



Queen Mary's Grammar School



Key Stage 5 ONLY: Behaviour, Discipline & Attendance Policy

Approved by the LGB September 2025

Next review September 2026

BEHAVIOUR & DISCIPLINE POLICY

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This policy aligns with the School's legal obligations under the Equality Act 2010, safeguarding responsibilities, and Sections 90 and 91 of the Education and Inspections Act 2006. It incorporates guidance from the following Department for Education documents:

- *Behaviour in Schools (February 2024)*
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (August 2024)*
- *Searching, Screening and Confiscation: Advice for Schools (July 2023)*
- *Keeping Children Safe in Education (September 2025)*

ATTENDANCE POLICY

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This policy follows the School's legal duties under the 'Equality Act' 2010, in respect of safeguarding and Section 90 and 91 of the 'Education and Inspections Act' 2006. It also includes guidance from the Department of Education document 'Working together to improve school attendance' August 2024 and 'Keeping children safe in education' September 2025.

Behaviour & Discipline Policy: Key Stage 5 ONLY

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1. The Mercian Trust Behaviour Principles Statement

We are a family of schools committed to helping each other increase opportunities and improve outcomes for students throughout Walsall and the West Midlands conurbation. Our schools all have an ambitious commitment to ensuring high behavioural standards for all students, and this statement sets out to present the broad values and principles that underpin the behaviours that are expected and promoted in all our schools. Because of this ambitious commitment, we prioritise our efforts to address social mobility and social justice for disadvantaged and vulnerable children. This statement reflects the belief that effective learning and personal development relies on good standards of behaviour and that some students, including those who are most vulnerable, may display behaviours that require specific and sometimes innovative approaches to support and challenge their behaviour.

Actual, practical applications of these principles is the responsibility of the Headteachers in each school, who will ensure that the behaviour policy, behaviour system and any decisions taken regarding behaviour reflect these principles.

2. The Mercian Trust Principles

The concern of the Trust and each individual school is the safety, behaviour, attendance, wellbeing and education of all pupils; actions taken in response to student behaviour are with the intention of supporting the student's regular attendance, wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Each school prioritises equality of opportunity, belonging and inclusion and will ensure that all members of the school community are able to enjoy the activities of the academy free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the academy community in everyday practice.

Each school aims to foster a collective ethos amongst all members of the school community and ensure that all students, staff and visitors always feel safe in the school environment through a high quality provision of care, support and guidance.

All students have a right to achieve their fullest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

Each school ensures that the Behaviour Policy is consistently applied by all staff. Good behaviour is acknowledged and rewarded and where sanctions are exercised, they are in line with the school's Behaviour Policy and are applied after due consideration of the principles outlined in this document. Through the Trust's commitment to improvement and innovative practice, all staff are committed to being curious about the reasons for negative behaviour and can draw on a range of effective action to support behaviour change. Each school offers comprehensive and structured support to students displaying challenging behaviour and will consider students' wellbeing and any SEND.

Any kind of violence, threatening behaviour or abuse between students, or by members of the school community towards staff, will not be tolerated. If a parent/ carer does not conduct themselves properly, the school reserves the right to ban them from the premises and, if the parent/carers continues to cause disturbance, they may be liable to prosecution.

Put simply, the staff and students in Mercian schools will live life to the full in the pursuit of what is good, right and true. In doing so they will behave well and realise their potential and make a positive contribution to their families and the local, national, and international community.

3. The School's Principles

The School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. All students and staff have a right to work in a calm, supportive and purposeful atmosphere, undisturbed by anti-social or disruptive behaviour from others.

The School looks to create and embed a culture where students and staff flourish in safety and dignity. We aim to:

- Clearly communicate behaviour expectations to students, parents, and staff.
- Teach students how to behave well, rooted in core values allowing them to succeed in a school environment but also beyond the school setting.
- Promote self-discipline, respect, and positive relationships.
- Ensure staff training to embody the school culture and consistently uphold the behaviour policy.
- Provide targeted support for students requiring behavioural intervention. Ensuring high challenge, high support measures are deployed effectively.
- Maintain a safe environment free from bullying, threats, or intimidation.

Restorative practice is a key approach embedded within our school procedures. We look to challenge and support in equal measure focussing very much on the small detail as much as the high-level behaviour issues. We work on the premise that it is the small seemingly insignificant things we do on a regular basis that defines our behaviour, define us as people and lead to our outcomes. Focusing on these 'Atomic Habits' will therefore empower our students to achieve their full potential.

4. Roles and Responsibilities

The **Governing Body** will establish, in consultation with the Headmaster, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The **Headmaster**, Mr RJ Langton will be responsible for the implementation of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster.

The day-to-day management of procedures is the responsibility of Miss R Naguthney, **Assistant Headteacher**.

Staff, including teachers, associate staff, trainee teachers and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential, with a particular responsibility falling to Heads of Department (HoD) and Year Teams. All staff have a key role in advising the Headmaster on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmaster for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Headmaster and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of

behaviour and will have the opportunity to raise with the school any issues arising from the application of the policy.

Prefects are expected to take a lead in setting high standards of behaviour. They are encouraged to take responsibility for maintaining good behaviour around school, particularly at break and lunchtime. They carry the Headmaster's authority in carrying out their duties; receive appropriate advice and support, and their performance as prefects is monitored by staff.

Students are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5. Reporting to the Governing Body

The Headmaster will report to the Governing Body on any issues relating to the Behaviour and Discipline Policy and its implementation in the school. The Headmaster will ensure that the policy is applied by all members of staff and may be held to account by the Governing Body if there are any instances when the policy has not been followed/applied consistently to all students.

6. Procedures

The procedures arising from this policy are developed by the Headmaster in consultation with the staff. The procedures make clear to the students what are acceptable standards of behaviour and have a clear rationale which is made clear to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. Staff will:

- Embed the School's core values and 'Atomic Habits' through a range of means in order to encourage a consistent 'high challenge, high support' approach. This will enable all students to achieve their potential. Reasonable adjustments for students with a SEND or other specific needs will be considered as required
- Record behaviour and achievement points via SIMS/Edulink.
- Communicate behaviour updates to parents via Edulink. This information will then be communicated to parents through the Edulink App. Behaviour points will be monitored by Year Teams who will work alongside a range of pastoral and teaching staff when addressing any patterns and individual concerns.
- Apply sanctions using the *High Challenge, High Support Ladders* and *Stages of Challenge and Support* documents (see Appendix 3).

7. Training

The Senior Leadership Team (SLT) will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy. Training will be provided by members of the SLT and in some circumstances, other members of staff.

Training/guidance will be provided for:

- New members of staff as part of their staff induction.
- All staff to inform them of changes to the policy, upskill, refresh, etc.
- Any member of staff who requires additional help and support in dealing with issues of behaviour and discipline.

The Headmaster will report to the Governing Body on any training which has taken place regarding this policy.

8. Review and monitoring

The Headmaster in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures in order to ensure that the operation is effective, fair and consistent. The Headmaster will keep the Governing Body informed.

In the same fashion, Miss R Naguthney will monitor and objectively analyse key data relating to behaviour on a regular basis. Miss R Naguthney is responsible for reporting findings back to the Headmaster and Governing Body and implementing any resulting changes.

9. Acceptable and Unacceptable Behaviour

The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, teachers, other school staff and visitors as well as other people within or outside the school premises.

In the classroom, a proper respect for the teacher, peers and the subject should inform all behaviour. There should be immediate co-operation with any instructions given by a member of staff. Only one person should speak at a time when work involves the whole class. Students will show proper courtesy to any visitor to the classroom; such courtesy includes the requirement for all students to stand when an adult enters the room.

The School has identified examples of unacceptable behaviour as that which includes disrespect or failure to follow the instructions of a member of staff. It also includes 'child-on-child' abuse, i.e. name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse.

Good behaviour is expected in school, during journeys to and from school, in all extra-curricular activities in or away from school and out of school.

For behaviour outside school, but not on school business, the Headmaster may sanction a student if there is a clear link between that behaviour and the discipline and well-being of the school community. Such sanctions may include suspension or permanent exclusion from the School.

10. Rewards

The School will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:

- Verbal praise and positive feedback
- Achievement points acknowledging behaviour, effort, classwork, homework, manners, participation, academic or sporting achievements, contribution to the school and/or wider community
- Recognition in form time, year group assembly, house assembly or whole school assembly
- Praise breakfast with the Headmaster
- Letters, praise postcards, certificates, awards, phone calls, emails, social media posts
- Acknowledgement within the termly newsletter and information screens around school

11. Detentions

Parental consent is **not** required for detention. Staff are authorised to issue a break, lunch or after school detention to students. These sanctions aim to challenge and support students in improving their behaviour

(refer to the 'High Challenge, High Support Ladder' in Appendix 3). Travel inconvenience is not a valid reason to cancel or reschedule detentions; students may remain on site, beyond their allocated detention, until suitable travel arrangements are made by the parent/carer.

It is important that all members of staff are consistent when issuing school detentions to students. Any inconsistency between members of staff may lead to students/parents questioning the reason for the detention.

Detentions may be scheduled:

- Any school day where the student does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break.
- Non-teaching days such as training days.

Saturday and Training day detentions are used as a high-level sanction where the needed intervention has been raised to a severe level and are issued at the discretion of the Headmaster and Assistant Headteacher, Miss R Naguthney.

Same Day Detentions (SDDs) run every weekday from 15:45 to 16:45 in the Annex for disruption to lesson or device misuse. For any disruption to lesson, the student will receive a warning. If the student persists with any further unacceptable behaviour, they will be issued with a behaviour point which parents will be notified of via Edulink followed by a 30-minute SDD if poor behaviour persists. For students who accrue two same day detentions in one day they will be issued with a 60-minute detention. For students accruing three plus on the day detentions they will serve a 60-minute detention and will also be given a follow up sanction, community task and further contact will be made with parents/guardians.

Detentions issued before 13:00 are scheduled for the same day; those after lunch are deferred to the next school day. These detentions will be logged via Edulink to notify parents. SDDs override extracurricular commitments and repeated infractions will lead to an escalation of more formal sanctions in line with our behaviour policy.

Staff will not issue a detention where they know that doing so would compromise a child's safety; advice should be taken from the relevant Year Team or the DSL. Staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at increased risk;
- whether the student has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent. Whether the detention is likely to put the student at risk.

Parents are informed of SLT detentions, Saturday detentions and training day detentions in writing providing at least 24-hour notice of the detention, this does not extend to Same Day Detentions. In some circumstances, Year Teams may phone parents to inform them of a school detention instead of doing this in writing.

12. Behaviour Issues

The behaviour of the majority of our students is excellent, therefore issues regarding poor behaviour towards other students and members of staff are rare. Unacceptable behaviour includes disrespect, defiance and 'child-on-child' abuse, for example name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse and abuse of property.

Serious incidents involving violent or threatening behaviour, possession of drugs, alcohol or a weapon, theft, vandalism, bullying and gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. These may result in a suspension or permanent exclusion. Refer to the Anti-Bullying and Substance Abuse policies for further guidance. The School's anti-bullying policy and substance abuse policy can also be referred to for further specific information.

13. Early Intervention and Monitoring

The School undertakes reviews of the progress and behaviour of individual students as appropriate. Staff will record behaviour incidents using Edulink which will be available for staff and parents to see. In the first instance staff members should deal with behaviour incidents themselves and seek help/advice from Year Teams and HoDs, if required, who will take appropriate action. The SIMS system will allow a detailed record of individual's/group's behaviour to be built up over time; this will allow early intervention strategies to be put in place to support individuals and groups.

The School encourages students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour. This is done through the work of the Form Tutors, PSHEE lessons, Year assemblies, full school assemblies, as well as notices in form rooms and corridors. Such matters are also discussed at the School Council. The School provides appropriate training and support for staff to promote positive, consistent behaviour standards. Behaviour expectations are also a key part of the transition and induction process for students starting at the School in Year 12.

Students, parents or carers who are concerned about a sanction should raise their concern promptly and are encouraged to contact the Year Team, Assistant Headteacher or Headmaster, depending on the seriousness of the sanction.

14. Investigating cases

The School investigates reported incidents of students' misbehaviour. The school will notify the Police and other relevant bodies of incidents where it is appropriate to do so. Investigations are aimed to establish facts and the School will ensure that appropriate feedback from any investigation is provided to relevant persons, together with recommendations for action.

In cases when a member of staff or headteacher suspects criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to police, the School will look to ensure that any further action it takes does not interfere with any police action taken. Equally the School may continue investigations and enforce its own sanctions, so long as they does not conflict with police action.

15. Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the School's Behaviour Policy. The School maintains accurate records of behaviour incidents and uses these to identify any patterns which will further inform challenge and support measures used to action poor behaviour and establish a positive learning environment.

16. Power to Search Students

If a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item, the members of staff have the power to search without consent for prohibited items, including:

- Knives and weapons (an item used for inflicting bodily harm or physical damage)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/or smoking paraphernalia
- 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; e.g. laser pens, hot chilli sauces/powder, etc. and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for,

If a member of staff believes that a search is required, they should first consult a member of the SLT and only conduct a search with a member of the Pastoral Team present. Parents should be informed of any searches that have taken place.

Under common law powers, schools can search lockers and desks for any item provided the student agrees. If a student does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

17. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges)
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation, coercion and threats

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Any incidents will be investigated by the SLT with the Designated Safeguarding Lead/Headmaster taking a leading role, using their professional judgement and being supported by other agencies, such as children’s social care and the Police as required. The wishes of the victim in terms of how they want to proceed will be taken into account when dealing with any reported incidents. This is especially important in the context of sexual violence and sexual harassment.

18. Power to Use Reasonable Force

Staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Any use of force must be reasonable, proportionate and only be used as a last resort. Force may not be used to search for other items banned under the school rules. Further information can be found in the school’s policy on the use of ‘Use of Force’.

19. Internal Suspension of Students

The School may place students in an area away from other students for a limited period where there has been a significant breach of the school rules and an investigation needs to be conducted. Students can be isolated in the R Room with Mrs M Hayden or Mrs S Sarwar (behaviour support colleagues), the Head of Year or Miss R Naguthney (Assistant Headteacher). When the school uses internal suspension as a disciplinary penalty it should be made clear to the students and parents why this sanction has been used. The School will

ensure the health and safety of students and any requirements in relation to safeguarding and student welfare are considered.

It is for Heads of Year, Assistant Headteachers and the Headmaster to decide how long a student should be internally suspended, this will normally be one day or half a day; in exceptional circumstances this may be extended. The School will ensure that students are internally suspended no longer than is necessary and that their time spent there is used constructively in order to examine the incident that has led them to that point and reflect on how they might change their future behaviour. Time outside of this will be spent continuing with their studies. The School will allow students time to eat at break and lunchtime and use the toilet. When a student is internally suspended, the school will communicate this with parents/carers.

20. Exclusion of Students

Serious incidents such as violent or threatening behaviour, possession of illegal substances (drugs), possession of a knife or a weapon, theft, vandalism, bullying and gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. This may include the issuing of a suspension. If a suspension is issued then the school will meet with the student and parents/carers as a matter of course to explore the circumstances surrounding the issue and to plan out an appropriate reintegration process that will look to prevent any future such incidents. Serious incidents will be referred to the Headmaster which may result in a permanent exclusion from the school.

Only the headteacher can suspend or permanently exclude a student on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Parents/carers will be informed of the decision to suspend or exclude a student. A letter explaining the suspension or exclusion will be sent electronically to the parents/carers. The School will seek parental cooperation at all stages of the process. The school will also inform the Governing Body and Local Authority of the suspension/exclusion without delay as well as any social workers where appropriate. Further information relating to exclusion procedures can be found within Appendix 1.

21. Mobile Phones and BYODs

Mobile phones and handheld devices can cause an unnecessary distraction during the working day and are often to be considered intrusive when used in the company of others. For this reason, devices should not be used unless directed by a member of staff whilst on the school site or in authorised areas. Devices used without the permission of a member of staff will be confiscated from students, and they will serve an SDD at the end of the day where their device will be returned. Repeated infractions will lead to further sanctions which may include the confiscation of the device for a period of time. This will be arranged in consultation with parents/carers. Further details can be found the school's policy on E-safety.

22. School Uniform

Our uniform is in keeping with the School's traditions and expectations of students' appearance and behaviour. A full description of the School's uniform and appearance requirements can be found in Appendix 2. Failure to follow the school's uniform regulations will result in the normal school sanctions being applied. Students are required to wear their full sports tracksuit on their games day.

Students in the CCF must dress to King's Regulations when in CCF uniform. Failure to follow these requirements will result in the normal school sanctions being applied. Further details can be obtained from the commanding officers of the school's CCF.

23. Coats and bags

To maintain a safe, respectful, and focused learning environment, students must follow these expectations regarding coats and bags:

- **Locker Use:** Lockers are available for students who opt in. Those using lockers can store coats and bags during the school day and access them during designated break times and at the end of the day.
- **Bags around the site:** Students will need to carry their bags on their shoulders throughout the day and will need to put them under their chairs when not wearing them. They should only contain what is needed for the day. Students are recommended to carry a plain bag, no more than 20L. Sports kit should be kept to a minimum and all property is the responsibility of the student.
- **Classroom Conduct:** Bags must be kept tidy and out of walkways to avoid hazards. In specialist rooms such as science labs and workshops, bags must be placed on designated storage space to ensure safety and minimise disruption to learning. Students should only access their bags when necessary and must not use them as a distraction during lessons.
- **Coats in School:** Coats must not be worn inside the school building. They should be stored in lockers or carried discreetly if a locker is not used. Coats must be:
 - Plain in design
 - Free from large logos or branding
 - Long enough to cover the blazer
 - Without excessive embellishments
- **Hoodies:** Softshell hoodies (without any water-resistant outer layer) are not permitted on school premises and students should not arrive to the school gate wearing them. This includes zip-up and pullover styles. Any hoodies seen will be confiscated and returned at the end of the next school day. Repeat offences will result in further sanctions.
- **Uniform Consistency:** The school maintains high standards of presentation. Students are expected to arrive prepared for lessons with only the necessary books and equipment, whether using lockers or carrying bags.

24. Working online and online activity

With greater importance being placed on remote and blended learning all students must adhere to the requirements of the 'E-Safety policy'. Students must ensure they use social media safely and considerately. The School does not have the resources or the jurisdiction to police the internet and students use of social media but the school will intervene where there are safeguarding concerns, online abuse or the school name and reputation is brought into disrepute. In turn the school will work with students, parents/carers and organisations such as CEOP or the Police where appropriate if an offence has occurred.



Queen Mary's Grammar School

Attendance Policy: Key Stage 5 ONLY

Approved by the LGB, September 2025

Queen Mary's Grammar School is committed to an expectation of 100% attendance for all students. Regular attendance is a key factor in the drive to raise standards of attainment and enhance the learning opportunities of all students.

1. A Statement of Policy on Attendance

Exemplary attendance is essential for success at Queen Mary's Grammar School Sixth Form. Our experience shows that students with the highest attendance achieve the highest A Level outcomes and are best prepared for workplace expectations. It is the parent's responsibility to perform their legal duty by ensuring their child attends school (Education Act 1996).

To ensure academic progress and readiness for further education or employment, we expect students to maintain attendance above 95%. Sixth formers are required to attend school every day, regardless of the number of timetabled lessons. This includes form time and registration every morning. We have a high-quality personal development curriculum in place for form time and students are expected to attend registration and form period every day. Attendance records may also be included in UCAS, apprenticeship, or employment references where relevant to a student's academic performance. Students may leave school during periods 5 and/or 6 on pre-agreed days, provided they sign out before 2:00pm or at 2:50pm, depending on their last timetabled lesson. This is a privilege, not a right, and may be revoked if attendance concerns arise. Failure to adhere to these procedures will result in the withdrawal of this privilege and may lead to further sanctions. Oversight of these arrangements is managed by Mr Matley, Head of Sixth Form, with support from the Senior Leadership Team.

2. Implementation of attendance aims

The School is committed to promoting high standards of attendance and punctuality. To achieve this, the following measures will be implemented:

- **The Headmaster** will hold overall responsibility for the attendance policy, including its implementation, liaison with the Governing Body, parents, and external agencies, and the appointment of a Designated Teacher to oversee attendance procedures.
- **The Designated Senior Leader for Attendance** is Miss R Naguthney, who will coordinate the work of Mrs L. Nolan (Attendance Lead), Year Teams, and Group Tutors, in collaboration with Mr R. Matley (Head of Sixth Form). These staff may also liaise with the Designated Safeguarding Lead (DSL), Mr G. Collins – Assistant Headteacher – where appropriate.
- Daily attendance will be recorded during morning and afternoon sessions by the relevant tutor or teacher using SIMS/Edulink. Oversight of this process will be maintained by **Mrs L. Nolan**, and parents can monitor attendance via the Edulink app.
- **Group Tutors** will receive regular attendance data and will discuss initial concerns with students. Any issues should be escalated to Mrs L. Nolan, who will liaise with parents to address concerns.

- The School adheres to the **Public Health Agency's 'Guidance on Infection Control in Schools'** when responding to absences due to illness.
- **Parents** must notify the School of any student absence by **8:45 a.m.** each morning. Notification can be made via telephone, the school absence line, Edulink, or by emailing: absences@qmgs.merciantrust.org.uk.
- All absence notifications must clearly state the student's full name, form, and reason for absence.
- Medical appointments should be scheduled outside of school hours wherever possible. Where this is not feasible, the School must be informed at least three days in advance, and appropriate documentation must be provided. Failure to do so will result in the absence being unauthorised.
- Daily contact will be made with parents where a student is marked absent without a valid reason.
- If no communication is received regarding a student's absence, the School may conduct a **safe and well home visit**, either directly or via the Local Authority's Education Welfare Officer.
- Students are responsible for catching up on any missed classwork and submitting assignments due during their absence.
- Attendance and punctuality are monitored regularly. Where patterns of concern are identified, appropriate levels of challenge and support will be implemented. Students with attendance below **92%** will be classified as **persistently absent**, and the School will inform parents and work collaboratively to improve attendance and address any barriers.

3. Promoting good attendance and punctuality

We will always look to praise and celebrate good attendance and punctuality in the sixth form. Other positive measures to promote good attendance and punctuality include:

- Recording good attendance and punctuality on students' records e.g. school report to parents and UCAS references
- Acknowledging individual improvements in attendance and punctuality
- Welcoming and supporting a student returning to school after a long-term absence
- Rewarding attendance and punctuality for individual students on a regular basis
- Encouraging improvements in attendance and punctuality through the pastoral team and home-school partnerships
- Emphasising the importance of punctuality and good attendance during the induction process for all new students

4. Attendance monitoring and intervention

The school will ensure that all staff and students are fully informed of the expectations set out in this policy. It will actively engage with parents and students to address any difficulties that may arise, offering early help and support where appropriate. Where necessary, the school will also work in partnership with external agencies to provide additional assistance and ensure the wellbeing and progress of all students.

The following outlines the steps we will take when attendance and/or punctuality falls below the expected standard, after the first four weeks of Year 12.

Stage 1: Initial Concern (Attendance falls below 95%)

- A concern letter/email (Attendance letter 1) will be sent to the student and parents/carers

- The student will meet with their Group Tutor or Head of Year to discuss barriers and explore support strategies.
- Attendance will be monitored for the next four weeks.
- If improvement is seen, no further action is required.

Stage 2: Formal Monitoring (Attendance falls below 90% or no improvement at Stage 1)

- A formal attendance review meeting will be held with the student, parents/carers, the Attendance Officer and the Head of Sixth Form.
- An Attendance Action Plan will be agreed upon, setting clear targets for improvement and any necessary support (e.g., pastoral support, timetable adjustments, mentoring, removal of signing out privileges).
- Attendance letter 2 will be sent to the student and parents/carers
- Attendance will be closely monitored over a further four-week period.
- Failure to improve may lead to escalation to Stage 3.

Stage 3: Serious Concern (Attendance continues below 90% or continued non-compliance)

- A final warning letter will be issued, outlining the potential consequences:
- Possible consequences include:
 - Further removal of privileges
 - Review of enrichment activity participation based upon attendance
 - Being placed on an Attendance Contract
 - Removal of funding for A Level exam entries
 - Review of eligibility to progress from Year 12 to Year 13
 - In extreme cases, withdrawal from Sixth Form
- A Senior Leadership Panel Review will be held with the student and parents/carers to determine next steps
- In the unlikely event of a student being at risk of losing their place, a final opportunity to demonstrate sustained improvement may be offered

Exceptional Circumstances

Where attendance issues arise due to verifiable medical conditions, personal circumstances, or other valid reasons, the school will provide appropriate support. This may include:

- Adjustments to study programmes (e.g., withdrawal from one or more A Level courses).
- Referrals to pastoral teams or external support services.
- Consideration of authorised absences for unavoidable circumstances.

We aim to support students in maintaining high attendance, recognising that consistency is key to success. Early intervention and clear expectations ensure all students have the best opportunity to thrive in Sixth Form. The Head of Sixth Form, with support from the Senior Leadership Team, will oversee these arrangements and ensure fair implementation.

5. Authorised Absence

The Headmaster will authorise student absence only under the following circumstances:

- **Illness**, where supported by appropriate documentation. Parents are expected to notify the school daily by 8:45am via the absence line, providing the student's full name and form, along with supporting evidence such as a prescription or confirmation of contact with a GP.
- **Unavoidable medical appointments**, provided that appropriate documentation is submitted at least three days in advance.

- **Religious observance**, when the school is notified in advance using the correct protocols.
- **Other family circumstances**, at the Headmaster's discretion and in accordance with Department for Education and Local Authority guidelines.
- **Absences related to infectious diseases**, where they fall within government guidelines and control measures.
- **Interviews and open days** relevant to the student's educational progression.
- **Courses** that contribute to the student's academic or vocational development.
- **Driving tests**, where applicable.

All expected absences must be communicated to the school well in advance, and formal permission must be sought from the Headmaster.

6. Unauthorised Absence (Attendance mark "O")

Absence will be recorded as unauthorised where no acceptable reason is provided. The Headmaster will not approve absences that lack sufficient justification or supporting evidence.

Parents are strongly discouraged from arranging holidays during term time. Such absences will not be authorised unless there are exceptional circumstances, and parents should expect the Local Authority to issue a penalty notice in accordance with statutory guidance.

Absences that remain unexplained or are not supported by appropriate documentation will be marked as unauthorised. Additionally, students arriving after the register has closed for the morning session will receive an unauthorised absence mark ("U").

7. Leave of absence

The law states that families do not have the right to take children out of school during term time for holidays or other activities. Permission for absences will only be granted when there are **exceptional circumstances** at the discretion of the Headmaster and as set out in the 2024 school attendance regulations. Parents must make a formal request for leave of absence if they intend their child to be absent from school which is not related to the student's illness or medical needs. Please request a form from reception and, if leaving the UK provide a copy of your itinerary showing the expected date for the student to return to the UK. Where a parent removes the student after an application for leave was refused or where no application was made to school will be recorded as unauthorised.

Please see the 'Religious Observance' form in relation to published religious festivals.

<https://qmgs.walsall.sch.uk/consent-forms/>

8. Absence from Individual Lessons

All teaching staff are required to take lesson registers using SIMS/Edulink to ensure accurate tracking of student attendance. If a student is absent from a lesson but was previously marked present, Reception must be notified immediately so that the student's whereabouts can be confirmed.

Truancy is considered a serious breach of school behaviour expectations and will result in a high-level sanction, in accordance with the school's Behaviour Policy and sanctions framework.

Sixth Form students may leave the school premises at lunchtime, provided they follow the established sign-out and sign-in procedures.

9. Lates & Exeats

Students arriving after the start of form time (8:45 a.m.) must sign the Late Book located at the Sixth Form Reception. Patterns of lateness will be addressed through a graduated response, which may include:

- Discussion with the Group Tutor
- Detentions during break, lunch, after school, or on Saturdays
- Initial communication with parents via email for each late arrival
- Formal letters home regarding punctuality concerns
- Parental meetings
- Referral to and/or visit from the Local Authority
- Further action by the Local Authority where necessary

Sixth Form students may leave school during periods 5 and/or 6 on designated days, as agreed in advance. This privilege is a concession and not a right. Students must sign out at either 2:00 p.m. or 2:50 p.m., depending on their timetable.

Failure to adhere to these procedures will result in the withdrawal of this privilege and may lead to further sanctions. Oversight of these arrangements is managed by Mr Matley, Head of Sixth Form, with support from the Senior Leadership Team.

Sixth Form students are expected to attend school daily, regardless of the number of timetabled lessons. Unauthorised absence will be addressed in line with the school's attendance procedures.

At the end of the school day, students must vacate the premises by 4:00 p.m. unless participating in a supervised, organised activity led by a member of staff.

10. Students Returning After Prolonged Absence

In cases of prolonged and unavoidable absence, the Headmaster will ensure that relevant staff are informed and that appropriate work is organised for the student. Home visits may be conducted by school staff or the Local Authority's Education Welfare Officer to provide support and facilitate a successful return to school. Upon the student's return, Group Tutors, Year Teams, and the Attendance Lead will monitor their attendance and academic progress, offering support as needed to aid reintegration.

Appendix 1 - Exclusion procedures

The School follows the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024. In turn it is important to note the following points:

- Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.
- A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool.
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
- In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.
- There is no automatic right for a suspended or permanently excluded pupil to take a public examination or national curriculum test on the school's premises. The governing board should consider whether it would be appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the premises for the sole purpose of taking the examination or test or whether this could be facilitated in another way.
- The headteacher need not postpone taking a decision on a suspension and permanent exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the headteacher will need to take a decision on the evidence available to them at the time.

Appendix 2

School Uniform

Our uniform is in keeping with the School's traditions and expectations of pupils' appearance and behaviour. Queen Mary's Grammar School believes that pride in personal appearance promotes a professional and academic outlook on studying. Guidance on uniform can be found below; any special consideration should be communicated with the school via the enquiries email (enquiries@gmgs.merciantrust.org.uk). Approval of any special consideration request is at the Headmaster's discretion.

Hair

Pupils must maintain high standards of appearance. Hair must be worn in a simple style and extreme styles or colours are not considered appropriate. Beards are permitted but equally must be kept neat and tidy. There are to be no shaved lines in a pupil's hair or eyebrows. Fades should be gradual, there should be no distinctive steps in hair length. Any long hair must be kept neatly and tied back during any practical lessons. Pupils who cover their hair should do so in a colour consistent with school uniform. The final decision as to whether pupils' appearance is appropriate or not rests with the Headmaster.

Jewellery

Jewellery should be kept to a minimum. Pupils may wear the following:

- Bracelet or necklace for religious reasons,
- A pair of simple stud style earrings
- Approval of any special consideration request is at the Headmaster's discretion and should be emailed into the school via the enquiries email

Sports Kit

Our sports kit is in keeping with our high expectations of appearance, performance and behaviour of our pupils. The uniform is supplied by Surridge and can be bought from Clive Mark. The sports kit is high quality and built to stand the rigours of sport. Other sports wear kit outside of the school range is not allowed. Pupils wearing any jewellery should remove these or cover them up during games afternoons.

Non-Uniform Days

On non-uniform days, pupils are expected to wear sensible clothing suggesting a serious approach to their studies. Even though pupils are permitted to wear clothes of their own choosing, the Uniform Policy for jewellery, hair and makeup will still be adhered to.

Help with School Uniform

We understand that starting a new school is a hugely rewarding experience but can be an expensive time for parents. If your child is eligible for free school meals or a bursary pupil, we can provide assistance with the cost. If your child is not eligible for free school meals, but has been eligible for pupil premium support, at their previous school, we may also be able to provide some assistance in the form of a contribution towards the cost, but you will have to apply for assistance and provide evidence of income to receive support.

If this is not the case, we may be able, in very limited cases, to contribute towards some of the cost. Please contact the School for details.

UNIFORM REQUIREMENTS - Sixth Form

Item	Requirements
School blazer with badge	QMGs Evolution Blazer
House badge	Appropriate house badge, school issued on arrival. Replacement from school reception
School tie	QMGs Sixth Form crested tie (green)
Trousers	Flat front trousers- black, navy or grey trousers with a hem. They must not have a wide or narrow bottom.
Skirts	Navy blue and of knee length. They must be lined, pleated or A line (tube-style/lycra skirts will not be permitted) and should not be rolled up.
Tights	Must be navy, black or natural shade (plain no patterns)
Pullover – grey, badged	QMGs badged pullover
School Scarf	Optional
Shirt/Blouse	Plain white or pastel colours
Socks	Plain dark socks
Coat	Single colour and of sufficient length to cover the blazer
Shoes	Black or brown, conventional style flat heeled shoes including suede or nubuck. Boots, pumps or high heels not permitted
Turbans/head covering	Colour must be consistent with school uniform, i.e. black or navy

Make up

Minimal, natural looking make-up, may be worn. Pupils may have painted nails, all of one colour. The final decision as to whether pupils' appearance is appropriate or not rests with the Headmaster.

Piercings

In the Sixth Form pupils may have one set of piercings in their ears. All other piercings are not allowed, including any additional piercings through ears, nose, lip, tongue, eyebrow etc. Should any pupil be found with such piercings, they will be expected to remove the piercing immediately.

Sixth Form ID Badges

Sixth Form pupils are to wear their ID badge with lanyard so that it is visible at all times whilst on the school site. Failure to do so will result in a sanction.

Appendix 3
Cover Values



Core Values

QMGS

Courage.
facing new challenges with
determination & resilience

Respect
for yourself & tolerance of
others

Equality
opportunities for all, whilst
recognising & celebrating
diversity

Discipline
developing personal
responsibility

Integrity
to be honest, sincere, reliable &
selfless

Teamwork
stronger together

Appendix 3
Atomic Habits



ATOMIC HABITS

The small seemingly insignificant things which when done on a consistent basis lead to our outcomes

GIVE

100%

to teacher and task

BE ON TIME



all the time

ALWAYS BE EQUIPPED



and ready to learn

DO YOUR BEST



to attend school

all the time

SHOW RESPECT



to staff and pupils

Be courteous, considerate and cooperative



Always wear the CORRECT UNIFORM

Tidy up after yourself and care for your surroundings



★ Be a CREDIT to QMGS ★

Appendix 3

High challenge, High support Ladders at Queen Mary's Grammar School

The sanctions ladder typically progresses upwards in a sequential order as incidents accumulate, however some rungs in the ladder may be skipped due to the severity of the incident. This ladder outlines the main methods in which the pupils will be sanctioned/challenged when there has been a breach in the school rules or expectations.	The support ladder lists some of the support methods the school will use when and where needed to encourage the pupils to reflect on their behaviour and bring about the necessary change with input and structure. This ladder is not necessarily sequential, the list provides opportunity for support at any given time dependent upon the individual circumstances.
Permanent exclusion	Stage 3 report
Managed move	Stage 2 report
Suspension (1-5 days)	Stage 1 report
Internal Suspension (1-5 days)	Class report
Isolated to investigate	Nurture group
Training day detention	Work with external agencies
Saturday detention	Referral to SEMH mentor
SLT detention	Referral to SEND
HOD/YEAR TEAM detention	Mentoring (peer, CYM, teacher, etc)
3Cs detention	Community service
Teacher lunch detention	Restorative meeting
Teacher break detention	Restorative task
Issuing of behaviour point	Issuing of achievement point

Teacher reprimand	Parental communication, e.g. phone call, meeting, etc.
Same Day Detention Warning Behaviour Point Same Day Detention	Warning: pupil self reflection Behaviour Point: opportunity to reflect with parent Same Day Detention: formal reflection

Appendix 3

**Queen Mary's Grammar School
Stages of Challenge and Support**

Stage 1	• Pupil reaches 10 behaviour points • Issued with a YEAR TEAM detention • Placed on a 1-week Form Tutor report
Stage 2	• Pupil reaches 30 behaviour points • Issued with SLT detention • Placed on a 2-week Year Team report • Removal of privileges and other sanctions in line with performance whilst on Year Team report
Stage 3	• Pupil reaches 50 behaviour points • Issued with Saturday Detention • Placed on a 2-week SLT report • Removal of privileges and other sanctions in line with performance whilst on SLT report.
Stage 4	• Continuing deterioration identified through accumulation of behaviour points • Parental meeting with Year Team/Head of Sixth form and Miss R Naguthney • Behaviour support strategies to be identified and implemented
Stage 5	• Ongoing concerns that have not been resolved through stages 1 – 4 • Parental meeting with Year Team, Miss R Naguthney and Headmaster • Behaviour contract to be established and/or other behaviour management strategies

Serious incidents such as violent behaviour, theft, vandalism, and bullying, gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. This may include the issuing of a suspension, in serious cases, incidents will be referred to the Headmaster which may result in a permanent exclusion from the school

