

# WOLVERHAMPTON GRAMMAR SCHOOL

## BEHAVIOUR MANAGEMENT POLICY

Wolverhampton Grammar School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

Wolverhampton Grammar School is an inclusive community, and everyone is treated as an individual. The school's aim is that each person develops such that they are equipped to take their place in the modern world.

Wolverhampton Grammar School's staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils.

### **Code of Conduct**

Wolverhampton Grammar School's community of Directors, staff, parents and pupils adhere to an established routine and code of conduct that is exemplified through assemblies, interactions inside and outside of the classroom (as well as communications to parents), clear expectations of behaviour through relevant Wellbeing/PSHE and with information and communication across all staff and, particularly, tutors (including the display of WGS expectations and rewards and sanctions in classrooms). The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Pupils must treat staff and each other with consideration and good manners and respond positively to the opportunities and demands of school life. Pupils should follow the school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect; particularly the vulnerable. Harassment and bullying will not be tolerated. Wolverhampton Grammar School's anti-bullying policy is on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty. Wolverhampton Grammar School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs/disabilities including consideration of the support that has been provided to the pupil (at the time of the incident and beforehand) and whether this was adequate.

Wolverhampton Grammar School pupils are expected to be ready to learn and to participate in school activities. They should attend school and lessons punctually and meet the school's attendance expectations as set out in the school's Terms and Conditions and School Rules document. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

Wolverhampton Grammar School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include suspension or exclusion.

All staff review the behaviour management policy on an annual basis and new staff undertake a range of induction sessions including a focus on pastoral care, behaviour management and rewards and sanctions. Staff remain highly visible to pupils throughout the school day with senior staff and pastoral leaders being

highly visible to pupils particularly during break and lunchtimes as well as being available to parents via email, telephone and by appointment.

### **Involvement of Parents, Guardians and Pupils**

Parents and guardians who accept a place for their child at Wolverhampton Grammar School undertake to uphold all the school's policies and regulations when they sign the Parent Contract. They are expected to support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework or private study. The school is always happy to consider suggestions from parents and hopes that parents find the school responsive and open-minded.

We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave. The ethos of and respect for the school is enhanced when pupils contribute constructive suggestions in form time, via the School Parliament, Peer Mentors, House Captains, Vice-Captains and Prefects and through lessons or to any teacher.

In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies including Wolverhampton Safeguarding Board.

### **Managing Behaviour**

The Senior School Rules (which are appended) are based on the five WGS Values and Expectations:

- We are committed to our education and embracing of opportunities and challenges
- We are respectful, and encouraging of each other
- We are punctual and prepared to learn
- We are considerate of our environment, and smart in our appearance
- We are responsible in how we use technology and social media

These rules are designed to encourage positive behaviour and self-discipline. The aim is to reward and encourage good behaviour through the awarding of points as follows:

- Excellent academic work
- Positive contribution to or participation in a range of events and activities
- Good conduct or exemplary attitude

Pupils and parents are automatically notified of the awarding of accolades through ePraise. Individual accolade points tend to be awarded in multiples of 5, depending on the department and level of effort or contribution. Points will be accumulated for each pupil on ePraise and contribute towards the House Points total for the relevant House on a half-termly basis.

### **Managing Poor Behaviour**

It is vital that each teacher regards the conduct of pupils as their responsibility. Sanctions help set boundaries and to manage challenging behaviour. There exists a hierarchy of sanctions as follows:

Level 1: Verbal Reminder

- for low-level disruption (this reminder can happen at the beginning of a lesson or activity whilst a teacher is setting out their expectations, particularly where e.g. practical work is concerned)

Level 2: Demerit

- for defiance or ignoring the warning above or for inappropriate behaviour

Level 3: Detention (either with subject teacher/HoH/HoY/HoD)

- for a further repeat of either of the above or for sufficiently poor behaviour

#### Level 4: Senior Deputy Head Intervention

- for no improvement in behaviour after detention has been issued at Level 3 above, or for escalation from HoH/HoY intervention or for immediate intervention for extremely poor behaviour

#### Level 5: Internal/External Exclusion

- issued by the Head or Senior Deputy Head for serious misbehaviour

For minor misdemeanours that would not warrant contact with parents as a single event (e.g. incorrect uniform, chewing gum, shouting across a classroom) a demerit should be awarded. These are recorded on ePraise and accrue negative points.

For misdemeanours or transgressions where a demerit is not deemed sufficient (e.g. defiance in a classroom, being instructed multiple times in a lesson to behave, not handing homework in on time, poor quality or incomplete work) an intervention should also be awarded when support is required to enforce discipline which would be considered a normal part of everyday classroom management.

There are several forms of intervention with each being for issues of differing seriousness:

- **Teacher Detention** - daily detentions set before school, break, lunch or after school by a member of staff. The location and duration are at the discretion of the member of staff, but would typically be no more than 30 minutes long. Failure to attend would be automatic escalation to a lunchtime detention.
- **Inform Home** - a member of staff will inform parents or guardians of any misdemeanours and discuss appropriate action going forward. A summary of the conversation will be recorded on CPOMS.
- **Lunchtime Detention** - daily lunchtime detention from 1.10-1.35pm staffed by a member of the Pastoral Team. Detentions can be issued directly by Heads of House, Heads of Year, Head/Assistant Head of Sixth Form or SMT for misdemeanours that are worse than a demerit (e.g. overheard swearing, offensive behaviours to another student, persistent failure to hand homework in on time) using ePraise.
- **Refer to a member of the Pastoral Team** - a member of staff will inform a Head of House, Head of Year or Head/Assistant Head of Sixth Form of any misdemeanours. A summary of this will be recorded onto CPOMS. A member of the Pastoral Team will determine the next course of action, which might include detentions, reflection or being put on report (see below).
- **After-School Detention** - 1 hour after school for poor behaviour, lesson absence etc.
- **Deputy Head's Detention** - 1½ hours after school on a Friday.
- **Head's Detention** - 2 hours on a Saturday morning for very poor behaviour.

In each case, parents are informed via ePraise and for after-school and Saturday detentions communication will be made at least 24 hours in advance. When signing the Parent Contract, parents and guardians undertake to support the authority of the Head in enforcing sanctions in a fair manner that is designed to safeguard the welfare of the community as a whole.

#### Use of Report Cards

In collaboration with parents and teaching/pastoral staff, pupils can be put on report for a range of repeated poor behaviours with up to three targets set, which should be ticked and signed each lesson. Reports usually last for one or two weeks. The same escalation process applies:

- Report to pastoral staff - pupils usually report to staff at the end of each day, often with a lunchtime check-in.
- Report to Senior Deputy Head - where the above has not yielded satisfactory results.

The use of a report card should not be seen as a sanction, but more as a tool to assist with managing student conduct by focussing on positive behaviours for learning.

## Other Sanctions

The Head undertakes to apply any sanctions fairly (and that the decision and imposition of a sanction may only take place on the school premises or while the pupil is under the lawful charge of a staff member), and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. In all cases the sanction will be communicated to both pupil and parents and, in the case of internal or external suspension, the timescale will be made clear and a follow-up meeting with the Head upon returning to school. Examples of sanctions include:

- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- assistance with community tasks, such as collecting litter or organising lost property;
- withdrawal from a lesson, school trip or team event;
- a period of reflection (internal or external);
- suspension (internal or external) for a specified period, removal or exclusion.

Pupils and parents should be clearly aware of the more serious sanctions, including temporary and permanent exclusion, that the Head can impose for serious breaches of the rules and regulations (including criminal behaviour). A balance of probabilities test will apply to whether or not breaches of the rules, or misconduct has occurred. Examples of serious breaches of the rules and regulations include:

- use or possession of drugs (including so called “legal highs” and distributing, giving away and/or dealing) or use or possession of alcohol or tobacco (including e-cigarettes, vaping materials and Snus/nicotine pouches);
- selling any items (including those listed above) to other pupils;
- theft;
- bullying; verbal, physical or through social media (cyberbullying);
- physical assault/threatening behaviour/fighting;
- cheating in exams and exam malpractice (both internal and external);
- sexual violence and/or sexual harassment (using KCSIE 2023 guidance);
- racist or sexist abuse;
- sexual misconduct;
- malicious allegations against staff;
- damage to property;
- persistent disruptive behaviour; and/or
- parental behaviour.

The decision to exclude a pupil is a serious one. Typical reasons for exclusion are:

- As a final step, after a concerted effort for dealing with disciplinary (or non-compliance) issues following the use of a wide range of strategies, has been employed without success, or where a pupil’s presence in the school could be deemed detrimental to the safety or learning of others in the school community;
- In circumstances of exceptional behaviour (or defiance), where it could be deemed appropriate to exclude for a first or one-off offence. In such instances the school may consider police involvement (or the involvement of other authorities).

Following a decision to exclude a pupil, parents are entitled to request a review of the processes leading to the decision. Details of the review process will be provided by the Head at the point of exclusion.

In applying sanctions, especially those with serious consequences, Wolverhampton Grammar School undertakes to take reasonable steps to avoid placing pupils with a disability (including SEN) at a disadvantage compared to pupils who are not disabled.

Wolverhampton Grammar School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed. This register is reviewed regularly by the safeguarding team to identify trends in behaviour.

### Complaints

Wolverhampton Grammar School hopes that parents will not feel the need to complain about the operation of its Behaviour Management Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy is on the website or available on request.

### Reference documents

- Behaviour in Schools, DfE (2024): <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Excluding Pupils - A Practical Guide for Independent Schools by Farrer & Co (an ISBA Briefing Document)
- Use of Reasonable Force, DfE (2025): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Searching, Screening and Confiscation at School, DfE (2023): [Searching, screening and confiscation in schools - GOV.UK](#)
- Reducing the Need for Restraint and Restrictive Intervention, DfE (2019): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)
- Keeping Children Safe in Education (2025): [Keeping children safe in education - GOV.UK](#)

**Please also refer to the following policies:**

Admissions Policy - website	Anti-Bullying Policy - website
Safeguarding Policy - website	Disability Access 3 Year Plan - on request
Special Educational Needs and Disability Policy - website	Equal Opportunity Policy (pupils) - website, staff network
Complaints Policy - website	Pupil Exclusion Review Policy - available on request
IT Acceptable Use Policy for Pupils - website	Drugs and Alcohol Policy (pupils) - website
The School Rules - appended	Staff Code of Conduct - website and employment manual
Attendance Policy - website	

### Monitoring and Evaluation of this policy

The school monitors and evaluates its Behaviour Management Policy and procedures through the following activities:

- Annual Governing body audit
- Senior leadership team discussion
- Regular analysis of records and sanctions distribution
- Regular analysis of patterns/use of reward system
- Pupil Surveys

- Logs of bullying/racist behaviour/complaints are reviewed annually by the senior leadership team and the governing body
- Regular scrutiny of concerns and complaints records by SMT and Board of Directors
- Information provided by Parent Survey

DLP  
September 2025

Next Review:  
September 2026

## Appendix 1: Searching Pupils and use of Physical Restraint

### Searching Pupils

The school reserves the right to search pupils and their possessions (which includes mobile device content) without consent if there is justified cause to do so or where there are reasonable grounds to suspect a pupil has them on their person or in their possession. Knives or weapons (including items that could be considered/used as a weapon), alcohol, illegal drugs, so called “legal highs”, stolen items, tobacco and cigarette papers (including e-cigarettes and vaping materials), fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules/in the Behaviour Management Policy and, with the agreement of the pupil, for any item at all when “the pupil understands the reason for the search and how it be conducted so that their agreement is informed” ('Searching, Screening and Confiscation – Advice for schools', DfE July 2023).

The Head, or staff authorised by them, may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and/or without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency and in the time available it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff" ('Searching, Screening and Confiscation - Advice for schools', DfE July 2023). It is a condition of having a school locker, or other personal space in school, that the pupil agrees to these being searched. If the pupil withdraws their consent, a search can be made for prohibited items and items banned by the school in its Behaviour Management Policy.

The search will be conducted in accordance with the procedure set out in this policy and, where relevant, in consideration of the pupil's age and any SEN/disability. The DSL (or Deputy DSL) will be informed without delay whenever a search is undertaken for a prohibited item, and/or where the circumstances surrounding a proposed search suggest that there may be a safeguarding risk.

School staff must consider in advance how urgent the search is and, where it is not urgent (and therefore does not need to be done then and there) seek advice from the Head, DSL or Deputy DSL, or pastoral member of staff, before conducting the search. School staff should also seek the co-operation of the pupil in advance of the search, and consider the reasons why this may not be forthcoming.

If a pupil does not co-operate, the staff member will then need to assess whether it is appropriate to use reasonable force to conduct the search. It is made explicitly clear that reasonable force can only be used to search for items prohibited by law, not items banned by the school in the Behaviour Management Policy (see DfE's Use of Reasonable Force; 2025).

In response to an allegation of cyber-bullying, certain staff are permitted to conduct a search for electronic devices, such as a pupil's mobile phone, with the authority of the Head. Staff do not require the consent of the pupil, or their parents, to undertake a search, provided they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item, and provided they have the Head's prior consent to undertake a search.

Where a search finds an electronic device and the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the school may examine any data or files on the device, where there is good reason to do so, for example, where there has been an allegation of cyber-bullying. Parental consent to search through electronic devices is not required. Where a search on an electronic device

takes place where there may be the possibility of a nude or semi-nude image then staff must not intentionally look at this image and must refer this to the DSL.

The school may also erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does contain any evidence in relation to an offence, the school can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy and the Behaviour Management Policy. The school may then take steps to punish the pupil in accordance with the Behaviour Management Policy where appropriate. In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the School's Safeguarding Policy.

The school will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Any item/s found following a search will be held, where relevant, by the school or returned to parents or disposed or handed to the relevant authorities (where relevant).

The School Rules set out the school's policy on drugs and drugs testing.

### **Physical Restraint (please also refer to the Staff Code of Conduct for further information)**

The use of physical intervention should be avoided where possible. However, there are circumstances when it is appropriate for staff to use force to safeguard pupils. This is enshrined in law and applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school-organised visit.

It only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact must be reasonable and proportionate in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own; or
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Every member of staff will inform the Head immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that, if necessary, a protocol for managing that individual pupil's behaviour can be agreed. Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint. [DLP April 2026]

## **Appendix 2: Wolverhampton Grammar School - Senior School Rules**

### **School Philosophy: Transforming lives as well as minds.**

Our school was founded in 1512 to provide a 'good, moral education' and that same goal motivates us today. Wolverhampton Grammar School is an inclusive and inspiring community built on respect, individuality, equity and kindness. The main school rules are based on the five WGS Values and Expectations.

#### **1. We are committed to our education and embracing of opportunities and challenges**

I will work to the best of my ability and I understand how I can access help if I need it

- You have a responsibility to work hard, be committed, and want to learn
- You should present your work neatly and have pride in what you do
- You must ask for help when you don't understand something

I will complete homework on time and to the best of my ability

- You must hand work in on time; this involves thinking ahead, planning and self-organisation. You must ensure that our work is your own.

I will make the best possible use of the opportunities outside of the classroom

- We strongly encourage all pupils to participate fully and actively in the breadth of school life whether through sport, music, drama, outdoor pursuits, debating, and/or through a wealth of other clubs and societies.
- You have a responsibility to go to practices, rehearsals, meetings once you have made such a commitment.
- If you are unable to make a practice (or equivalent), or if there is a clash of commitments, you should seek out the teacher involved and explain the problem giving a minimum of 24 hours' notice where possible.

#### **2. We are respectful, and encouraging of each other**

I will be polite and courteous to everybody, and always try to be

- Good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils.

I will use appropriate language and avoid swearing and making offensive remarks including those which are racist, homophobic, sexist or discriminatory in nature

- The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

I will not threaten or bully any other person, nor pick on or ignore others

- All bullying is unacceptable and there is zero tolerance for bullying. No one at school should ever be made to feel unhappy, undervalued or humiliated.
- Deliberate repeated unkindness or any action that gives hurt, whether verbal, physical or mental and whether intended or not, are bullying and will not be tolerated between pupils or teachers and pupils.
- It is the duty of everyone who sees an instance of bullying - or potential bullying - to act to stop it. This duty applies to all pupils, teachers and other members of staff.

#### **3. We are punctual and prepared to learn**

I will be on time for registration and lessons

- You have to be at school for 8.45am, and you should be in your tutor room in time for morning registration at 8.50am/afternoon registration at 2.05pm
- If you are late and miss registration, you must sign in at main reception.

- You must allow time to get to where you need to be so that you are on time, particularly at the end of break and lunchtime.

I will remain on the school site unless I have permission to leave and have signed out at main reception

- Only Upper Sixth pupils may leave the site during the afternoon, and must sign out.
- Pupils will not be permitted to leave the school site for any other reasons without written or oral permission from a parent/guardian and in all cases must sign out at main reception.

I will not behave in a way that prevents myself or others from learning

- You should not eat during or between lessons, or drink anything other than water or squash during lessons. Chewing gum is forbidden in school.
- You should never cause someone's work or concentration to be interrupted.
- The libraries are for quiet work and research: do not disrupt the work of others.

#### **4. We are considerate of our environment, and smart in our appearance**

I will wear my uniform correctly with the top button fastened and shirt tucked in

- You must always adhere to the published uniform guidance, which details information on shoes, skirts, trousers, hair, and jewellery.
- Blazers (with the school crest) or jackets (Sixth Form) must be worn at all times.
- You must wear school uniform (including tie) for journeys to and from school, in school and for all official school functions (including home and away matches) and all school trips unless a teacher gives specific instructions to the contrary.

I will place my litter in the bins provided

- Be responsible when managing waste: pick up litter, whether it is yours or not.

I will not purposely damage any school property

- Although accidents happen, you must care for the buildings, equipment and furniture.

#### **5. We are responsible in how we use technology and social media**

I will keep my phone away (out of reach and sight) during lesson time and between lessons

- In addition, phones must not be used in toilets or changing rooms, in tutor time or in the Derry.

I will interact positively with people online and with respect at all times

- Any form of offensive message or language used (including likes or approval of offensive messages or language) on any social media or messaging platform is a misuse of your phone.

I will not photograph, film, or record any other pupils or members of staff, or share any such material

- Creating, posting, or sending images, video or audio recording of another student or member of staff without their explicit permission (including AI generated images, video or audio) is a misuse of your phone.

### **Other rules**

#### **Smoking, vaping and alcohol**

For alcohol, all tobacco products (including snus), e-cigarettes/vaping materials and other drugs:

- You must not bring the above products onto the school premises
- You must not be in possession of the above products whilst on the school premises
- You must not consume the above products whilst on the school premises
- You must not attend school under the influence of the above products
- You must not consume the above products elsewhere whilst wearing school uniform or whilst representing the school

In addition to the above, you must not deliberately be in the presence of others whilst they consume such substances, and the same rules apply to school trips. In all scenarios listed above, pupils will be subject to the School's Behaviour Management Policy and a relevant sanction will be enforced.

### **Drugs**

The school believes that all pupils, staff and parents have a duty to act when they learn of the misuse of drugs. If you (or a parent or another pupil on your behalf) genuinely seek help with a drugs-related matter, you will be dealt with in a non-disciplinary manner. The school will try to give you help, support and advice. We will treat any conversation or information you give with complete discretion and will not share it indiscriminately. We may have to share information, only on a 'need-to-know' basis, so that other professionals can take appropriate action. However:

- if you are discovered dealing in controlled drugs (including so-called "legal highs"), or being in possession of them with intent to deal, or giving them away to others, you will be permanently excluded
- if you are found to be using, in possession of, under the influence of, or providing others with controlled drugs (including so called "legal highs") at school, or when they are identified with the school, you can expect to be permanently excluded

The school will thoroughly investigate suspicions of drugs use and possession within school and will deal with them in a similar manner.

### **Dangerous items**

You must not bring to school any article that is dangerous or that could be regarded as a weapon. If you do, it will be confiscated and you will face serious disciplinary sanctions for bringing the offending item to school.

### **Duty of Care**

Keeping Children Safe in Education is a government document (which is available on the internet) that stresses the duty of all citizens to be alert for signs of child abuse and to take action when they see or suspect it. In all such matters the protection of the child is paramount. Schools have a particular responsibility for child protection. Wolverhampton Grammar School will take action in cases of suspected abuse and seeks the support of parents in the protection of pupils.

Everyone should be aware that pupils who are suffering abuse may be too frightened to tell anyone: they need encouragement and sympathy if they start to talk about their problems. Abuse may take a number of forms:

- neglect
- physical injury
- sexual abuse
- emotional abuse

Any allegation or suspicion of abuse by a member of staff or volunteer should be reported to Miss Jones or Mr Peters, the Designated Safeguarding Leads (DSLs). If they are absent, or if they are the subject of the allegation, then the allegation should be reported to Mr Anderson, the Head of the Senior School.

Any allegation or suspicion of abuse by one or more pupils against another pupil must be reported to Miss Jones (or in her absence, Mr Peters), who will inform the Head of the Senior School and liaise with the LADO and parents as appropriate.

If you are worried about possible child abuse - in connection with yourself or with someone else – you should talk to a member of staff. The school encourages an open atmosphere in which you can talk to anyone with whom you feel comfortable. The member of staff will treat any information you give with discretion, only passing on information on a need-to-know basis.

## School Anti-bullying Statement

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. Anti-Bullying Alliance.

All bullying is unacceptable and there is zero tolerance for bullying. No one at school should ever be made to feel unhappy, undervalued or humiliated. Deliberate repeated unkindness or any action that gives hurt, whether verbal, physical or mental and whether intended or not, are bullying and will not be tolerated between pupils or teachers and pupils.

It is bullying to repeatedly write notes, make phone calls, send electronic messages or create or post them on websites if they might offend, hurt, annoy or worry anyone, whether it is a pupil, teacher or someone else. From home, from school, from anywhere, it is still bullying.

Pupils have a right to privacy of property and personal information in school. It is dishonest and can be a form of bullying to go into another person's pocket, locker or bag, read a private document or electronic message or use someone else's computer ID (however, see ICT Statement re staff supervision of pupil computer access).

School is a happy and friendly community in which everyone respects, supports and cares about everyone else. It is our aim to ensure that is always true. Attacks on perceived differences, including protected characteristics, are always unacceptable.

The school will take the firmest action against any bullying, teasing, racial or sexual harassment or other form of hurtful or negative behaviour (see WGS Anti-bullying Policy).

The school works hard to create an open atmosphere in which pupils are able to speak out without fear and to seek justice for themselves and for others. Any pupil who feels unhappy or threatened should not regard it as a private or personal problem but should seek the help of a friend, senior pupil, teacher, peer supporter or counsellor.

It is the duty of everyone who sees an instance of bullying - or potential bullying - to act to stop it. This duty applies to all pupils, teachers and other members of staff.

Parents and pupils who are worried about bullying issues should contact the Head or any other member of staff about their concerns.

## Useful Guidance

### School hours

The school day begins at 8.50am and ends at 4pm Monday to Friday. Pupils should be on site by 8.45am and in their Tutor Rooms by 8.50am. On school days the school is open from 8.00am to 5.30pm. Your parents should note that, outside those hours, no responsibility can be accepted for pupils, parents or others on any part of the school's property unless attending a specific activity, function or event, arranged and supervised by the Directors, Head or staff of the school.

You will frequently stay at school for games, rehearsals or meeting of societies: this kind of involvement with the school's life outside the classroom is an important part of your broader education. The Jenyns Library and Sixth Form Library are open and supervised until 5.30pm. Homework Club runs in rooms 82, 83 and 84 after school on Mondays to Thursdays until 5.30pm and in the Jenyns Library on Fridays: staff will be there to assist you with your work. Any pupils remaining after school, who are not attending a supervised activity, **should only be** at Homework Club: you should not be in any other part of the school unsupervised (pupils will not have access to IT rooms after 4pm unless taking part in an activity with staff).

### **Leaving the premises during the school day**

If you are below the Upper Sixth you may not leave the site at breaktime or lunchtime (or at any time during the school day) unless you have specific permission from your Head of Year, Head of House, Head of Sixth Form, Assistant Head or Deputy Head. Upper Sixth pupils are afforded the privilege of leaving the school site at lunchtime only, and only if they sign out and sign back in at reception (Lower Sixth pupils will be awarded this privilege after Upper Sixth go on study leave).

Upper Sixth pupils who have no lessons during the afternoon may sign out at reception after pm registration if they have been given permission to do so by their parents and have completed the relevant form. In all other cases, for example, a medical or dental appointment, pupils will not be permitted to leave the school without written or oral permission being obtained from a parent/guardian (e.g. note, text message or telephone call).

Pupils who are attending after-school clubs, activities, revision sessions or support lessons are not permitted to leave the school site at 4pm (e.g. you may not go to Sainsbury's between the end of school and the start of your after-school event at 4.15pm). Any pupil remaining after school must stay on the school site until their activity has ended and they are collected by parents or are returning home.

### **Driving, parking and pedestrian safety**

In the interests of safety, Senior School parents should not drive into the school grounds when delivering or collecting you at the beginning or end of school. Parents should not park in any way that may cause a hazard in Compton Road or Merridale Lane. For safety reasons, you should only ever enter via one of the pedestrian gates. You should always cross Compton Road by the crossing and take great care crossing Merridale Lane. Please do not arrange to be picked up outside the Arts Centre.

Sixth Form pupils must not park on site – please use the Zion City Tabernacle Car Park.

### **Absences**

- All absences must be supported by a parental or doctor's note/email - pupils will not be permitted to leave the school site without written or verbal notification to Reception from a parent/guardian.
- Permission for planned absence (of more than one day) should be sought in advance in writing from the Head.

### **Lessons**

- You may never miss a lesson without prior permission, or unless you are reporting ill to main reception.
- Permission to miss a lesson (for example because of an instrumental lesson) should be sought at least 24 hours in advance.
- Permission to miss a Games/PE lesson (for example because of injury) should be provided in writing by your parents. Where a long-term injury occurs, a doctor's note may be required.
- You should not have to go to your locker between lessons. If you must, it does not justify lateness to your lesson.
- Sixth Formers are expected to work in study periods. Playing games or pastimes, inside or out, is not allowed.
- Exam malpractice and cheating in tests and assessments will not be tolerated.

### **Uniform**

The purpose of having a school uniform is to ensure that all pupils are identified with the school and all appear neat and unobtrusive. All pupils should wear uniform in accordance with the published school uniform standards (Year 7-11 and Sixth Form) which can be found on the school website. School uniform is formal attire, like a suit, and as such it is inappropriate to wear it informally (e.g. with shirts not tucked in). It is important that pupils, staff and parents work together to maintain the school's high reputation in this respect. Sixth Formers do not wear uniform; they wear suits instead (see Sixth Form Uniform Standards). Some key points include:

- Shirts should be tucked in at all times, including at lunchtime
- You may wear trainers for informal ball games, but you must wear correct shoes at all other times in school and for lessons and journeys to and from school.
- You may remove your blazer for informal ball games, otherwise it must be worn at all times unless you have been given permission to remove it (e.g. because of hot weather).
- The uniform standards still apply when coming to, and going from, school.
- Clothing should not be adjusted, shortened, or tied back to adjust the intended fit.

### **Bags**

Bags must be with you, or in your locker, at all times - they should not be left around the school site, in the Fishbowl, on the science lab bag racks or in the Derry locker room or outside the Derry Hall at lunchtime. Any bags left in these areas will be removed to the Deputy Heads' offices and will need to be collected.

### **Drinking and eating**

- You may drink water or squash (but nothing else) in lessons (except in some, where teachers feel that it creates a hazard), using bottles with sports caps.
- You can eat in the Derry Hall, the Sixth Form Cafeteria or outside – pupils may not eat in classrooms unless attending a club/activity or unless a member of staff is present.
- Fizzy and caffeinated energy drinks (e.g. Red Bull) are not permitted.
- Caffeine supplements and high-dose caffeine products are not permitted.

### **Music**

- Do not use earphones when conversation is more beneficial
- AirPods/ear/headphones must not be worn between lessons and should only be used in class if instructed by a member of staff.
- Bluetooth speakers are not permitted. If pupils wish to listen to music they must use earphones.

### **Valuables**

- Don't bring any to school if you can avoid it - there is no reason to bring large sums of money into school.
- It is your responsibility to keep your valuables safe. Use your locker at all times.
- If you bring in something expensive, make sure it is insured.
- You may not sell any items to other pupils in school, regardless of value.
- During PE and Games lessons, pupils should place all valuable items (including mobile phones) in the valuables box provided by staff.

### **Lockers**

Every pupil has a large locker. Locker keys/padlocks are issued by the Head of Year/Head of House/Head of Sixth Form. Keep your key/padlock safe, preferably on a distinctive key-ring, but don't keep the locker number with the key. Any keys found should be handed to the Head of Year/Head of House/Head of Sixth Form who will also supply replacements for lost keys, at a cost.

### **Bicycles**

Please do not ride your bicycle into or out of the school gates or anywhere on the school premises. Push it, and padlock it in the rack. For your safety, wear a helmet to cycle.

## Homework

Homework is set for all years on the following basis (timings are approximations):

Year	Subjects	Time spent per subject
7	<b>Daily</b> - 1 (once a week 2 subjects set) <b>Fortnightly</b> - approx 13	<b>English and Maths:</b> 30 minutes <b>Other subjects:</b> 40 minutes <b>DT, Art, Music, Comp Sci, Drama:</b> 60 minutes per half-term
8	<b>Daily</b> - 1 (twice a week 2 subjects set) <b>Fortnightly</b> - approx 15	<b>English and Maths:</b> 30 minutes <b>Other subjects:</b> 40 minutes <b>DT, Art, Music, Comp Sci, Drama:</b> 60 minutes per half-term
9	<b>Daily</b> - 1 (three times a week 2 subjects set) <b>Fortnightly</b> - approx 17	<b>English, Maths, German, French and option subjects:</b> 30 minutes <b>Other subjects:</b> 60 minutes
10	<b>Daily</b> - 2 (once a week 1 subject set) <b>Fortnightly</b> - approx 18	45 Minutes
11	<b>Daily</b> - 2 (once a week 1 subject set) <b>Fortnightly</b> - approx 18	50 Minutes

Sixth Form work will be set as required. Sixth Form pupils should expect to undertake work outside of class, in an average week, around 3 hours per subject per week in the Lower Sixth and around 4 hours per subject per week in the Upper Sixth. Pupils who undertake less than this volume of work are highly unlikely to achieve their potential. All subjects are also likely to set private study work to be completed during those periods assigned for silent study in the Sixth Form Library.

If no specific work is set by a subject on an evening (e.g. if a topic is finished and the teacher has yet to begin the next) then you are expected to use the time to re-read and review recent work to ensure that its content is properly understood.

## Sports and Outdoor pursuits

It is important that you understand that commitment is a vital component of participation. Being part of a team, group, society or other body of people means that the success of the whole venture depends on your continued consistent involvement: other people need you to be there in the same way that you need their presence.

In sport in particular it is an honour for you to be selected to represent your school and we take for granted that you will take part. If there is a clash of commitments with outside activities - for example, with a Saturday job, membership of another team or avoidable family commitments - the school expects you to honour your school commitment.

In the following sports, the school requires pupils to wear protective items, even in practice. No pupil will be allowed to participate without such protection where it is specified.

**Cricket** - helmet (for all batters, and fielders when close to the bat)

**Football** - shin pads

**Hockey** - shin pads and mouth guard

**Squash** - goggles

The school provides cricket helmets and squash goggles, although serious players may wish to purchase their own. You must provide your own shin pads and mouth guard. The school recommends that mouth guards be supplied and fitted by a specialist rather than bought in shops over the counter.

In the summer term only, Sixth Formers may spend periods in which they are not being taught, outside in their designated area adjacent to the Sixth Form Centre: they may not play ball games or in any way disturb teaching when out of doors. The Upper Pavilion balcony is not to be used by pupils.

The Valley is out of bounds and should not be used at any time before or after school, breaktime or lunchtime unless under the direct supervision of a member of staff.

### **Informal ball games**

You may play ball games on Moreton's Piece during dry weather only, on the hard area at the back of the Sports Centre and on the netball courts between the Sixth Form Centre and the Sports Centre. In the summer you must not play/walk on the cricket square and must ensure that, when fixtures are taking place, you play outside the cricket boundary. You may never play ball games in goal mouths or on cricket squares except during official organised games. You may not play informal ball games on the netball courts when they are being used for practices or matches.

### **Lost Property**

If you have **lost** something please check/ask in the following areas:

- main reception;
- lost Property Boxes in the Sports Hall.

If you have **found** something please undertake the following:

- in a classroom - hand the item to your teacher
- outside a classroom - hand the item to reception.
- sports clothing and equipment - hand to a member of PE staff.

### **Help available in school**

Sometimes just getting things off your chest to a neutral person can change your perspective. Sometimes a problem needs to be discussed with the person you think is causing it, or with someone who can change things. Wolverhampton Grammar School takes the need to provide care and advice for all its pupils very seriously. Form tutors and Sixth Form tutors accept that pastoral care is a most important part of their job: they will normally hope to be the first person you will turn to for help. Subject teachers, too, see pastoral care and support of pupils as being integral to their academic role. At school any pupil may always approach any member of staff for help or advice. Teachers are used to balancing the various parts of their job and you can feel safe to trust them to be discreet and caring when helping you with a difficulty.

Even so, pupils are still sometimes nervous of discussing problems with teachers because they are both advisors and authority figures. For that reason, there are various ways in which you can have access to advice or counselling from people within school. Peer Supporters are pupils who have undergone training in listening and basic counselling skills and are available around school. Further details can also be found on the Peer Support page on Firefly.

### **How to seek help**

Pupils are welcome to find any of the senior staff or Heads of Year Seven, Heads or Assistant Heads of House, Heads of Sixth Form, in their offices, and ask to talk confidentially. If you want to talk to the School's Counsellor (Mrs Abbi), you should contact your Head of Year, Head of House or Miss Jones who will arrange a referral for a possible appointment in the Counsellor's office. Where a referral is made parental consent will be required for pupils below Year 11 before the School Counsellor can arrange an appointment. In the first instance an initial drop-in or referral session will be arranged and pupils will be notified of their appointment time via Firefly. If you cannot attend the time given, then you must give at least 24 hours' notice. A maximum of 6 sessions will be provided by the School Counsellor (subject to their agreement and if deemed necessary) - any additional sessions may be subject to charge. Parents and pupils cannot refer directly to the School Counsellor.