

fTitle	Behaviour Policy
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Staff Link	Assistant Principal in charge of behaviour
Governor Link	Chair of Governors
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1 Introduction

1.1 Wootton Park School's behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement in education. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.

1.2 This policy outlines the high behavioural standards the school expects from all our learners and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Governing Body. The policy also takes into account and complies with the following advice from the DFE.

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)

In addition the policy takes account of:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- the [special educational needs and disability \(SEND\) code of practice](#)

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

2 Aims and Objectives

By setting high standards of expected behaviour, Wootton Park School aims to:

- promote positive relationships that safeguard and promote the welfare of learners, creating an effective learning environment;
- provide a consistent approach to behaviour management
- outline how learners are expected to behave
- maximise the quality of the learning experience for all learners enabling everyone to learn effectively;
- define what we consider to be unacceptable behaviour, including bullying
- enable learners to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- foster discipline and mutual respect between learners and their peers, and between staff and learners;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions
- raise awareness amongst learners for the need to recognise and manage their emotions and reactions; and
- support learners whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the Wootton Park School community. The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

- 3.2.1 whether the learner is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a learner at the school at the time of the poor behaviour; and/or

- 3.2.2 the severity of the misbehaviour, whether the learner's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another learner or member of the public or could adversely affect the reputation of the school and and/or Trust.

4 Roles and Responsibilities

All members of the Wootton Park School community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

4.1 The Governing Body

The Trustees will work with the school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from learners attending the school. Trustees will monitor and evaluate the impact of the policy and will hold the Principal to account for its implementation. Trustees will ensure that they receive relevant training on exclusions, behaviour and discipline at least every two years. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Principal.

The Principal, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.2 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable learners may face;
- promote a teaching and learning ethos which encourages all learners to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the learner's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole community and ensure that the majority of learners' education is not jeopardised by the disruptive behaviour of a minority of learners;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect a learner's behaviour and respond according to individual need;
- identify learners who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Report with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.3 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy in line with the home school agreement; (See annex)
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;

- inform the school in writing of any medication their child needs to take (see the “Supporting children with medical needs” policy);
- support their child in homework and other opportunities for home learning; and
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.4 Learners

The rights and responsibilities of learners are set out at the Annex to this policy along with a list of the school expectations to which all learners must uphold. Reminders of the school expectations and expected standards of behaviour will be constantly reinforced. Learners are expected to have a positive attitude and maintain high expectations for themselves. Learners are also expected to sign and adhere to the expectations in the home school agreement.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Information about rewards is shown below:

Positive Rewards on a daily basis

Positive Behaviour example	Reward	HP equivalent	Approx. Frequency	Outcome
Positive contribution to a lesson/ On task and working effectively.	Verbal Praise	0	Most learners will receive this at least once a lesson.	Continued positivity regarding their attitude.
Making consistently good progress on a piece of work. Good effort in lessons or with home learning. Promoting 'The Wootton Park Way'.	House Point	1	Most learners will achieve 3 – 4 house points a week across all subjects.	House point logged onto Arbor.
Exceeding expectations in lessons and rising to the challenge. Exceptional effort in lessons or with home learning.	SLT sticker (Primary) Commendation (Secondary)	3	As needed when exceptional work is completed. Most learners will receive 3 - 4 across the year.	Sticker/ Commendation received. House points logged onto Arbor.
Consistently exceeding expectations in lessons. Working rapidly towards their target grade.	Year postcard (Primary) Subject postcard (Secondary)	5	Teachers will hand out 1 – 2 a week across all subjects/ classes.	Postcard sent home to parents. House points logged onto Arbor.
Consistently upholding Wootton Park Values.	Pastoral Postcard	5	Tutors/ Class teachers will hand out when needed. 3 – 4 a term.	Postcard sent home to parents. House points logged onto Arbor.
Exceptional behaviours that showcase as a role model. A considerable improvement in behaviour over a sustained period of time.	Phase Letter HOY Letter	10	Phase Leaders/ HOYs will hand out when needed. 3 – 4 a term.	Postcard sent home to parents. House points logged onto Arbor.

A visual behaviour chart will be used in all primary classrooms to reinforce positive behaviour.

Top Table (Primary only)

At the end of term, class teachers will nominate one learner from each class that has exceeded expectations that term they will be invited to eat their lunch with members of the SLT on the penultimate day of term. The table will be dressed to create a celebration feeling. Learners that are selected for Top Table will also receive 10 house points.

Honour Roll Breakfast (Secondary only)

At the end of term, form tutors will nominate one learner from each class that has exceeded expectations that term. They will be invited to a brunch with members of the SLT on the penultimate day of term. Learners that are selected for Honour Roll Breakfast will also receive 10 house points.

End of Term Assembly

At the end of each term, year groups will attend a celebration assembly that will recognise all the successes from that term. This includes academic recognition along with any extracurricular successes for that year group. The assembly will be presented by the HOY/ Phase Leader as close to the last day as possible.

End of Year Assembly

At the end of the year, each subject/ class teacher will nominate an individual that has showcased to be an exceptional learner within their area. This will take shape as an evening awards ceremony where parents are invited to the celebration. The assembly will be presented by the Principal.

Recording of House Points

Primary house points will be stamped into learner's Home Learning Records and recorded onto Arbor on a termly basis.

Secondary house points will be recorded by the by the subject teacher and recorded on to Arbor on a weekly basis.

House Point Rewards Thresholds

Rewards will be awarded when a learner reaches a threshold. In order for the rewards policy to remain personalised for each learners, below are a list of rewards that could be collected by a learner if they reach a particular threshold. Items of similar value could also be awarded to a learner with a particular interest if they achieved the threshold.

House points will be totalled in the penultimate week of school with Rewards handed out at the beginning of the next term to accommodate end of term certificates.

6 Sanctions

6.1 Where a learner's conduct falls below the standard which could reasonably be expected of them the school will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances and context of the incident and individual case. Due consideration will be given to the learner's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include the following and a summary of likely actions in a given scenario is shown below this list:

- verbal reprimand
- requiring a written apology
- confiscation of a learner's property
- missing break time
- extra work or repeating unsatisfactory work until it meets the required standard

- the setting of written tasks as punishments, such as writing lines or an essay
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing vandalism.
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom
- removal from a class or groups
- internal exclusion
- detention including during break time, lunch-time and after school
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- education off-site for a designated period
- fixed or permanent exclusion

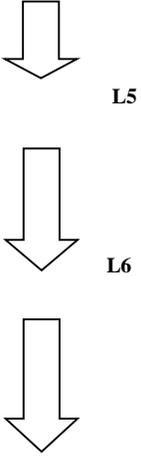
Summary of actions to be taken in the Primary Phase (From Year 1 onwards)			
Level	Examples of behaviour (not an exhausted list)	Action/Follow up	Responsibility
Level 1	<ul style="list-style-type: none"> • Talking out of turn • Disrupting the learning of others • Poor work effort 	<ul style="list-style-type: none"> ✓ The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> • Repeat of above behaviour incident 	<ul style="list-style-type: none"> ✓ 1st verbal warning & reminder of the class charter explaining that if the behaviour continues then they will be moved to a different space within the classroom. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> • Repeat of above behaviour incident 	<ul style="list-style-type: none"> ✓ Learner moved away from the group within the class for a short period ✓ No child should be sent outside into the corridor. 	<ul style="list-style-type: none"> Class Teacher Teaching Assistant
Level 2	<ul style="list-style-type: none"> • Repeat of behaviour or incident • Poor attitude • Disrupting learning • Refusal to follow instructions • Rough behaviour/play fighting • Inappropriate language 	<ul style="list-style-type: none"> ✓ Loss of learner’s free time (break/lunch). ✓ <i>Complete ABC Sheet</i> ✓ Class teacher should inform the Vice Principal/<i>Primary Assistant Principal</i> of persistent behaviour ✓ VP/P A P to learner concerned. 	<ul style="list-style-type: none"> Class Teacher may refer to Vice Principal or Assistant Principal who will follow up as required.
Level 3 <i>When above behaviour continues, or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 and L2.</i>	<ul style="list-style-type: none"> • Persistence of above behaviour • Aggression • Fighting • Causing injury or harm to others (<i>accidental or otherwise</i>) • Bullying • Persistent refusal to comply • Temper Tantrum • Minor damage to property or equipment 	<ul style="list-style-type: none"> ✓ Internal exclusion – learner is moved from class to work in isolation or partner class as appropriate (<i>this could be for a set time, lesson or whole day according to severity of behaviour/ age of the child</i>). ✓ Work taken with learner or completed in lesson/own time or as homework ✓ When longer internal exclusion is required in excess of 1 session. Assistant Principal to report to Vice Principal. ✓ If a child is removed from their classroom they automatically receive reflection at playtime or lunchtime. ✓ Consider referral to SENCO/External agencies NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is repetition following a previous warning. 	<ul style="list-style-type: none"> Class Teacher informs Primary Assistant Vice Principal or Vice Principal Assistant Principal or Vice Principal to speak to parent.

Level 4	<ul style="list-style-type: none"> • Severe verbal or physical abuse to a child or adult causing injury • Severe persistent temper tantrums • Bullying (persistent) • Severe non-accidental damage to property or equipment 	<ul style="list-style-type: none"> ✓ Internal/external exclusion ✓ Class Teacher on duty should not leave the incident. Issue a red card and send to Vice Principal/Assistant Vice Principal who will come and remove the child from the class/situation ✓ Vice Principal/Assistant Vice Principal to complete ABC form or incident report form if necessary. ✓ Vice Principal/Assistant Vice Principal to contact learner's parents immediately to arrange a meeting ✓ Excluded learners will have a return to school meeting with the Vice Principal and parents 	Principal. Principal who will notify Chair of Governors if an external exclusion is issued.
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- All actions should take account of individual learners as appropriate.
- The SENCO should be kept informed of learners whose behaviour is a cause for concern.

Summary of actions to be taken in the Secondary Phase

Level	Examples of behaviour (this is not an exhaustive list)	Possible category sanctions
L1 classroom	<ul style="list-style-type: none"> • Chewing / eating / drinking in class • Uniform / appearance • Lack of equipment • Talking at inappropriate times • Disrupting the learning of others • Lateness to lessons (< 5 mins) • Not getting on with set work • Talking in the quiet zone 	<ul style="list-style-type: none"> ✓ Verbal warning ✓ Uniform infringements should also be recorded ✓ Detention ✓ At no point should learners be sent out of the classroom ✓ Litter picking / community service
L2 classroom	<ul style="list-style-type: none"> • Repetition of any L1 offence 	<ul style="list-style-type: none"> ✓ 2nd verbal warning ✓ Detention
L3 Faculty leader	<ul style="list-style-type: none"> • Repetition of any L2 offence • Lateness to lessons (>5 mins) • Off-site at lunch • Abuse of open access to classrooms 	<ul style="list-style-type: none"> ✓ 30 minute lunchtime detention ✓ Communication with parents/ carers
L4 Head of Year	<ul style="list-style-type: none"> • Repetition of any L3 offence • Misbehaviour during L3 detention • Failure to attend a L3 detention • Failure to attend a homework detention • Refusing to follow instructions • Rudeness • Bullying • Lesson truancy • Using mobile phone/ mobile phone being visible on the school site. • Sixth Form using mobile phone outside of 6th areas • 4 uniform infringements recorded in the tutor's uniform log • Being in the vicinity of smokers 	<ul style="list-style-type: none"> ✓ Removal from lessons ✓ 60 minute afterschool detention* ✓ Letter sent home ✓ Meeting with parents/carers

Pastoral Lead Referral to senior leadership team 		<i>(These examples are in no hierarchical order at all)</i> <ul style="list-style-type: none"> • Deliberate defiance • Failure to turn up to a L4 detention • Fighting • Inappropriate use of mobile phone / computer or equipment • Insolence • Off-site truancy • Persistent L4 behaviour • Persistent L5 behaviour • Poor behaviour during L4 detention • Poor behaviour during L5 sanction • Possession of alcohol, cigarettes, lighters • Racial/homophobic abuse • Sexual harassment/Peer on Peer abuse • Smoking • Use of offensive language including swearing • Theft, graffiti or vandalism • Possession of offensive weapon 	<ul style="list-style-type: none"> ✓ Removal from lessons ✓ Isolation (1 or more days) + after school short meeting with Senior member of staff (SLT) ✓ Two hour SLT after school detention on Friday ✓ Fixed term exclusion (1 or more days) ✓ Parent/ carer meeting ✓ Counselling ✓ Managed return to classes
L7 Referral to Senior Leadership team		<ul style="list-style-type: none"> • Persistent L6 behaviour • Possession of offensive weapon with intent • Possession of illegal drugs • Violence towards a member of staff 	<ul style="list-style-type: none"> ✓ Permanent exclusion
Sanctions for Homelearning	Examples of Behaviour	Sanction	
H1	<ul style="list-style-type: none"> • Home Learning not submitted on time • Home Learning not completed satisfactorily 	<ul style="list-style-type: none"> • Logged on Arbor (Subject teacher to set detention when homework should be completed) 	
H2	<ul style="list-style-type: none"> • Home Learning not completed for a second time or not completed satisfactorily for a second time 	<ul style="list-style-type: none"> • Logged on Arbor (Subject teacher to set detention when homework should be completed) 	
H3	<ul style="list-style-type: none"> • Home learning not completed for a third time 	1 hour detention with SLT on a Friday	
<p>Every subsequent three occasions when a learner fails to complete home learning will result in an SLT detention on a Friday plus a six week period of enrolment in home learning either at lunch or after school</p>			

A visual behaviour chart will be displayed in all primary classrooms to reward behaviour.

6.2 Sixth Form Behaviour

Year 12 and 13 learners are expected to maintain the same high standards of attendance and punctuality expected of all learners. Learner absences will be followed up in the same way and problem attendance will be addressed by the Heads of Sixth Form and the Senior Leadership Team as appropriate.

- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. Wootton Park School recognises the importance of effective home-school communication, and will endeavour to communicate with parents regarding learners' behaviour when necessary. When a sanction is imposed, parents will be contacted by telephone and/or in writing depending on the severity of the sanction.
- 6.4 The school encourages restorative justice and learners are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect.

- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all learners will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:
- verbal abuse to staff and others
 - verbal abuse to learners
 - physical abuse to/attack on staff
 - physical abuse to/attack on learners
 - any form of bullying (to the extent not covered above)
 - indecent behaviour
 - damage to property
 - gambling on **school** property
 - recording or taking images of learners or staff without their express consent
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
 - theft
 - serious actual or threatened violence against another learner or a member of staff
 - Sexual harassment/sexual abuse or assault
 - carrying an offensive weapon
 - arson
 - unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the learner's behaviour
 - malicious allegations against staff
 - racist, sexist, homophobic or other forms of discriminatory behaviour
 - persistent truancy/lateness
 - possession of items prohibited under the school rules (see Annex)
- 6.7 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the learner to remain in the school would seriously harm the education or welfare of the learner or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

7 Learners with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other learners of the same age; or
 - has a disability which prevents or limits them from accessing the curriculum; or
 - has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- 7.2 The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the learner receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of learners with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a learner may face as a

consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a learner whose behaviour is in consequence of their disability than would be imposed for a learner exhibiting the same behaviour who does not have that disability.

- 7.3 A behaviour report will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the special educational needs policy for more information.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Incidents which require further investigation or initial investigations of more serious offences will be carried out by the Pastoral Team (AP/Pastoral Lead (Behaviour and Attendance and Heads of Year). In the secondary phase learners who have witnessed the behaviour will be asked to provide written, signed and dated statements. In the primary phase learners who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will generally be open and non-leading. If the police wish to question the learner, the school will ensure that a responsible adult is present at all times and will inform the learner's parents of what has happened as soon as possible.
- 8.2 The school uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for learners, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the school's CCTV policy and privacy notices for more information.
- 8.3 When more than one learner is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, learners may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other learners may be compromised by that learner remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a learner's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of learners that are illegal or banned by the school and may confiscate, retain or dispose of a learner's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a learner's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other learners to be educated. Where appropriate a member of staff may retain or dispose of a learner's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful control of the child can search a learner **with their consent** to look for any item banned by the school. Learners must be first asked to empty pockets and bags themselves. If the learner refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.4 The Principal and other members of staff authorised by him/her have the power to search a learner **without the learner's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- “legal highs”
- stolen items
- Vapes / e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

9.5 Any search without consent must be conducted by a senior member of staff of the same sex as the learner in the presence of another member of staff. A member of staff can only carry out a search of a learner of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Staff should keep a record of any searches conducted on learners and inform parents that a search has been carried out as soon as reasonably practicable.

9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

9.8 The school may require learners to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the learner of having a weapon and without the learner’s consent. If the learner does not agree to undergo the screening the school has the right to stop them from entering the premises and will treat the learner’s absence as unauthorised.

10 Use of reasonable force

10.1 The school strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the learners) are lawfully permitted to use reasonable force to prevent learners committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of learners but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, learners may get anxious or agitated and strategies used to help learners calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the learner’s own safety, the safety of other learners and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where learners need to be held to help them to calm down will be recorded, any and parents will be informed as a matter of course.

11 Bullying

11.1 The school will take all reasonable measures to ensure the safety and wellbeing of all learners and staff and this includes protection from 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

- 11.2 The school wants to make sure that all learners feel safe and are accepted in the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and learners. The school practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the school's curriculum, through the active development of learners' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to learners what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the school will:
- take it seriously
 - investigate as quickly as possible to establish the facts
 - record and report the incident; depending on how serious the case is, it may be reported to the Principal
 - provide support and reassurance to the victim
 - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
 - ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
 - consider whether exclusion is appropriate in light of the circumstances.
- 11.5 The school believes learners should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of learners and staff at its academies. Where a member of staff has reasonable grounds to suspect that a learner is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's pastoral team. Following any such report an investigation will follow during which an authorised member of staff (Pastoral Team and SLT) may ask that the learner gives them access to their social media account. In the event that the learner refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the learner.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex – Rights and Responsibilities of Learners and School Expectations

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school expectations set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another learner

Wootton Park Expectations

- 1 Attend the school and classes on time.
- 2 Bring appropriate equipment such as: pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable rucksack to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the school’s uniform policy at all times including to and from the school.
- 4 Do not use rude, derogatory, racist or defamatory language.
- 5 Do not bully, belittle, or intentionally harm other learners or staff.
- 6 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 7 Always walk silently through hallways and corridors, do not shout out during lessons, or when in public places.
- 8 Complete school work and home learning on time and to the very best of your ability.
- 9 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 10 Take care of school equipment.
- 11 Follow staff instructions.
- 12 Do not eat during lesson times. You are permitted to drink water during most lessons but you must not do so in science laboratories or near IT equipment. You must not chew gum.
- 13 Report to the school office if you arrive late, feel unwell or need to leave for an appointment.
- 14 Stay on the school premises at break and lunch time

15 Do not bring into the school under any circumstances:

- alcohol and drugs including “legal highs”
- e-cigarettes, cigarettes, matches, and lighters
- chewing gum
- weapons of any kind or instruments/substances intended to be used as weapons
- material that is inappropriate or illegal for children to have such as racist or pornographic material
- mobile **phones unless they are turned off** and away in your bag or locker.
- any article which 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 learner)