<u>Behaviour Policy</u>
Wollaston School

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Date Ratified by Governors	May 2023 (Chair's Action)
Date of Review	May 2024

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1. Aims

This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Keeping Children Safe in Education
Use of reasonable force in schools
Supporting students with medical conditions at school
It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, and before and afterschool
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusal to follow instructions from staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Non-compliance with On Call Support (OCS)
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Prescription drugs which are not for immediate personal use
  - Stolen items
  - Tobacco and cigarette papers, cigarettes
  - Vapes and e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
  - Aerosol sprays are also prohibited at Wollaston School as these can trigger asthma attacks in other members of the school's community.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Intended to degrade or humiliate

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy Anti Bullying Policy November 2021

5. Roles and responsibilities

All school staff have statutory and delegated authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances.

This authority applies at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

This authority applies at outside of the school premises when a student is in uniform or is travelling to or from school.

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Senior Leadership Team

School leadership are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of student behaviour.

The Senior Leadership Team set the tone of the school daily by meeting the student body and welcoming them into school. In conjunction with the pastoral staff, they should address uniform and other issues on entry to prevent these interrupting the learning of students.

The Senior Leadership Team will patrol the school on a rota system (On Call Support) to ensure high standards are maintained and to support staff in addressing any minor issues. At all times, their conduct would be welcoming and positive and initially, serious misconduct should be managed through requesting the student to comply with the school policy. Any student refusing to comply with a reasonable request from the Senior Leadership team could face suspension from school by the Head of School.

The Senior Leadership Team will support staff and students by running lunchtime detentions, patrolling at break, lunch time and lesson change over. The team will model high standards of personal presentation and demonstrate the school vision and values in the ways in which they relate to students and their families.

5.4 Heads of Year

Heads of Year are responsible for promoting good standards of behaviour with their year groups and addressing the needs of students who find it difficult to meet the expectations of the school. Heads of Year must find the balance of challenge and support. Heads of Year will support the Senior Leadership Team by researching more serious issues, staffing detentions and isolation and being the point of contact for more serious issues.

They will also provide the administration duties of after school detentions and isolation to ensure a consistent approach. A key part of the Head of Year role is supporting students who are underachieving and addressing the underlying causes of any poor behaviour. Heads of Year should practically address uniform and appearance issues by issuing appropriate uniform and contacting parents to secure their support.

Heads of Year will visit forms on a weekly basis to assist in promoting attendance and uniform expectations.

5.6 Subject Leaders

Subject Leaders are responsible for the behaviour of students in their subject areas and supporting teaching staff in upholding the policies of the school. This includes establishing clear routines for student behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, Science and Technology.

It is also important that Subject Leaders are clear about standards of presentation expected in student work in their subject and reinforce these with staff and students. Subject Leaders are expected to support teachers in the following ways:

- Prepare the faculty remove timetable for their subject and liaise with other subjects if required
- Dropping in to support class teachers
- Offering coaching and guidance to staff
- Modelling best practice in behaviour management
- Monitoring and supporting staff with students on subject report.

5.7 Student Support Officers

Student support officers are responsible for enabling the smooth running of the pastoral and behavioural systems on a daily basis. Student support officers will work with students on all pastoral matters to ensure students are safe, secure, and ready to learn. This includes behaviour, attendance, safeguarding and welfare issues.

Student support officers will support Heads of Year and the Senior Leadership Team by researching more serious issues, staffing detentions and isolation.

5.8 Teachers

Teachers are responsible in assisting and promoting positive behaviours & discipline in the classroom, around school and on extra-curricular activities.

Teachers have statutory authority to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student (Section 90 and 91 of the Education and Inspections Act 2006). This will be underpinned through the understanding and implementing the use of the Behaviour & Discipline policy 2021-2022.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers will report any circumstance if they witness any poor behaviour outside school to the relevant Year Leader.
- Teachers can confiscate students' property.
- Teachers have a responsibility to safeguard students in line with the school's safeguarding policy and annual safeguarding training.
- Teachers will have planned and prepared for the needs of all students in lessons.
- Teachers will act as appropriate role models in accordance with the standards of the profession, underlined in Teachers Standards.
- Teachers will develop and implement appropriate classroom management techniques to maintain an orderly classroom atmosphere conducive to learning and if this is failing to work will seek appropriate support from the Subject Leader.
- Teachers will establish an appropriate rapport and an effective working relationship with parents, students and other staff members.
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.9 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School behaviour curriculum

Wollaston School will encourage all students to behave well and treat others with respect and courtesy. This will be promoted through assemblies, the pastoral curriculum and PSHE.

Students play a key role in the behaviour and discipline policy as by following the expectations within the policy they will ensure they are part of a conducive learning environment which provides them with the best chance to make progress and develop a love for learning. Additionally, an objective of the policy is that

students will develop the ability to self-regulate their behaviour and recover from any instances of poor behaviour.

Students are expected to:

- Take responsibility for their own behaviour
- To understand that behaviour for learning can be developed and improved
- Behave in an orderly and self-controlled way at all times
- Show respect to members of staff and each other
- Follow instructions from staff at the first time of asking
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1 Mobile phones

Wollaston School will operate a gate-to-gate mobile phone policy. This means that students will not be permitted to use mobile phones or any other portable electronic devices for any purpose during the school day unless directed to do so by a member of staff according to our ICT Acceptable Use and BYOD Policy.

- For students where portable devices are part of an agreed learning plan that allows them to access the curriculum, portable devices such as tablets and i-pads will continue to be allowed.
- Students who do bring mobile phones to school must turn them off and stow them away in their bags until the end of the day **before** they reach the gate of the school.
- Only when they exit the gates at the end of the day may they retrieve their phones for use.
- This policy will also apply to the sixth form; however, they will be permitted to continue to use mobile devices in the Andy Todd Sixth Form Centre.
- Students who are unable to follow the school policy regarding mobile devices will have their mobile devices confiscated until the end of the day.
- If a student's device is confiscated it will be kept securely in student services until they are able to collect it at 3PM.
- Students who persistently breach this expectation and have a device confiscated on three occasions will need parents to attend school to meet with their Head of Year and to collect the device.

7. Rewards and Recognition

Wollaston School sees rewards and recognition as the best way of encouraging good behaviour, motivation and academic progress.

Students may be recognised for a number of reasons, including:

- Kindness
  - Acts of kindness towards others
  - Supporting or helping staff or students at Wollaston School
  - Supporting or helping members of the wider community
- Community
  - co-operation
  - involvement in activities outside the school day
  - extra-curricular activities
  - community spirit or representation

- being a 'culture creator' and going above and beyond to demonstrate our school values
- Ambition
  - excellent work of a high academic standard
  - academic progress
  - outstanding effort
  - changing the pattern of behaviour in a positive way
  - improved attendance or punctuality
  - excellent attendance

Specific recognition points will be recorded on Go4Schools platform and include the following rewards:
- recognition points
- Accolades in the form of postcards home and Head of School commendations
- Achievements acknowledging milestones reached through the year, in and out of the classroom.

7.1 Behaviour Feedback System and Sanctions

The behaviour feedback system is designed to allow staff to be proactive in removing the cause of negative behaviours from the school whilst having a simple and clear system that provide regular feedback from staff to students and parents regarding behaviours seen in school.

The behaviour feedback system is designed to ensure that sanctions are consistent, proportionate, and predictable. Likewise, rewards should be sincere, targeted, and proportionate.

The behaviour feedback system is designed to make sure that for students who fall short of our expected standards have the chance to recover. For those who do not recover through informal strategies, sanctions will be used to encourage reflection and improvement in behaviour.

How our Behaviour Feedback System is Organised:

All behaviour events, whether positive or negative, show as a single point on a student's behaviour log. Should a student reach 10 negative points this will instigate a sanction of an after school detention where the student will engage in a pastoral intervention.

In class, staff will follow the same script to encourage good behaviour. These words are cues that we expect students to recognise and take the opportunity to recover their behaviour during the course of the lesson. This is shown in the table below.

Advice	Informal strategies used to positively correct behaviour.
Warning	At this stage the student's behaviour is recorded on the behaviour log (Stage 2).
Timeout	Students may be asked to leave the room for a short period to reflect on their behaviour. This is used to allow the teacher to check the student understands the expected behaviours and can reflect on how to recover for the remainder of the lesson. This is recorded on the behaviour log (stage 3).
Removal	Students who are unable to recover their behaviour willl be removed from the lesson to protect the learning of other students. This will be recorded on the behaviour log (stage 4) and instigate a sanction of a lunchtime detention. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students who are removed from a lesson may be sent to 'faculty remove' during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who receive 5 detentions within a half term will have a significant pastoral intervention to ensure a correction in their future behaviour.

In addition to the behaviour feedback system, the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal isolation

We may use internal isolation in response to serious or persistent breaches of this policy.

Students who do not attend a given detention will have the sanction escalated and this may result in a period of internal isolation and pastoral intervention.

Periods of internal isolation are managed by the member of the senior leadership team responsible for behaviour and the appropriate Head of Year. Internal isolation may be supervised by a student support officer, a Head of Year or a member of the Senior Leadership team.

7.2 Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school will implement sanctions for incidents of sexual harassment and violence which in serious cases may result in suspension from school or permanent exclusion from school.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
  - Ensure a clear safety plan is in place for all children concerned.

Please refer to our child protection and safeguarding policy for more information Safeguarding and Child Protection Policy 2021-2022

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be served when the student is under the lawful control of the staff member (e.g. on the school premises or on a school-organised trip).

7.4 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.5 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the pastoral team linked to the child's year group will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.6 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether

the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

The school's response will take into account our child protection and safeguarding policy and KCSIE 2021.

8. Behaviour Management

The approach of the school to behaviour management is that rules and expectations are not elastic, and the aim is that students learn the correct rules for the correct context as we feel this will stay with them for life. They must also learn self-discipline and responsibility. An aspect of this is facing consequences when they make mistakes. Staff will not alienate students for making a mistake but will help them to recover and develop their behaviour.

To enable effective behaviour management, we expect staff to engage in the following behaviours:

- Model positive behaviours.
- Speak calmly and consistently towards students in all situations.
- We will teach the positive behaviours we expect.
- Disruptive learners will be dealt with calmly, working through the behaviour feedback system and ensuring that students have time to put things right at each stage of the process.
- Staff will follow up every incident and engage in a reflective dialogue with students that will allow them to recover.
- Staff will continuously seek to develop their behaviour management practice.

8.1 Classroom Management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

Create and maintain a stimulating environment that encourages students to be engaged

Display the Behaviour Feedback System poster at the front of the classroom

Where appropriate ensure all health and safety risk assessments for the classroom or activity are adhered to

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint
As a measure of last resort, staff may use reasonable force to restrain a student to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Serious sanctions

9.1 Detention

Detentions can be given by teachers, SSOs, members of the pastoral team and the senior leadership team.

Students can be issued with detentions during break, lunchtime or after school during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

9.2 Internal Isolation

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time for a period of planned internal isolation.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour or persistent breaches of the school's behaviour policy.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space
- Allow the student to engage in intervention.

Students who have been removed from the classroom are supervised by a member of the pastoral team or support staff.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of school or a deputy headteacher

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Short term placement at alternative provision providers
- Multi-agency assessment
- Governor's panel meeting

Staff will record all incidents of internal isolation along with details of the incident that led to the removal of the student in the behaviour log.

9.3 Suspension and permanent exclusions
The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the Head of School and only as a last resort.
Please refer to our exclusions policy for more information

10. Student transition
To ensure a smooth transition to the next year, and to ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training
Our staff are provided with training on managing behaviour as part of their induction process.
Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governors annually. At each review, the policy will be approved by the Head of School and governors.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Inclusion policy
- Search policy