

WATFORD GRAMMAR SCHOOL FOR BOYS



ATTENDANCE & BEHAVIOUR POLICY

This policy is developed to support the general aims and objectives stated in the School Development Plan and endorsed by the staff and Governors. In particular, this policy aims to realise these specific objectives:

- to have a high expectation of conduct which may extend beyond the school site and normal school day, as defined by the School's Code of Conduct, for every student;
- to teach every student the need to respect others, both contemporaries and adults, regardless of gender, sexual orientation, disability, religion or ethnic group;
- to provide a working environment within which all other targets and objectives can be achieved.

We aim to develop an atmosphere wherein all members of the School community treat each other with respect and courtesy and where models of appropriate behaviour abound.

The School Code

The School Code is printed in the School Calendar and Planner, and is therefore in the possession of all members of the School. Copies are also widely displayed around the School. The Code embodies the expectations that the School has of its students. Adherence to this Code will ensure the development of a purposeful School community based on mutual respect for British values and courtesy.

Attendance Policy

Promoting Regular Attendance

WGBS attendance figures are very high compared with national averages. We regularly share attendance data with parents and emphasise the relationship between attendance and attainment. We also celebrate good attendance by acknowledging individual and class achievements.

Types of absence

Every half day of absence from school is classified by the school (not by the parent) as either AUTHORISED or UNAUTHORISED. Authorised absences are mornings or afternoons away from school for reasons such as:

- Illness
- Medical/dental appointments
- Emergencies
- Unavoidable causes

Unauthorised absences are those for which permission has not been granted by the school in advance and do not fall in the categories above. Examples might include:

- Truancy
- Unexplained absence
- Students arriving at school after 10am
- Day trips and holidays in term time which have not been authorised by the school
- Parents allowing students to stay at home to revise or prepare for tests

Leave of absence

The school strongly discourages avoidable absences.

Only parents/carers may request leave of absence for their child and only the school can approve such a request. The school is not obliged to agree to holidays in term time. In accordance with DfE policy, exceptions **may only** be made, and consent for absence given where there are exceptional family circumstances or in the case of religious observance. Decisions about exceptional circumstances rest with the school.

In general the school will not authorise leave of absence for:

- family holidays
- religious observance exceeding three days in a given academic year
- weddings
- Compassionate leave, other than for very close relatives

Requests for leave of absence should be made in writing or email to the relevant pastoral Assistant Head.

Parental communication of reasons for absence

If a student is absent, parents will receive an 'In Touch' email shortly after the register is taken. Parents should provide information about the reason for any absence by email to absence@watfordboys.org as soon as practicable, and not later than the day after the absence commences.

Where the school is unconvinced about absence notes, the school will mark the absence as unauthorised and the onus is on parents to prove authenticity eg. doctors note.

Persistent Absenteeism

A student becomes a persistent absentee if they miss 10% or more school sessions across the school year for whatever reason. Experience shows that students who are regularly absent fall behind in academic attainment. The Department for Education and Skills states that ensuring regular and punctual attendance of students is the responsibility of parents. We therefore require the full support and cooperation of parents where persistent absenteeism is an issue.

We monitor absence thoroughly. Parents will be issued an 'at risk letter' where there is a risk of absenteeism exceeding 21 half day sessions in any two adjacent school terms. If this figure is exceeded the Local Authority may issue parents with a Penalty Notice.

The Penalty Notice requires a fine of £60 to be paid within 21 days. If this fine is not paid within the time limit the penalty rises to £120 which must be paid within 28 days.

If a parent is issued with a Penalty Notice it enables them to discharge their potential liability for an offence under Section 444 of the Education Act 1996 of failure to secure their child's regular attendance at school. If the fine is not paid they will be liable for prosecution for this offence.

This policy reflects legislation at the time the policy was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

Expectations of Classroom Behaviour

Classroom behaviour should at all times be in keeping with the School Aims as expressed through the School Code.

Students are expected to attend lessons promptly, ready to work. They should be properly equipped, with all necessary books and apparatus for the subject. At all times there should be respect shown for the work being done within the class and for the fabric of the room itself. There should be an orderly entrance to and exit from the classroom and any safety codes must be followed at all times.

The teacher has the responsibility to ensure that the lesson proceeds without disruption towards a definite outcome. The students have a responsibility to themselves and to each other to ensure that they are not a source of disruption. Anything which impedes the progress of the lesson is a disruption.

Staff and students should treat each other with respect. Students should refer to staff as 'Sir', or 'Mr. Jones'; 'Miss', or 'Mrs. Jones', while they should be able to expect that they will also be addressed in a civil manner. Students should put up their hand to answer a question, and wait until they are asked to speak before they do so. They should expect to listen to the teacher and also to each other. In everything that is done in the classroom, everyone should know that they are there to work.

Where we consider that a student is underachieving, steps will be taken to address the problem. Parents will be informed as early as possible, usually through reports or parents' evenings, although sometimes a more immediate approach is appropriate. Parents should inform us of any reason why their son might be experiencing problems with his work, so that the support we can give is appropriate.

Classwork

All classwork should be as well presented as possible. Work should be titled and dated and written in ink. Work that is not up to a minimum standard should be rewritten. Students should bring the correct equipment (writing implements, books and textbooks) to every lesson.

Homework

We believe that homework is an important part of the education we offer at Watford Grammar School. The same standards of presentation as apply to classwork must apply to homework and there is the same expectation that all homework will be completed to the best of the student's ability. This must be the case if the setting of homework is to be worthwhile. Students are expected to record all homework in their planners, which should be monitored by teachers, form tutors and parents.

Work that is not satisfactory will be returned to the student to be redone. If work is late, or not handed in, the student will incur sanctions, up to and including Headmaster's detentions for persistent offenders. We ask that parents are aware of their role in ensuring that students have a place and time to work. We would expect parents to endorse our insistence upon homework being completed properly. Students' teaching timetables are written on the back of their Calendars. Parents are therefore able to monitor the work that their sons should be doing. We welcome contact from any parents who have concerns over homework.

Homework will be marked, and feedback given, by staff in line with their professional responsibilities.

Rewards and Sanctions

Rewards

In this school there is a wide range of achievement to celebrate every day throughout the whole community. Most of this is done with words of praise, written comments on work or with complimentary reports. These celebrations, which are integral to the life of the school, act as incentives to further success and engender positive behaviour and a sense of belonging.

House points play an important role in rewarding effort and behaviour as well as motivating students. House point totals are recorded for each individual student, and collectively as part of a whole school inter-house competition. House points can be collected by participating in house competitions as part of a team, or through individual efforts in school life such as high standards of personal conduct or performance in school work.

Any member of staff can reward boys with one of the following categories of House Points for effort in lessons or around school, using the guide below.

Award	House point equivalent	When to issue.
Merit	10	Consistent/repeated exceptional performance in work, major test success, significant voluntary work/commitments.
Half Merit	5	Great courtesy, much improved work. Excellent standard of homework.

Commendation	3	Voluntary contributions to school life, charity events etc. Improved effort in work.
House point	1	Noteworthy improvement, contribution, behaviour or effort. A whole class could receive 1 house point each for an exceptional lesson.

In KS3 individual students achievements are further reinforced with regular updates of achievements printed out from the database, which students can take home. There are also termly achievement assemblies where students are awarded special Headmaster's awards based on the number of house-points they have accumulated, the Headmaster (or Deputy) usually presents these in person. The chart below outlines the relationship between individual house-points and Headmaster's awards.

Bronze award	-	50 House-points
Silver Award	-	100 House-points
Gold Award	-	250 House-points
Commendation	-	350 House-points
Headmaster's award	-	400 House-points

A well established 'prize giving' event occurs annually in January. This is an opportunity to celebrate the academic success and hard work of KS4 and 5 students in areas ranging from curriculum success in exams to running the school council. Well renowned speakers add formality to this prestigious event to which parents and governors are invited.

Sanctions

When staff see examples of behaviour that transgress the School Rules and Code, there is a wide range of sanctions that may be used. In most cases a word from the member of staff will be enough to point out the misdemeanour to the student concerned. It should be remembered that good order is best maintained by good teaching and high expectations. For more serious situations there exists a range of sanctions, as outlined below.

1. Minor offences are dealt with by the teacher concerned. Actions include reprimands, extra work and lunchtime detentions. Red cards may be issued for such offences.
2. More serious minor offences may result in the teacher awarding an school evening detention (yellow card). The Form Tutor and the issuing teacher's Head of Department (if the offence took place within a lesson) will sign the card. The event will be recorded in the school's detention book and on the student's file. Heads of Year will monitor this. Parents are required to sign the detention card to indicate that they are aware of the punishment.
3. More serious offences, or repeated minor offences, may result in the award of a Saturday detention (green card). The Form Tutor, Head of Year and Assistant Head (Pastoral) will sign the card. In the case of academic problems, the Head of Department will also be involved. The event will be recorded in the school's detention book and on the student's file. Parents are required to sign the detention card. Where a lesson is seriously disrupted, a student may be sent to the isolation area. This will be recorded by the duty staff, a statement written by the student and a yellow card detention issued by the member of staff whose lesson was disrupted. The Assistant Head (Pastoral) will write a separate letter home to inform parents of the incident.
4. More serious offences still, or repeated offences, will result in the student being interviewed by the Head of Year. In most cases, the parents will be contacted by letter or by telephone, and may be asked to come to school to discuss matters with the Head of Year or Assistant Head (Pastoral). In addition, a number of sanctions may be applied, including Saturday detention.
5. More serious offences still, or repeated serious offences, may result in withdrawal from lessons to work in isolation (Internal Exclusion). In such cases the Headmaster or Assistant Head (Pastoral) will involve parents. More serious offences still, or a further series of repeated serious offences, may result in fixed

term exclusion (suspension), the number of days of exclusion depending on the seriousness of the offence. In such cases the student will always be interviewed by the Headmaster and the parents will always be involved. There is a legal obligation on parents to ensure supervision of their child during this period. Where more than 5 days' exclusion are involved the Governors' Disciplinary Committee will be informed, and from the 6th day the school will provide alternative full time education(see exclusion policy). The decision to exclude is taken by the Headmaster. Re-entry of a student further to exclusion is subject to the Headmaster being satisfied that the health, safety and learning of staff and students is not likely to be compromised. Where there is a concern that a student is at risk of permanent exclusion, a Pastoral Support Programme would be implemented. The Deputy Headmaster may depute for the Headmaster in his absence.

6. More serious offences still, or a series of repeated very serious offences, may result in much longer periods of fixed term exclusion up to a maximum of 45 days per school year. In such cases the student will be interviewed by the Headmaster and the parents will always be involved. The confirmation of the Governors' Disciplinary Committee will be required. The most serious offences, or a series of repeated very serious offences, will result in permanent exclusion (expulsion) from the school. In such cases the student will always be interviewed by the Headmaster and the parents will always be involved. The confirmation of the Governors' Disciplinary Committee will be required.

Where there is a persistent problem with a student, the Head of Year may decide to implement a Daily Report. If this is not effective, then the Head of Year, in consultation with the Assistant Head(Pastoral) and then, if appropriate the Head of Learning Support, will consider appropriate further action, such as implementation of a Pastoral Support Programme and liaison with other agencies e.g. the Educational Psychologist and Behavioural Support Team.

Malicious Allegations against Teachers and Other Staff

It is a serious offence to make a malicious allegation against a teacher or other member of staff. Sanctions for such offences are likely to be temporary or permanent exclusion. A referral to the police may also be made if there are grounds for believing a criminal offence has been committed. For further detail, please refer to the school 'allegations of abuse against staff' policy.

Bullying and Racial Harassment

The DfES definition of bullying is: Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (eg hitting, kicking, theft), verbal (eg name calling) or indirect (eg spreading rumours, excluding someone from social groups).

Bullying is treated as serious anti-social behaviour, whether in the form of physical, verbal or indirect actions. Racial Harassment is defined as 'any incident which is perceived to be racist by the victim or any other person' (Report of the Stephen Lawrence Enquiry (February 1999)).

Bullying and racial harassment lead to educational under-achievement, to unhappiness, to a loss of self-respect and to possible physical or mental harm. Action to stop bullying and racial harassment reinforces the message that we are a caring community that wishes to promote models of acceptable social behaviour, and to develop confident and responsible students. All members of the community have a responsibility to ensure that they model acceptable behaviour in all of their interactions with others.

All staff at this school have a duty to respond to reports of bullying and racial harassment and to deal with the situation in accordance with the school's behaviour policy.

Staff should ensure that the matter is reported to the Form Tutor and Head of Year. All follow-up work should be documented.

Parents should encourage their sons to report incidents of bullying or racial harassment and not expect their son to deal with the matter himself.

The school expects students to report incidents when they see them occurring: not to do this is to condone and tacitly encourage bullying and racial harassment. The confidential box is a discrete way for matters of concern to be swiftly reported by students.

The school is committed to confronting the issues of bullying and racial harassment in all aspects of school life. Assemblies and the PHSE programme reinforce awareness of bullying. Form Tutors are especially vigilant with regard to members of the form who are at risk, and they are the first point of contact in the case of an incident, before consulting with the Head of Year.

The school may use a variety of measures to deal with an incident. The bullying/racially harassing student may well need help as much as their victim does, and the school can provide programmes to address the self-image of both. We seek to embed peer mentoring into the culture of the school. However, if serious and/or repeated incidents of aggression, abuse or violence are proved then the school would have to consider taking the most severe action against the guilty individual.

The school monitors and records all reported racist incidents in line with Hertfordshire protocols. This evidence forms the basis of ongoing review of measures in place to reduce such incidents of negative behaviour.

A checklist for students (and parents)

1. You must report the incident to your Form Tutor or Head of Year, whether you are being bullied or see someone being bullied.
2. They will document the incident.
3. They may speak to other members of staff or students to clarify the incident and check details

The school will then deal with this by:

1. Offering help to both the victim and the bully
2. If it is a serious incident, the school will take severe action against the bully.

Wo/Mk May 11

Signed on behalf of the Governing Body:

Name: Signature:

Title: Date :

Name: Signature:

Title: Date :

Name: Signature:

Title: Date :