is safe, healthy and stimulating for learning
- ☐ To promote positive **personal and social values**
- ☐ To create an atmosphere in which the **spiritual, moral and cultural development** of students can be fostered, an atmosphere of **mutual respect** where working together and consideration for others are paramount.

School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviours. The Senior Leadership Team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front'. However, leadership to support positive behaviour must be shared across the whole staff community– including senior and central leaders, pastoral staff, classroom teachers and associate staff.

As a school we will:

In partnership with parents, set high expectations for students and staff in all aspects of the school's life and show how they are to be met.

- By a clear code of conduct
- In our home/school agreement.
- By creating an ethos around the school of RESPECT
- Ensure senior leaders use opportunities such as gatherings to articulate their expectations and reinforce them by their visibility around the building during the day
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school behaviour policy
- ALL staff, including Senior Leaders model the behaviour and social skills they want students and staff to use.
- Ensure staff presence across the site at key times during the day (before school, break, lunch and after school) to maintain a sense of calm and order
- Give opportunities for the Student Executive to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions.

REWARDS

We actively promote a culture of praise and reward within the school community and celebrate the personal and academic successes of individuals in a number of ways. Students are recognised through both verbal and written acknowledgements in school publications, whole school gatherings, year assemblies and prize giving ceremonies. Praise postcards, congratulation letters and house points are also given throughout the year. In addition to this we also highlight student successes on school display boards and plasma screens around the school environment. Our school website also features 'Student successes'.

Categories in which teachers recognise students for praise and reward include:

- Determined effort with classwork and home-learning
- outstanding classwork and homework
- outstanding progress and achievement
- participation
- outstanding organisation
- extra-curricular involvement
- citizenship and charity
- grit, determination and resilience
- representing the school as a student ambassador
- consideration of others

Students are encouraged throughout their time at Skipton Girls' High School to take on leadership positions whereby they can represent the interests of other students and give back to the school community in a service role. Roles that they might undertake are:

Head Girl Team, House Captains, Student Executive Representatives, Digital Leaders, Art Ambassadors, Post 16 Mentors, Subject Mentors, and LRC Team Members.

OUR BEHAVIOUR FOR LEARNING STRATEGY

We also recognise that we need to be aware of the impact of our own actions and so rules and consequences are in place to ensure that the community is harmonious and supportive of the rights and responsibilities of all. To ensure that we all contribute to this ethos of a shared and supportive learning community we expect that all students will:

- show mutual respect and tolerance of each other and all staff
- arrive punctually to school and lessons
- be ready to participate fully in learning at all times
- dress smartly for school, keeping to the school uniform code
- be organised and appropriately equipped for lessons
- show respect for the school environment at all times
- move thoughtfully around the building, taking notice of examination signs, movement signs and keeping to the left on staircases and corridors
- show consideration for others by holding the door open for peers, staff and visitors
- follow school rules with regard to tutor rooms, dining hall and the use of specialist spaces
- ensure that public behaviour upholds the school's positive reputation

There are a variety of consequences used which range in severity.

These include a personalised range of Behaviour for Learning whole school strategies e.g. verbal warnings, movement within classroom, faculty withdrawal managed by the Learning Director and Curriculum Leader.

Detentions

We use a variety of discretionary detentions which range in duration. Detentions can be given within the school day e.g. lunchtimes, or outside of the school day e.g. after school. We are not required to give 24 hours' notice for a detention but would always endeavour to do so by phone or letter where the detention is to be held outside of school hours. We will give careful consideration to the timing of detention and will:

- Consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

Reports

In order to enable students to modify their behaviour, they may be placed on report. This will focus students on the areas that they need to improve upon and each teacher will report against target areas at the end of each lesson. The report will be checked on a daily basis by either the Personal Tutor, Student Progress Learning Manager, Senior Leader, Learning Director/Curriculum Leader and parents

Internal isolations

For more serious incidents of behaviour, including persistent non-compliance, students may be internally excluded and spend time with a Senior Leader. Telephone contact will be made to inform parents of internal exclusion.

Fixed term exclusions

In serious cases, a fixed term exclusion may be used whereby a student is excluded from school for a fixed period of time. In these cases, the student and parent will then be invited to attend a reintegration meeting to agree targets and support before returning to lessons.

Following fixed term exclusions, students spend a reintegration day working with Student Progress.

Permanent exclusions

In response to a serious breach, or persistent breaches, of the 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, a decision to permanently exclude a student may be taken. This decision is taken by the Head Teacher.

Behaviour Strategies and the Teaching of Good Behaviour for learning and conduct

The school's policies on behaviour, learning and teaching will create an ordered school climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff), students, and their parents.

As a school we will:

- Ensure all staff understand and use consistently, the behaviour management strategies agreed by the governing body and school community
- Develop pupils' emotional, social and behavioural skills through activities in lessons and in our Vertical Tutor programme, our enrichment opportunities and the extra-curricular experiences we offer. Target additional support around these areas through work of the Student Progress Team.
- Arrange additional 1:1 work, group work and support for students who need it. This is provided by experts both within school (Personalised Learning Mentors, counsellor) and from outside (PRS)
- Work in partnership with parents/carers on all matters concerning student progress –personal, social and academic.

Continuing Professional Development

All staff in school will be provided with the skills to understand and manage pupil behaviour effectively. This is as important for heads as it is for Newly Qualified Teachers and Associate staff. Training and coaching are both vital elements of a high quality professional development programme. These must be made available for staff taking up a new post via our induction programme and bespoke professional Development programme.

As a school we will:

- Ensure all staff joining the school (including supply teachers) receive induction training which includes clear guidance in use of the school's systems and expectations for behaviour

- Assess staff needs and build into Continued Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour e.g. Induction, Monday pm sessions, NQT programme, Teach 3
- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- Create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging
- Develop the specialist skills of staff that have particular leadership responsibilities for improving behaviour.

ATTENDANCE AND PUNCTUALITY

At Skipton Girls' High School Girls we believe that punctuality and 100% attendance are essential and expect all our students to 'Arrive on Time'. The following sets out the expectations for attendance, punctuality, leave requests and the sanctions that may be put in place if not followed.

1. School opens for students at 8am. School lesson hours begin at 8.50a.m. until 3.40p.m. Monday to Friday.
2. Registration takes place (in the first timetabled lesson) at 8.50 a.m. and there is a school expectation that students should be lined up outside their subject rooms by **8:45am**. Students should have already gone to their lockers and be ready to learn when the first lesson begins. Students who arrive after 8:55am will be marked as late.
3. Students who arrive to school after 8:55am should report to the **Student Services** immediately upon their arrival.
4. If a student is absent owing to illness, parents should telephone the school by 8.30 a.m. and leave a message on the designated absence line or they can report this absence using Simply Click direct to **Student Services**.
5. All absence must be verified by an email or phone call to **Student Services**. An absence in excess of 3 days should be verified by a Simply Click email to Student Services for the attention of the **Student Services Manager**. Any letters written by girls will be returned to parents who will be asked to confirm the absence themselves. Please note that text messages are not accepted.
6. During the school day, students in Yrs. 7 -11 **must not** leave the site without permission. Leaving the site without permission contravenes the Academy's Safeguarding Policy and is classed as truanting. Students who truant school during the school day or continue to break the punctuality expectation will be dealt with under the Academy's Behaviour for Learning Strategy.
7. If it is necessary for a student to leave school e.g. medical or dentist appointment a letter, phone call or email in advance to **Student Services** is required. On leaving school the student must 'sign out' in **Student Services** and 'sign in' on their return.

Further information can be found in our Academy Attendance and Punctuality Policy.

LEAVE OF ABSENCE

The Pupil Registration Regulations 2006 state that:-

Schools have a discretionary power to grant a pupil time off school during the term. However, schools are not obliged to grant time off. Discretion around leave of absence is far-reaching. They are able to refuse the whole period requested by a pupil's parents. Periods that are taken must be recorded as unauthorised.

Skipton Girls' High school is highly committed to the education of its students. We believe that there are enough periods of time between each term for parents to take their child on such things as holidays. We therefore do not grant any student time off during term time. There are no holiday request forms and no exceptions to this policy. Any time taken away from school in such circumstances will be recorded as unauthorised.

Time off school for family holidays is not a right and will not be granted. If you decide against our decision and take your child off school you must inform us in writing and we require a copy of the tickets. We will then know the reason for your child's absence and will not waste time contacting you or making a home visit.

Even though we do not authorise **any** holidays, occasionally parents need to take their child out of school for more than 10 days. We recognise there are exceptional circumstances. The following are examples of the criteria for leave of absence, which may be considered as 'exceptional':

- Service personnel returning from active deployment
- Where inflexibility of the parents' leave or working arrangement is part of the organisational or company policy. This would need to be evidenced by the production or confirmation from the organisation/company
- Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems. Evidence must be provided.
- When a family needs to spend time together to support each other during or after a crisis.

Parents should contact the **Deputy Headteacher** with a detailed letter of request.

MOVEMENT AROUND THE SCHOOL

In order to ensure the smooth running of the school, the expectation is that every member of the community will:

- Hold doors open for other students, staff and visitors
- Keep left on staircases and in corridors
- Respect signage indicating entry / exit / one way
- Students are NOT allowed to use the lift unless permission is granted by a member of staff.
- Walk calmly and considerately around the school building
- There should be no eating in the reception, student foyer or corridors
 - Corridors, fire exits and stairwells should be free from all obstructions
 - The lift is to be used only with the specific permission of a member of staff
 - Respect signage to keep silent during examination periods

USE OF TUTOR ROOMS

It is a privilege that students have the opportunity to use their tutor rooms before school, at break and at lunch. It is important that all students recognise that these spaces are first and foremost teaching spaces and should be treated with respect. Whilst using tutor rooms students should:

- Ensure that the classroom door is hooked back so that it remains open
- Ensure that they sit on seats only
- Place all litter in bins provided
- Ensure that no hot meals are to be eaten in tutor rooms
- Ensure that chairs and tables are rearranged for the start of each lesson
- Have a suitable padlock that securely fastens personal lockers
- Respect the displays and equipment in the room
- Be considerate of the noise level within the room
- Not use the teacher desk

If students are unable to use these spaces in a safe and appropriate manner they may be excluded from the room for a period of time as determined by the **AHT: Student Progress**

CARING FOR THE SCHOOL ENVIRONMENT

It is the expectation that class representatives will ensure lights are switched off before leaving an empty room and that all waste paper is put in the recycling bin. Chairs are to be tucked away or left up on tables at the end of the day. Tutor rooms are to be kept clear of clutter left on the top of storage lockers. The front field, netball courts and the quad are all areas which students enjoy in the warm weather. Picnic benches are provided also. Each person is responsible for tidying away their litter.

MOBILE PHONE AND OTHER HAND-HELD TECHNOLOGIES

As every single member of the SGHS community has a high specification laptop there is no need to use a mobilephone for learning. Therefore, we do not permit the use of mobile phones on the main SGHS school site during learning hours.

Please read our Acceptable Use of Mobile Phones Policy to understand our policy, practice and procedures.

ALCOHOL, SMOKING AND MISUSE OF SUBSTANCES

Students are not permitted to drink alcohol, smoke or misuse any substances on school property (including lunch times) or during trips and visits.

MEDICINES

Any medicines brought to school must be lodged with **Student Services**. Students must not store medicines in their lockers. No medicines may be dispensed by the school. All medicines lodged **at Student Services** must be in a container clearly labelled with the girl's name, tutor group and details of when the medication is needed.

SCHOOL UNIFORM

The Skipton Girls' High School community take pride in their appearance and key to this is the wearing of the correct school uniform and Sixth Form dress code. There is a strong ethos behind wearing a uniform; it reduces difference of appearance resulting from social class or income, ensures that students come to school looking neat and tidy, take pride in their appearance and enhances the school's profile in the community.

We hold high standards for how the uniform should be worn by students in Years 7-11 and expect students in Years 12-13 to adhere to a clear dress code of professionalism and appropriateness for learning.

Uniform Non-negotiables:

1. Yrs. 7-11 tattoos are not permitted. At Post 16 tattoos must not be visible.
2. No tongue, nose or other facial piercings are permitted on health and safety grounds.
3. Skirts must be of a suitable length – as girls vary in height and length of leg and body it is agreed that skirts are a respectable length for a school environment.

Expectations for School Uniform and Personal Appearance Years 7-11

- Students are required to wear the school uniform correctly both in and outside of school. It is the responsibility of parents and students to ensure the correct uniform is worn at **ALL** times.
- A student who is unable to wear the correct uniform must bring a letter from parents explaining the circumstances and show this to their tutor who may authorise this occurrence (as a one off). This letter will need to be kept on them to show to other staff who may query incorrect uniform. The school keeps a supply of spare uniform items which students will be expected to wear if they persist in uniform non-compliance.

- The uniform consists of skirt/trousers, blouse /shirt and sweatshirt
- All skirts must be must our school regulation style and be a respectable length. Bodycon skirts are not permitted.
- Blouses should be tucked in, collars out and skirts should not be rolled up.
- Sweatshirts should be in good condition; any holes or stains are to be repaired and removed as soon as they appear.
- Key stage 3 is not allowed to wear make-up, students will be asked to remove make up using hypo-allergenic make up removal wipes. Key stage 4 onwards is allowed discrete makeup.
- In addition every girl must have a fastenable bag for books, a laptop case and a sports bag. Open bags or carrier bags are not acceptable.
- Hair accessories (clips, grips or hair bands with the purpose of tying back long hair) may be any colour provided they are of a plain style and colour.
- Head coverings worn for religious reasons are permitted provided they are tied back for health and safety reasons.

In Y7-11 head coverings should be in school uniform colours (dark blue, or black). No other items of religious dress including face coverings are permitted. The policy on religious dress is available from the school.

- Hair should be kept in a neat style (whether loose or tied back). Extremes of hairstyle and unnatural bleaching or dyeing are not permitted.
- Jewellery worn should be discreet – a pair of small stud earrings. The earrings should be a matching pair and only one earring may be worn in each ear. These must be removed for PE. No other piercings are allowed. A cross or other religious symbol may be worn as long as it is not visible.

Jewellery that does not fulfil the schools uniform code will be confiscated and kept securely in **Student Services** and returned a week later.

- We recognise the diversity of our community; discrete, visible religious or cultural symbols will be individually considered on request of the parent / carer to the AHT: Student Progress
- Shoes should be black and provide support and protection for the feet. These should be in a serviceable sensible style without coloured decorations. Canvas material is not appropriate.
- Opaque black or navy tights or neutral-coloured nylon tights must be worn at all times. Tights must be in good condition.
- Gel or acrylic nails/ Nail varnish is classed as Make-up. We cannot accept Gel or acrylic nails on the grounds of Health & Safety. Key Stage 3 students will be asked to remove nail varnish using removal wipes. At Key Stage 4 nail varnish must be discreet.
- Students are not permitted to wear any aspect of their PE kit instead of their school uniform to

normal lessons. The only instance that this might be allowed is if a student has to attend a fixture that begins midway through a lesson – on these occasions PE staff will inform students that this is allowed as an exception.

- Students who have participated in PE at the end of the day should change into their full school uniform to travel home.
- Please note that no extremes of appearance will be accepted.
- Outdoor coats should not be worn around the school. They should be stored in lockers until the end of the school day. Hoodies and sweatshirts are not be worn in place of a coat.
- In extreme circumstances parents will be contacted immediately and students may be asked to go home and return to school more appropriately dressed.

SIXTH FORM DRESS CODE

It is a Sixth Form privilege not to wear Key Stage 3 or 4 school uniform. However, the school expects that students will comply with the Sixth Form dress Code (Business dress) and dress suitably. Extremes of fashion are to be avoided – many outsiders judge the school by the appearance of its Sixth Formers.

For formal occasions where Post 16 girls are representing the school, they will be required to wear business dress or similar formal attire.

Please also refer to the school's Post 16 Code of Conduct and Dress Code and Religious Dress Code Policy.

This policy will be reviewed annually in line with DfE guidance.

The governors will ensure that there is a **Behaviour for Learning Policy** published annually on the school's website.

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