

<b>Title</b>	Behaviour Policy
<b>Year</b>	2023/2024
<b>Policy Reference</b>	Browne Jacobson LLP
<b>Staff Link</b>	Sam Macdonnell
<b>Governor Link</b>	Chair of Governors
<b>Date approved by Full Governing Body</b>	September 2023
<b>Review Date</b>	Annually

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# 1 Introduction

- 1.1 Wootton Park School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour leads to improved 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, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with Wootton Park's exclusions and suspensions policy, anti-bullying policy, SEND and safeguarding policy and child protection policy. 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](#)
- [Keeping Children safe in education \(KCSIE\)](#)

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;
- ensure every member of the community feels valued, respected and is treated fairly;
- provide an ethos and environment within which everyone feels safe;
- 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 uses an online system called Arbor to track and learner behaviour and regularly update parents by telephone when there are any issues.
- 3.2 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.
- 3.3 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:
- 3.3.1 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 learners at the school at the time of the poor behaviour; and/or
  - 3.3.2 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 and treat one another with dignity kindness and respect. 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:

- Communicate the contents of this policy to all learners and parents to ensure that the school's expectations are transparent to all learners and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable. Staff will do this by teaching the learners about the school's expectations in form time sessions, assemblies, lessons and unstructured times;
- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable learners may face;
- make reasonable adjustments for disabled learners as required;
- 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;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge learners to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the learner's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;

- 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 put in place general and targeted interventions to improve behaviour and provide support;
- 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 virtual or in school 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 suspension, provide appropriate supervision for their child during the first 5 days of suspension, 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.

### **Honour Roll Breakfast (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 a brunch with members of the SLT during the final week of term. Learners that are selected for Honour Roll Breakfast will also receive 5 house points.

### **Principal's Raffle**

At the end of term nominated learners will be placed in a raffle for a prize. All invited learners will receive a Principal's commendation certificate.

### **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/class teachers as close to the last day as possible.

### **End of Year Assembly (Primary Phase)**

At the end of the academic year, class teachers will nominate an individual that has showcased to be an exceptional learner within a specific area. Trophies will be presented to the nominated learners in a celebration assembly.

### **End of Year Assembly (Secondary Phase)**

At the end of the year, each subject will nominate an individual that has showcased to be an exceptional learner within their area. These learners will be invited to an awards ceremony in the Autumn term of the following year once the school's external results are finalised.

### **Recording of House Points**

During each term, Primary house points will be recorded using [ClassDojo](#). All house points will be recorded onto Arbor at the end of each term.

Secondary house points will be recorded by the by the subject teacher and recorded on to Arbor once their house point card is full

### **House Point Rewards**

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**


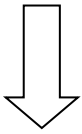
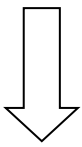
- 6.1 Where a learner's conduct falls below the standard which could reasonably be expected of them the school will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances and context of the incident and individual case. Due consideration will be given to the learner's 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:
  - Restorative conversation with the learners
  - 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 a consequence, 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 suspension
- 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 term suspension 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
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Disrupting the learning of others</li> <li>• Poor work effort</li> </ul>	✓ Non-verbal signals, moving closer to the learner who is not behaving appropriately, visual prompts such as fingers to lips etc.	Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> <li>• Repeat of above behaviour incident</li> </ul>	✓ 1 <sup>st</sup> verbal warning and reminder of the class charter explaining that if the behaviour continues then they will be moved to a different space within the classroom.	Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> <li>• Repeat of above behaviour incident</li> </ul>	✓ Learner moved away from the group.	Class Teacher Teaching Assistant
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Repeat of behaviour or incident</li> <li>• Poor attitude/rudeness</li> <li>• Disrupting learning</li> <li>• Refusal to follow instructions</li> <li>• Rough behaviour/play fighting</li> <li>• Inappropriate language</li> </ul>	✓ Loss of learner’s free time (break/lunch). ✓ Class teacher should inform the Senior Vice Principal/Vice Principal of persistent behaviour	Class Teacher may refer to Senior Vice Principal or Vice Principal who will follow up as required.  Class teachers to speak to parent.
<b>Level 3</b>  <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"> <li>• Persistence of above behaviour</li> <li>• Aggression</li> <li>• Fighting</li> <li>• Causing injury or harm to others (accidental or otherwise)</li> <li>• Bullying</li> <li>• Persistent refusal to comply</li> <li>• Damage to property or equipment</li> </ul>	✓ Internal exclusion – learner is moved from class to work in isolation or a different class as appropriate (this could be for a set time, lesson or whole day according to severity of behaviour/ age of the child). ✓ Work taken with learner or completed in lesson/own time or as homework ✓ If a learner is removed from their classroom they automatically receive reflection at breaktime 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 repetitive following a previous warning.	Class Teacher informs Senior Vice Principal/Vice Principal   Senior Vice Principal/ Vice Principal to speak to parent.



Level 4	<ul style="list-style-type: none"> <li>• Severe verbal or physical abuse to a learner or adult causing injury</li> <li>• Severe persistent non compliance</li> <li>• Bullying (persistent)</li> <li>• Severe non-accidental damage to property or equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal/external exclusion</li> <li>✓ Class Teacher on duty should not leave the incident. Inform the Senior Vice Principal/Vice Principal who will come and remove the learner from the class/situation</li> <li>✓ Vice Principal/Assistant Vice Principal to contact learner's parents immediately to arrange a meeting.</li> <li>✓ Excluded learners will have a return to school meeting with the Senior Vice Principal/Vice Principal and parents</li> </ul>	Principal will notify Chair of Governors if an external exclusion is issued.
<ul style="list-style-type: none"> <li>• All actions should take account of individual learners as appropriate.</li> <li>• The SENCO should be kept informed of learners whose behaviour is a cause for concern.</li> </ul>			
<b>Summary of actions to be taken in the Secondary Phase</b>			
Level	Examples of behaviour (this is not an exhaustive list)	Possible category sanctions	
<b>L1 classroom</b>	<ul style="list-style-type: none"> <li>• Chewing / eating / drinking in class</li> <li>• Uniform / appearance</li> <li>• Lack of equipment</li> <li>• Disrupting the learning of others</li> <li>• Lateness to lessons (&lt; 5 mins)</li> <li>• Off task Behaviour</li> <li>• Talking in the quiet zone</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbal warning</li> <li>✓ Uniform infringements should also be recorded</li> <li>✓ Detention</li> <li>✓ At no point should learners be sent out of the classroom</li> <li>✓ Litter picking / community service</li> </ul>	
<b>L2 classroom</b>	<ul style="list-style-type: none"> <li>• Repetition of any L1 offence</li> </ul>	<ul style="list-style-type: none"> <li>✓ 2<sup>nd</sup> verbal warning</li> <li>✓ Detention</li> </ul>	
<b>L3 Faculty leader</b>	<ul style="list-style-type: none"> <li>• Repetition of any L2 offence</li> <li>• Lateness to lessons (&gt;5 mins)</li> <li>• Being unkind to others</li> <li>• Rudeness</li> <li>• Sixth form using a mobile phone outside of 6F areas</li> </ul>	<ul style="list-style-type: none"> <li>✓ 30 minute lunchtime detention</li> <li>✓ Communication with parents/ carers</li> </ul>	
<b>L4 Head of Year</b>	<ul style="list-style-type: none"> <li>• Repetition of any L3 offence</li> <li>• Misbehaviour during L3 detention</li> <li>• Failure to attend a L3 detention</li> <li>• Failure to attend a homework detention</li> <li>• Refusing to follow instructions</li> <li>• Bullying</li> <li>• Lesson truancy</li> <li>• Using mobile phone/ mobile phone being visible on the school site.</li> <li>• 4 uniform infringements recorded in the tutor's uniform log</li> <li>• Being in the vicinity of smokers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Removal from lessons</li> <li>✓ 40 minute afterschool detention*</li> <li>✓ Letter sent home</li> <li>✓ Meeting with parents/carers</li> </ul>	

<b>Pastoral Lead</b> <b>Referral to senior leadership team</b>   <b>L5</b>   <b>L6</b>  		<i>(These examples are in no hierarchical order at all)</i> <ul style="list-style-type: none"><li>• Refusal to comply</li><li>• Failure to turn up to a L4 detention</li><li>• Fighting</li><li>• Inappropriate use of mobile phone / computer or equipment</li><li>• Insolence</li><li>• Off-site truancy</li><li>• Persistent L4 behaviour</li><li>• Persistent L5 behaviour</li><li>• Poor behaviour during L4 detention</li><li>• Poor behaviour during L5 sanction</li><li>• Possession of alcohol, cigarettes, lighters</li><li>• Racial/homophobic abuse</li><li>• Sexual harassment/child on child abuse</li><li>• Smoking / Vaping</li><li>• Use of offensive language including swearing</li><li>• Theft, graffiti or vandalism</li><li>• Possession of offensive weapon</li><li>• Verbal abuse of staff</li><li>• Sexualised behaviour</li></ul>		<ul style="list-style-type: none"><li>✓ Removal from lessons</li><li>✓ One day in isolation + after school short meeting with Senior member of staff (SLT)</li><li>✓ Two hour SLT after school detention on Friday</li><li>✓ Fixed term exclusion (1 or more days)</li><li>✓ Parent/ carer meeting</li><li>✓ Counselling</li><li>✓ Managed return to classes</li></ul>
<b>L7 Referral to Senior Leadership team</b>		<ul style="list-style-type: none"><li>• Persistent L6 behaviour</li><li>• Possession of offensive weapon with intent</li><li>• Possession of illegal drugs</li><li>• Violence towards a member of staff</li><li>• Persistent refusal to comply/unmanageable behaviour</li><li>• Persistent sexualised behaviour</li></ul>	<ul style="list-style-type: none"><li>✓ Permanent exclusion</li></ul>	
<b>Sanctions for Homelearning</b>	<b>Examples of Behaviour</b>	<b>Sanction</b>		
<b>H1</b>	<ul style="list-style-type: none"><li>• Home Learning not submitted on time</li><li>• Home Learning not completed satisfactorily</li></ul>	<ul style="list-style-type: none"><li>• Logged on Arbor (Subject teacher to set detention when homework should be completed)</li></ul>		
<b>H2</b>	<ul style="list-style-type: none"><li>• Home Learning not completed for a second time or not completed satisfactorily for a second time</li></ul>	<ul style="list-style-type: none"><li>• Logged on Arbor (Subject teacher to set detention when homework should be completed)</li></ul>		
<b>H3</b>	<ul style="list-style-type: none"><li>• Home learning not completed for a third time</li></ul>	40 minute detention with SLT on a Friday		
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				

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. This might include the designated safeguarding lead making enquiries into circumstances outside the school and/or having a targeted discussion with the learner, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. 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 or 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 suspension or permanent 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 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all learners and to restore stability following an unreasonably high level of disruption
- to enable disruptive learners to be taken to a place where education can be continued in a managed environment; and
- to allow the learner to regain calm in a safe space

During the period of removal the learner will continue, supervised education in a suitable environment. Decisions about the length of removal are the responsibility of the senior leadership team

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the learner and parents which facilitates reflection by the learner, sets out any support to be put in place for the learner to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions can be issued by any member of the teaching staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- The detention may put the learner at increased risk or compromise their safety;
- The learner has known caring responsibilities or religious requirements;
- The detention timing conflicts with a medical appointment;
- Parents ought to be informed of the detention; and
- Whether suitable travel arrangements can reasonably be made by the parent for the learner, disregarding any inconvenience for the parent.

6.9 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 suspensions and exclusions when taking a decision to suspend or exclude.

## **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 Pastoral Support Plan 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.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for learners identified as having SEND and will put in place support to prevent these. Examples of preventative measures include but are not limited to:

- Short, planned movement breaks for a learner whose SEND means that they find it difficult to sit still for long;
  - Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher;
  - Adjusting uniform requirements for a learner with sensory needs or who has severe eczema;
  - Training for staff in understanding conditions such as autism
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may at times affect the learner's behaviour. Where relevant, engagement with experts, such as Educational psychologists and other support staff such as counsellors and Mental Health Support teams, can help to inform effective implementation of this policy.

## **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 (VP/AP 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. Searches must be authorised by the Principal and carried out only by the Principal or staff authorised to do so by the Principal. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs or learning difficulties of learners with special educational needs and making reasonable adjustments that may be required where a learner has a disability.
- 9.2 The Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all learners and staff with support from the designated safeguarding lead or deputy designated safeguarding lead. The Principal will ensure that a

sufficient number of staff are appropriately trained in how to lawfully and safely search a learner who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

- 9.3 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.
- 9.4 A teacher or someone who has lawful control of the child can search a learner, where there are immediate safeguarding concerns, **with their consent** to look for any item banned by the school. Learners must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the learner why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the learner refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.5 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'. The Designated Safeguarding Lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. 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
- 9.6 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.
- 9.7 When conducting a search, learners must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decisions to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the learner(s) involved and will advocate for learner wellbeing at all times. Before calling police into the academy, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting the DSL and the Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the learner suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

- 9.9 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. Records should include:
- The date, time and location of the search;
  - Which learner was searched;
  - Who conducted the search and any other adults present;
  - What was being searched for;
  - The reason for searching;
  - What items, if any were found; and
  - What follow up action was taken as a consequence of the search.
- 9.10 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. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the DSL. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.
- 9.11 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 Pastoral Support Plans reviewed 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. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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 Child on Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.



## **13 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**

<b>Rights</b>	<b>Responsibilities</b>
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, vapes, 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)