



THE CAMDEN
SCHOOL FOR GIRLS

Behaviour Policy & Procedure



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1. Introduction

This policy provides the framework that supports the work of Camden School for Girls and ensures that students can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

This policy is underpinned by our commitment to create a social atmosphere which does not rely upon rigid inflexibility but is built upon a regard for our agreed community values, respect for and the promotion of individual potential and socially accepted good manners.

The management of adolescent behaviour is challenging and complex and calls for high level interpersonal skills, patience and a sense of humour.

The principal legislation and guidance to which this policy relates is:

- DfE [Behaviour in Schools](#) - Advice to Headteachers and School Staff 2024
- DfE [Behaviour and Discipline in Schools](#)
- DfE [Use of Reasonable Force](#) in Schools 2013
- DfE [Searching, Screening and Confiscation](#) 2023
- DfE Use of Reasonable Force July 2013

This policy has been written with regard to the Department for Education 'Behaviour and Discipline in Schools Advice for Headteachers and school staff'

Aims

- To create a stimulating and safe environment where staff and students feel secure
- Enable a positive learning experience for all students
- Provide a safe environment free from any disruption, violence, bullying and poor behaviour
- To encourage students to develop self-confidence and an understanding of respect for others
- To develop strong partnerships with parents/carers in supporting the authority and leadership of staff in promoting positive behaviour throughout the school environment
- To ensure standards of positive behaviour are recognised, praised and rewarded

1.1 Related policies

- Anti - Bullying
- Safeguarding
- E-safety
- Equalities Policy

- Drugs policy
- Staff Code of Conduct
- Skills to use to improve classroom management
- School Journeys
- Home School Agreement

2. Expected standards of behaviour

2.1 Acceptable behaviour

Acceptable behaviour is that which promotes cooperation, compassion and consideration from students in their relationships with teachers, other school staff, visitors, fellow students and local residents. This supports a learning environment which creates a safe climate to promote high achievement.

2.2 Unacceptable behaviour

Examples of unacceptable behaviour include:

- Constant low-level disruption
- Inappropriate use of mobile phones
- Graffiti and a wanton disregard for our environment
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances
- Deliberate isolation of a student
- Intimidation
- Verbal abuse
- Abuse through social media
- Substance abuse on site and at the school gate
- Extreme and offensive views and behaviour
- Bullying and harassment including racist, sexist and homophobic and all protected characteristics
- Threatening language or behaviour to another pupil, teacher or a member of the public
- Physical abuse

The Camden School community clearly understands the importance of cooperation and consideration as it is communicated through the School Code of Conduct, School Information Booklet, the school website, student planner and the Home-School agreement.

3. School codes of conduct

3.1 Code of behaviour

The following codes have been drawn up by staff and students to ensure that the school is a fair and safe environment. These can be found in student planners and in the Year Handbook.

1. All students are expected to be courteous, considerate and helpful to other students, to all staff and to visitors.
2. Camden School is a diverse community and will not tolerate racist remarks or racially insulting behaviour.
3. The use of obscene or abusive language to anyone is not acceptable.
4. Bullying and any form of physical violence will be treated as serious offences.
5. Students should conduct themselves in a quiet and orderly way, both in school, when leaving and arriving and in the immediate neighbourhood of the school.
6. Smoking, drinking alcohol and taking drugs are forbidden.
7. Dropping litter is anti-social and students should be prepared to pick up litter when they see it or when asked to do so.
8. Graffiti and damage to property will be treated as serious offences.
9. Chewing gum should not be brought into school.
10. Students may not eat or drink in classrooms or corridors.
11. Students should behave courteously in the dining hall and should accept instructions from the midday supervisors.
14. Students are asked not to bring valuables, money or jewellery to school. We cannot be responsible for their loss.
17. Students must walk, not run along the corridors. On staircases they should keep to the left hand side and no-one should stop and talk on the stairs as this may cause a blockage on a main routeway.
18. On Mondays students should be quiet on the way to assembly and silent once inside the hall.
20. All students should be familiar with the Behaviour policy and the Anti Bullying policy.

3.2 Camden School for Girls Appearance Code

We do not have a uniform at CSG but we expect students to wear clothes and footwear which are appropriate to an academic institution.

Students wearing clothes which are inappropriate for an educational environment, unsafe, have an offensive image or message or restricts communication, may be sent home to change or asked to wear alternative clothing provided by the school. Face covering which prevents identification and full communication are not permitted in school.

At Camden School for Girls we are proud of our students and respect their individuality and originality; however students' clothing needs to be appropriate for a working school day and reflect the professional environment of the school. Pastoral leads are able to make a professional judgement on what is deemed appropriate.

3.3 The Seven Rules in the for Classroom for Learning

1. Always be on time and have the right equipment and books. Take off your coat and put your bag on the floor.
2. Remember to put up your hand. Please do not call out.
3. Please sit in your allocated seat according to the seating plan.
4. Mobile phones should be turned off and be out of sight unless instructed by your teacher.
5. Take care of the environment – no graffiti, no litter, and no gum.
6. Go to the toilet during break and lunchtime. You will not be allowed during a lesson unless you have a medical pass.
7. Always be polite and considerate to everybody.

3.4 Rules on use of mobile phones

The use of mobile phones is not allowed in school and the following rules are in place:

- Mobile phones must be switched off and put away at all times, any phone seen or heard will be confiscated.
- Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement of a parent/carer to collect the phone on their child's behalf.
- The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- Should students need to use a phone at the end of the day to contact parents with any concerns or for collection following school based activities they are asked to use the main reception phone.
- Year 12 and 13 students are allowed to use their phones but only in the 6th form common room. Their phones must be switched off and put away in all other parts of the school.

3.5 The Camden Compass

Camden's Compass

Communities work when there is a calm, safe and tolerant atmosphere. Please understand that bullying whether verbal or physical against any member of our community is not tolerated.

Objectionable and rude behaviour shown to any member of our community, including visitors, is a serious breach of our code and is not tolerated. We do not wear a uniform but we do wear appropriate clothing for activities in school.

Manage your own behaviour and have your own goals. Speak out for fairness and be independent. If you feel that there has been an injustice - discuss it with your tutor or Head of Year.

Please take pride in our environment. If you use the dining room, you must clear up after yourself. Do not graffiti or leave litter. Chewing gum gets on clothes and furnishings and is not allowed in school.

All of us are entitled to hold a view point and be listened to in class in a quiet and respectful way. We should show courtesy by arriving on time to all lessons and having the correct equipment and kit with us.

Subject learning is a priority so we should keep to seating plans and follow all teacher instructions. It should be clear to us all that disruption to our lessons holds back our opportunities. Mobile phones should not be seen or heard in lessons as they cause disruption. They should not be used on the stairs or in the corridors as you could have an accident when not paying attention.

Special talents and achievements are celebrated.

4. Roles and responsibilities

4.1 The governing body

The Staffing and Curriculum Committee is responsible for reviewing and approving the written statement of behaviour principles.

4.2 Senior Leadership Team Responsibilities

It is the responsibility of the SLT to ensure that there is a commitment from staff towards a consistency of practice when dealing with inconsiderate, anti-social behaviour. The students need to know the standard of behaviour that is expected of them. The SLT conveys the expected standard through the home-school documents, website, through ParentMail and at internal events like school Year Group assemblies and Parents' Evenings.

The SLT reviews the curriculum so as to promote inclusive learning opportunities for all students and places emphasis on the open access to extracurricular activities. A Deputy Head Teacher has the responsibility to set up a secure framework for Early Careers Teachers to discuss the mechanisms and procedures used at Camden to promote good behaviour. Subject teachers are supported with access to classroom management Inset programmes. It is the responsibility of the SLT to ensure accurate record keeping of behaviour incidents.

A Deputy Head Teacher is responsible for the coordination of the outside support agencies of Social Services, Learning Mentors, Police Liaison Officers, School Nurse, Educational Psychologists and the Connexions Personal Advisor.

4.3 Departmental Responsibilities

We recognise that early intervention reduces the risk of the development of anti-social behaviour. At departmental level the following strategies should be incorporated as good practice:

- At the start of the new school year departments give time to discuss classroom expectations and routines
- Teachers establish a positive climate for learning and implement the Seven Rules of the Classroom.
- For persistent disruption to learning, the HOD implements an internal sanction such as a departmental report.
- Discussion about the structure and differentiation of the curriculum and the link with poor behaviour is encouraged.
- Detailed incident reports must be written by the classroom teacher where the incident occurs and promptly passed on to the Head of Year.

4.4 Pastoral System Responsibilities

Behaviour management support is provided by the HOYs to tutors and subject staff. The pastoral staff are pivotal in encouraging students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour.

The SLT is kept informed of the behaviour of the student body through the Deputy Headteacher (Pastoral) and Assistant Headteacher.

4.5 All Staff

A duty of care extends from the classroom to the corridor and common areas and to the immediate neighbourhood. All staff are expected to safely intervene if a poor standard of behaviour is witnessed.

5. School Expectations

5.1 Student expectations of staff

- To reinforce the high expectations of the school
- To follow classroom rules
- Support the school Behaviour Policy
- Each member of the school community has a responsibility to fulfil their role in appropriately
- All staff are responsible for consistently supporting and implementing the policy and provide clear expectations of all students

5.2 Staff expectations of students

- To follow the guidelines of the School Behaviour Policy
- To follow classroom rules and routines
- To follow school rules
- To follow school procedures about behaviour in and outside the classroom
- To share the responsibility of managing behaviour procedures at all times throughout the school
- To be aware of the individual needs of the students in their care, including students with SEND
- Encourage and respect the contributions that others make in supporting the policy

5.3 School expectations of parents

Parents are expected to:

- Commit to the expectations of the Home School Agreement
- Respect and support the school's behaviour policy
- Help ensure their child follows the school rules and code of conduct
- Engage with the school to encourage and support their child's positive behaviour
- Inform the school of any changes that may affect their child's behaviour
- Attend meetings with school staff to discuss their child's behaviour

6. Rewards

Camden School for Girls promotes very good and improved behaviour through a system of recognition and rewards. This will include the use of:

Verbal feedback

- Teacher praise within the classroom
- Praise and recognition in Year Group and whole school assemblies
- Achievement evenings such as the Jack Petchey and Duke of Edinburgh

Written feedback

- Written positive feedback.
- Teacher Commendations
- Head of Year commendations - Community Spirit
- Department Subject Awards
- Headteacher Special Commendations

School commendations

- Individual certificates of achievement e.g. 100% attendance
- Whole Tutor Group certificates
- Library certificate - Reading Awards
- Jack Petchey Awards
- Duke of Edinburgh Awards
- Sports medals and cups

Publications

- Weekly School Newsletter - Friday News
- Half Termly Newsletter
- Student Magazine - The Frances

Class daily report card

- Year 7 and 8 daily report sheet to record good behaviour and achievement in the lesson

7. Sanctions

7.1 There is a hierarchy of intervention – see Appendix A ‘Action and Sanctions for Bad Behaviour’. Examples of sanctions are outlined below and are used in conjunction with a Pastoral Support Programme of agreed targets.

- Verbal warnings
- Lesson exclusion (patrol)
- Removal from one class to another room in the department
- Lunchtime/after school detentions
- Late detention
- Traffic light report system
- Head of Department intervention / report
- HOY behaviour intervention /report
- Parent/carer informed
- Parent/carer meeting
- Fixed term exclusion - Internal
- Fixed term exclusion - External
- Permanent exclusion

Other interventions include:

- Move form/ teaching group
- Seating plan
- Withdrawal of school privileges
- Community service in school
- Form tutor intervention
- Restorative justice
- Police liaison officer

Students with SEND

We will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and seek to try and understand the underlying causes of behaviour and whether additional support is needed.

7.2 Exclusion from lessons

Patrol room

The use of the patrol room has a special role in our sanctions structure. If a student's behaviour is unacceptable and the lesson and other students' learning are being disrupted, the student is excluded from the lesson and is sent with work to do to the patrol room. Members of staff are timetabled in their non-contact time to be in the room throughout the week, where details about the incident are recorded and parents are informed. The class teacher must complete an Incident Report form and pass this on to the Head of Year and Deputy Head Pastoral. The patrol teacher will also complete a form to record the details of the exclusion which is passed on to the Head of Year who will send both forms to parents. The patrol data is monitored internally .

Internal exclusion

This is a sanction used when a student has committed an offence which is considered sufficiently serious to warrant more than a detention, but less than a fixed term exclusion. The decision to refer a student to the patrol room can be made by the Head of Year, The Deputy Headteacher or a member of the SLT. Parents will be notified.

7.3 Use of detentions

What the law allows:

- Teachers have a power to issue detention to students (under 18)
- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- Members of staff must act reasonably given all circumstances, when imposing a detention
- Parental consent is not required for detentions
- The times outside normal school hours when detention can be given include:

- any school day where the pupil does not have permission to be absent.
- weekends – except the weekend preceding or following the half term break; and
- non-teaching days – ‘training days’. ‘INSET days’ or ‘non-contact days’
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

- If a member of staff wishes to issue a detention for longer than half an hour they must contact parents with 24 hours notice.
- Staff should not issue a detention where they know that doing so would compromise a child’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following:
 - Whether the detention is likely to put the child at risk.
 - Whether the child has caring responsibilities which means the detention is unreasonable.
 - Whether the parents ought to be informed of the detention.
 - Whether suitable travel arrangements can be made by the parent/carer for the student.

8. Behaviour monitoring systems

8.1 Head of Year Daily Report Card to improve behaviour (Traffic light colours)

- A **green card** indicates that the student needs their behaviour monitored in a lesson for a fixed period of time. The Head of Year would monitor this and decide on a range of targets with the student.
- An **orange card** indicates that the student has failed to improve on the targets set on their green card, meaning their behaviour will continue to be monitored by the Head of Year.
- A **red card** is very serious. It indicates that the student’s behaviour has been extremely challenging and has shown no signs of improving.

Head of Department subject report card

The Head of Department report card is used to monitor the behaviour of a student in a specific subject within their department.

Truancy

Students who frequently truant from lessons will have their attendance in lessons monitored, by being put on an attendance record card. This is signed by every class teacher and checked by the Head of Year or Form Tutor at the end of the school day. It must also be signed by parents or carers.

Round Robins

Where there are concerns on a particular student, a Round Robin may be initiated by a Head of Year or the SENDCo to include comments from their teachers which will be sent home to parents.

Learning Mentor

The Learning Mentors may discuss a student's behaviour and learning targets.

Patrol

Students who have been sent out of lessons to patrol for poor behaviour are recorded in the Patrol Book. A letter will be sent home to inform parents. This information is distributed to Deputy Head Pastoral, Head of Department, HOY and Form tutor.

Punctuality

Morning registration takes place from 8:45 am - 9:00 am every day apart from Monday when students are expected to attend registration at 8:40 in time for the main school assembly. Form tutors will take the class register by 8:50 after which the register is closed and any student arriving after that will be marked in as late. A member of staff is present at the school gate every morning to record the names of students who arrive late and they will automatically be expected to attend late detention from 1 - 1:20 pm that lunchtime. If a student is persistently late for either morning registration or lessons throughout the day the Head of Year may put a student on a daily punctuality report card for a fixed amount of time,

to ensure an improvement is made. The Head of Year may also decide to refer a student to the school Education Welfare Officer.

Attendance

The registers are checked every week by the Education Social Work Service and Head of Year.

Racism

A record book is kept in the main school office to record any incidents or accusations of racism. HOY or Deputy Head Pastoral should be informed so that detailed and accurate information is kept of the student and the applied sanction. (See Equalities Policy)

Bullying

A report of bullying should be treated very seriously and investigated by HOY or Deputy Head Pastoral (see Safeguarding Policy)

Malicious allegations

Where a student makes an accusation against a member of staff this will be investigated thoroughly. The school follows the Borough procedures set out by the London Safeguarding Children Board and the DFE statutory guidance for schools and colleges. If an allegation is found to be malicious, standard behaviour sanctions will follow.

8.2 One-to-one intervention

Camden School for Girls offers one-to-one intervention from:

- Pastoral staff
- Mentoring staff
- Connexions Personal and Careers adviser
- Educational Social Worker

8.3 Managing student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff.

KS3

- Pastoral links with feeder primary schools share relevant information passed on to teaching staff at the beginning of the academic year.
- SENDCo provides all staff with an overview of any behavioural concerns of new students.

KS4

- Deputy Head and Heads of Years will provide teaching staff with information related to any behaviour issues of students, and how to support them.

KS5

- Deputy Head Sixth Form and KS5 Heads of Year will provide pastoral and teaching staff with information relating to behaviour.

8.4 Working with other local outside agencies

There are a number of outside agencies that can be consulted if a student is experiencing behaviour difficulties:

- Child and Adolescent Mental Health Services (CAMHS),
- Educational Psychology Service (EPS)
- Educational Welfare Officer (EWO) and Social Services (SS)
- Connexions Personal and Careers Adviser

9. Behaviour at break, Lunch and in-between lessons

9.1 Dining hall, general eating areas

- Students must walk calmly and sensibly into and out of the Dining Hall.
- Students must follow the instructions of the Meal time Supervisors.
- Students must demonstrate good manners and politeness at all times.
- Queue in an orderly way and in the correct line for the food you wish to buy.
- Make sure that you do not leave food on the tables and clear away your plate at one of the designated stations.
- All food requiring cutlery can only be eaten in the Dining Hall or the courtyards.
- Sixth Form students are allowed to leave the site at lunchtime.

Unacceptable behaviour

- Queue jumping
- Dropping food or litter

- Leaving food on the table
- Disrupting other diners with inappropriate or loud behaviour
- Taking another student's food
- Impolite behaviour to staff
- Eating food in classrooms

9.2 Behaviour in corridors and in-between lessons

Students should move between lessons in a calm and sensible manner. All students and staff should keep to the left when moving through corridors and stairways. It is the responsibility of all members of staff to ensure that lesson changeovers take place efficiently, safely and in an appropriate manner.

Any member of staff has the authority to discipline a student who is misbehaving or acting inappropriately. Any incidents may be reported to a Form Tutor, Head of Year or Deputy Head. Mobile phones are not allowed to be used in between lessons.

9.3 Behaviour in extra curricular activities

Students are expected to follow the behaviour policy rules in all extra- curricular activities taking place in school.

9.4 Behaviour Off-site

Teachers have the power to discipline students for poor behaviour outside of the school premises. Subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any school organised or school related activity
- travelling to and from school
- taking part in a school journey, both day and residential (see internal School Journey Policy)
- off-site during the school day at break or lunchtime.

10. Confiscation of property

Search with consent

Members of staff have the general power to confiscate, retain or dispose of a student's property so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items. If a student refuses to co-operate with such a search the school may apply an appropriate sanction.

Search without consent

The Headteacher and members of staff have the power to search without consent for "prohibited items" where they have reasonable grounds for suspecting that a student may have a banned item. Prohibited items include the following:

- Knives and weapons
- Alcohol
- Illegal drugs and drug paraphernalia

- Stolen items
- Corrosive substances
- Tobacco, cigarettes, cigarette papers and vapes.
- Laser pens
- Shisha pipes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Where appropriate, the school will liaise with the police. Weapons and extreme or child pornography must always be handed to the police, otherwise it is for the school to decide to return a confiscated item.

11. Power to use reasonable force

The term 'reasonable force' covers the broad range of actions used by members of school staff that involve a degree of physical contact with students. Force is usually used either to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Authorised staff may use such force as is reasonable given the circumstances when conducting a search without consent for items included in the list of confiscated property above.

12. Exclusions

'External exclusion' is a Headteacher's legally binding instruction that a pupil must not attend school for disciplinary reasons.

1. Types of Exclusion

There are two types of exclusion – 'Fixed Period' and 'Permanent'.

A Fixed Period exclusion is one in which a date has been set for the pupil's return to school. A Permanent exclusion is one where the Headteacher intends the student not to return to the school and requests the governors to uphold the decision.

Only the Headteacher can make an exclusion. A Deputy Headteacher can only exclude in the Headteacher's absence if the Headteacher cannot be contacted and it is not reasonably possible to delay the decision.

Exclusion can only be used for disciplinary purposes in accordance with the school's policy on Behaviour and Sanctions (see chart).

Fixed Period Exclusion

At Camden School for Girls a fixed period exclusion is a sanction which is used in the following circumstances:

- a. Threatening behaviour, abusive language, bullying, intimidation, racism, fighting or a violent action directed towards any person in the school community or any member of the public, on or off the site of Camden School for Girls, whether during or outside school hours.
- b. Drinking alcohol, smoking, vaping or solvent abuse on school premises.
- c. Possessing, using or distributing illegal drugs on or off site (see Drugs Policy).
- d. Vandalism to school property or theft from students or staff.
- e. Frequent disruption in lessons after warnings and preventative interventions.
- f. Failure to follow instructions in high-risk situations e.g., fire drills, science labs or field trips.
- g. IT and social media abuse directed towards staff, students or members of the public.
- h. Persistent antisocial behaviour in our local neighbourhood during school hours e.g. smoking on private premises, stealing from shops or littering common areas.

Disciplinary Hearings

If a student has more than 15 days of a fixed period of exclusion in a term, a Disciplinary Panel of Governors will convene a meeting. At CSG, if a student has three fixed period exclusions a Disciplinary Panel will meet to issue a final warning.

Permanent Exclusion

At Camden School for Girls a permanent exclusion is the final and the most serious sanction. It is given after a series of fixed term exclusions and also for a 'one-off' offence, on or off site, such as those listed below:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- downloading and distribution of sexually offensive material

The Headteacher may also consider permanent exclusion for persistent and defiant misbehaviour.

Duration of Exclusion

The Headteacher decides upon the length of the exclusion which will take into account the seriousness of the offence, the student's age and previous exclusion record. (An exclusion of up to ten days should be used when a school wishes to show that this exclusion is a 'last warning' with any further serious offence requiring permanent exclusion. A letter to the parents would explain the situation.)

i. Procedure

- i. Student(s) is (are) sent to sit at patrol and the HOY/Deputy Head Pastoral is informed. Student(s) may be withdrawn from lessons by HOY/Deputy Head.
- ii. The student(s) is (are) asked to write and sign a statement giving her / his account of the incident.
- iii. Other members of the school community, who were involved or witnessed the incident, may also be asked to write and sign a statement.
- iv. The incident is discussed with the Headteacher who decides to exclude. The Headteacher interviews the student(s).
- v. The student(s) is (are) informed of the decision and the Deputy Headteacher telephones the parents. When the parents are contacted, the student is asked to leave the school premises as soon as the formal exclusion letter is complete.

j. The Headteacher's Fixed Period Letter will state:

- i. Pupil(s) full name, date of birth, form.
- ii. Whether the exclusion is permanent (and start date) or fixed period (and the precise period of the exclusion).
- iii. Reason for the exclusion.
- iv. An invitation to the parent(s)/carer(s) to inform the governing body and local education authority in writing if they wish to make representations against the exclusion and therefore generate a meeting with governors and LA if the exclusion is between 5 and 15 days.
- v. A brief description of the schoolwork the pupil should complete during the exclusion.
- vi. A request that the parent(s)/carer(s) escort the student to school and attend an interview with the Headteacher or Deputy Head after the exclusion.
- vii. Any action or monitoring which is likely to be taken on the student(s)' return, e.g. 'on report'.
- viii. Appeal rights.

k. Return to School – Reintegration Meeting

It is usual that a meeting takes place between the Headteacher/Deputy Head and student and parent(s)/carer(s) on the morning of the return to school. Parent(s)/carer(s) and the student are reminded that all exclusions are recorded. If parents cannot attend, the student will return to school on the agreed date and every effort will be made by the school to arrange another meeting; these efforts may well include Learning Mentor to visit the home.

All appropriate staff should be aware in advance of the student's (s') return date and the student's (s') record of exclusions may prohibit the student(s) joining non-curricular school trips. Students could be expected to carry out some form of community activity for the school.

The Headteacher's recommendation of a permanent exclusion must be upheld by the Governors. A meeting should take place whereby the parents, students, staff and LA officer

present evidence to the meeting. This meeting should take place within 15 days of the parents being informed of the exclusion.

For the first 5 days of the exclusion, the parents must be responsible for the student's welfare and the school should set work to be completed. On the sixth day, the student's education becomes the responsibility of the LA.

If the governors uphold the Headteacher's decision, which the parents disagree with, they can appeal to an Independent Review Panel. This panel can agree with the governors' decision or can ask them to reconsider.

APPENDIX A

= will definitely happen
 () = may happen if appropriate

Actions and sanctions for Poor Behaviour

Some examples of actions & sanctions for poor behaviour:

Incident	Action								
	Teacher Reprimand	Referral to Head of Department <ul style="list-style-type: none"> ● Subject detention ● Move place ● Report + target cards 	Sent to Patrol and Letter Home	Incident Reports on file	Withdrawal of privileges – school visits, clubs, etc.	Referral to Head of Year Sanction and/or Support	Usually Fixed Term Exclusion + Meeting with Parents	Always Fixed Term Exclusion + Meeting with Parents	Permanent Exclusion
Shouting in corridor, pushing on stairs, barging in dinner queue	✓								
Too talkative, no homeworks, too many lost books, no equipment, not working		✓							
Refusal to work for supply teacher			✓	✓		✓			

Persistent unco-operative behaviour, e.g. refusal to move or refusal to work in a group		✓	✓	✓	✓	✓			
Persistent refusal to comply with rules on mobile phone use									
Inappropriate filming or photographing a member of staff or student									
Persistent refusal to comply with the appearance code						✓	✓		
Poor behaviour on school trip		✓		✓	✓	✓	✓		
Graffiti/destroying school property				✓	✓	✓	✓		
Proven theft, proven prank mobile phone calls				✓	✓	✓	✓		
Witnessed bullying, e.g. dirty looks, name calling,			✓	✓	✓	✓	✓	()	

racism (see Anti Bullying Policy)									
Anti social behaviour in school neighbourhood					✓	✓	✓	()	
Abusive language and behaviour to staff									()
Fighting									()
Smoking in toilets + at school gates and/or Sandall Road (see Drugs Policy)									
Intimidating behaviour alone or as part of a group	✓			✓	✓	✓	✓	✓	✓
Alcohol and illegal drugs including legal highs in school (see Drugs Policy)									()
Carrying a weapon in school or in the community									
Premeditated fighting with a									

weapon in school or neighbourhood									
Sexual Misconduct									
Exam Malpractice									

SUMMARY OF ACTIONS AND SANCTIONS (FROM DRUGS POLICY)

		Parents Told	Police Told	School Action Sanctions (All sanctions are for first infringement of the rules. A second offence would often mean a permanent exclusion. In the case of dealing a recommendation would be to permanently exclude.)
Smoking/Vaping	Possession Found Smoking/Vaping in School			Years 7-11 – Confiscated
	Smoking/Vaping at School Gate			Years 7-11 – Student warned
Alcohol	Possession			Years 7-13 – Warning of Exclusion
	Found Drinking in School			Fixed Term Exclusion
Solvents	Possession			Warning of Exclusion
	Using in School			Years 7-13, Fixed Term
Illegal Drugs	Possession			Years 7-13, Fixed Term

(all classes including legal highs)	Using in School			Years 7-13, Fixed Term
	Dealing and Selling in School			Years 7-13, Permanent Exclusion

APPENDIX B

HOME SCHOOL AGREEMENT

As a parent, I will:

- Take an active interest in all aspects of my child's school life.
- See that my child attends school regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behaviour.
- Notify the school by 9.30 a.m., if for any reason, my child cannot attend.
- Take my child out of school only with the Headteacher's permission and only in exceptional circumstances.
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- Support the school's policy on homework, provide suitable facilities at home, and encourage my child to make the required effort.
- Attend parents' evenings and other meetings at which my presence is requested.
- Notify the school of a change of address or telephone number, or e-mail address.
- Support the school in its efforts to provide a well-resourced and successful learning environment.
- Be as fully involved as possible in school events and initiatives which are intended to improve the experience and opportunities of all our students.

Signed: _____ Date: _____

The school will:

- Provide a safe and stimulating environment for your child.
- Ensure that your child fulfils her potential as a learner and as a member of the school community.
- Offer a broad and balanced curriculum to students of all abilities.
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school.
- Keep you informed about your child's progress.
- Insist that students observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework, and provide suitable facilities for homework to be done at school.
- Provide a weekly newsletter of general school matters.
- Provide a variety of extra-curricular activities.
- Always listen to parental concerns.

Signed: _____ Date: _____

APPENDIX C
PATROL LETTER

Date _____

Dear Parent/Carer,

Re: Patrol

Your child was sent to patrol today for:

.....
.....

If a student is sent to the Patrol room it is counted as an internal exclusion. This is a serious matter which you should discuss with your child. If they are sent to patrol again they may be put on a behaviour report.

Yours faithfully,

Head of Year

APPENDIX D

INCIDENT REPORT FORM

Please give a copy to Head of Year, Deputy Headteacher & Head of Department	
Names of pupils involved:	
Names of witnesses:	
Location of incident:	Subject:
Description of Incident:	
Date of incident	Time of incident

Did the incident include any of the following: (please tick all that apply)

- | | | | |
|-----------------------------|--------------------------|-------------------------------|--------------------------|
| Racist abuse/harassment | <input type="checkbox"/> | Damage to property | <input type="checkbox"/> |
| Sexist abuse/harassment | <input type="checkbox"/> | Defiance/refusal to cooperate | <input type="checkbox"/> |
| Homophobic abuse/harassment | <input type="checkbox"/> | Constant low level disruption | <input type="checkbox"/> |
| Other abuse/harassment | <input type="checkbox"/> | Verbal reprimand | <input type="checkbox"/> |
| Verbal abuse | <input type="checkbox"/> | Move away from friends | <input type="checkbox"/> |
| Threatening language | <input type="checkbox"/> | Warning | <input type="checkbox"/> |
| Threatening behaviour | <input type="checkbox"/> | Sent to patrol | <input type="checkbox"/> |
| Intimidation | <input type="checkbox"/> | Physical abuse | <input type="checkbox"/> |
| Theft | <input type="checkbox"/> | | |

Letter to be sent home: yes / no

Action taken by reporting member of staff:

Name of person completing form:

Date:

APPENDIX E

Student Incident Report		
Name:	Form:	Date:
1) Where did the incident take place?		
2) How were you feeling before the incident?		
3) Who else was involved in / or witnessed the incident? (students / teachers) What do you think they thought about this?		
4) What caused the incident?		
5) How do you think the other student (s) is /are feeling now?		
6) Were any school rules from the Code of Behaviour broken? If yes explain ...		
7) Has this happened to you before?		
8) How do you think that you could have prevented the incident?		
9) If the same situation arose in the future how would you react? What should you do?		
10) Is there anything you would like to add?		
11) What would you like to see happen now?		
Staff comment:		
Signed:		Date:

APPENDIX F

Departmental Report

Student's name: Form:		
Target 1		
Target 2		
Teacher's name:	Subject:	HOD:
Date	Targets	HOD/ Deputy HOD signature
	Target 1 yes no Target 2 yes no Comments:	
	Target 1 yes no Target 2 yes no Comments:	
	Target 1 yes no Target 2 yes no Comments:	
	Target 1 yes no Target 2 yes no Comments:	
	Target 1 yes no Target 2 yes no Comments:	
Friday - tutor's signature:		

APPENDIX G

Truancy Report Card

Name:	
Form:	Date:
LESSON	SIGNATURE
Registration 8.45	
Period 1 9.00	
Period 2 9.40	
Period 3 10.20	
Period 4 11.20	
Period 5 12.00	
Period 6 1.30	
Period 7 2.10	
Period 8 2.50	