Title	Behaviour Policy
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1 Introduction

1.1 Wootton Park Academy Trust's behaviour strategy is designed to foster a strong culture of belonging, underpinned by high expectations for behaviour. It seeks to create calm, safe and supportive learning environments across all Trust schools, where every learner feels valued, respected and able to thrive. By promoting positive behaviour and encouraging active engagement in education, the Trust aims to maximise learning, improve educational outcomes and support the success of every learner.

1.2 This policy sets outlines the high behavioural standards we expect from all our learners across the Wootton Park Academy Trust schools. It outlines the approaches used to promote positive behaviour, the support and interventions available where behaviour falls below expectations and the sanctions that may be applied where necessary.

1.3 This policy should be read alongside the Trust's Suspensions and Exclusions Policy, Anti-Bullying Policy, SEND Policy, Safeguarding Policy and Child Protection Policy. It will be reviewed annually by the Governing Body to ensure it remains effective, up to date and compliant with current legislation and statutory guidance.

This policy has been developed in accordance with, and takes account of, the relevant guidance issued by the Department for Education (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, September 2026

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

Positive relationships and a strong sense of belonging are central to our behaviour culture. We are committed to creating calm, safe and purposeful learning environments where every learner feels known, valued and respected, and where they have a genuine sense of belonging.

High expectations for behaviour are explicitly taught, modelled and consistently reinforced across all Trust schools. Positive behaviour is recognised and celebrated through meaningful praise and rewards, while behaviour that falls below expectations is addressed consistently, respectfully and in a manner that preserves the dignity of every learner.

Our approach balances clear boundaries and high expectations with kindness, compassion and support. We seek to understand the reasons behind behaviour, provide appropriate interventions where needed, and help learners to reflect on their actions, repair relationships and develop the knowledge, skills and self-regulation needed to make positive choices in the future.

2 Aims and Objectives

By setting high standards of expected behaviour, Wootton Park Academy Trust 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 school community feels known, valued, respected, treated fairly and that they have a strong sense of belonging.
- ✓ 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 Academy Trust community. The Trust uses our MIS system – Arbor, to track and monitor learner behaviour and will regularly update parents by telephone when there are any issues. The schools within the Trust 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 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 their school and and/or the Trust.

4 Roles and Responsibilities

All members of the Wootton Park Academy Trust 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 Trust

The Trustees will work with the school's Senior Leadership Teams 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 Executive Headteacher / Headteacher / Head of School to account for its implementation. Trustees will ensure that they receive relevant training on exclusions, behaviour and discipline at least every two years. Local PCCAB members will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Executive Headteacher / Headteacher / Head of School.

The Executive Headteacher / Headteacher / Head of School, 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 Executive Headteacher / Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Executive Headteacher / Headteacher / Head of School 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 Trust'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 their 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 vulnerable learners or those with disabilities as required.
- promote a teaching and learning culture which promotes belonging and encourages all learners to attend and participate in lessons whatever their level of ability or need.
- Model positive behaviour and maintain calm, respectful relationships with learners at all times.
- Not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- Teach, reinforce and consistently uphold the school's expectations, maintaining clear boundaries and supporting learners to make positive choices.
- Record incidents of incorrect behaviour and any given sanctions in the learner's behavioural log.
- Provide regular praise and recognition, ensuring positive behaviour is acknowledged more frequently than behaviour that falls below expectations.
- 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.
- Listen to learners and seek to understand their perspective, whilst maintaining clear boundaries and consistently applying the school's expectations.
- 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 home learning and provide facilities for children to do home learning 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 their child's school in the application and enforcement of this policy in line with the home school agreement; (See annex)
- Inform the children 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 their child's 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 their child's 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 outlined in the Annex to this policy, together with the Trust's expectations for behaviour and conduct. These expectations are explicitly taught, consistently reinforced and embedded throughout school life to help create a calm, safe and purposeful learning environment.

All learners are expected to demonstrate a positive attitude to learning, take responsibility for their behaviour and maintain high expectations of themselves and others. Learners are also expected to sign and uphold the Home-School Agreement, recognising the important partnership between home and school in supporting their success.

In return, every learner has the right to be treated with dignity, kindness and respect. They can expect to be listened to, supported and valued as an integral member of the school community, where positive relationships, belonging and wellbeing are at the heart of our culture.

5 Rewards

The Trust believes that it is important to encourage good conduct throughout each school within the Trust by celebrating and rewarding positive 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.	Gold/Silver/Bronze awards	10/5/3	Phase Leaders in Primary /Secondary teachers hand out lesson by lesson	Postcard can be sent home to parents. House points logged onto Arbor.

Positive behaviour will be recognised through consistent praise, house points, celebration assemblies, postcards, awards and positive relationships. Wootton Park School does not use public behaviour displays or systems that publicly identify learners whose behaviour has fallen below expectations. Where behaviour requires support, this is managed discreetly through calm conversations, consistent routines and proportionate consequences, allowing learners to reflect, repair relationships and re-engage positively with learning.

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.

Head Teachers Raffle (Secondary Only) - At the end of term secondary learners who have demonstrated outstanding behaviour will be entered into a raffle for a headteacher's prize

End of Term Assembly - At the end of each large 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 Awards evenings (Whole School) - At the end of the year, each subject will nominate an individual that has showcased to be an exceptional learner within their area. Primary staff will nominate 6 learners who have demonstrated the school's values. These learners will be invited to an awards ceremony at the end of the Autumn Term in the following year once the school's external results are finalised. There is also a sports awards evening which usually takes place at the end of June

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 on Arbor. Teachers are expected to reward outstanding learning during each lesson. They should try to award gold, silver and bronze awards each lesson but may also award other house points for excellent work in the same lesson.

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.

Learners with the requisite number of house points once behaviour points have been deducted will be eligible for a reward activity at the end of the year.

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.

Staff will always seek to de-escalate situations through calm communication, clear expectations and restorative approaches before progressing through the graduated stages below, unless the seriousness of the behaviour requires an immediate higher-level consequence.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The school where the child attends will use 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
- 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 mealtimes; 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, prom or the Year 11/13 leavers event
- removal from a class or groups
- internal suspension
- detention including during break time, lunchtime 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 including the use of alternative provisions
- suspension or permanent exclusion

Principles underpinning the application of sanctions

The following principles apply to behaviour management across all phases of Wootton Park Academy Trust.

Positive relationships and a strong sense of belonging underpin our approach to behaviour. Every learner should feel known, valued and an important member of their school community. Behaviour will be managed in a way that maintains this sense of belonging, even when a learner's choices require challenge or consequence.

Staff will manage behaviour calmly, respectfully and consistently, maintaining clear boundaries and high expectations. Learners will be given an appropriate opportunity to explain their perspective and will be listened to as part of the school's response to behaviour incidents. Listening to a learner's perspective does not remove or reduce the school's expectations of behaviour or prevent appropriate consequences from being applied. Where accounts differ, staff will seek to understand what has happened before determining an appropriate response, taking account of all available information.

Staff will seek to de-escalate situations through calm communication, clear expectations and appropriate restorative approaches. Behaviour will be addressed discreetly wherever possible. Learners will not be deliberately humiliated, publicly shamed or made to feel that they do not belong as a means of managing behaviour.

Consequences will be reasonable, proportionate and applied as consistently as possible, taking account of the seriousness and context of the behaviour, the learner's age, individual circumstances and any identified SEND or additional needs. Reasonable adjustments will be made where appropriate.

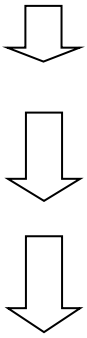
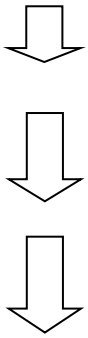
The graduated levels provide a framework for consistent decision-making but do not require staff to progress through every preceding level. Serious incidents may require an immediate higher-level response.

Following significant incidents, learners will be supported to reflect on what happened, understand the impact of their actions and, where appropriate, repair relationships. The aim is to support successful reintegration into learning and the wider school community, reinforcing that while behaviour may be challenged, **every learner remains a valued member of our school community**.

Summary of actions to be taken in the Primary Phase			
Level	**Examples of behaviour** **(Not an exhaustive list)**	**Action/Follow up**	**Responsibility**
Level 1	• Talking out of turn • Low-level disruption to the learning of others • Not engaging with learning or completing work to an appropriate standard • Low-level off-task behaviour • One-off unkind behaviour towards others • Not following classroom/school routines	✓ **First response:** Non-verbal reminder or positive redirection, for example proximity or a visual prompt. ✓ **If behaviour continues:** A calm verbal reminder of the expected behaviour and an opportunity for the learner to make a positive choice. ✓ **If behaviour continues:** The learner may be supported to work from an alternative space within the classroom to enable successful learning and minimise disruption to others.	Class Teachers Support Staff
Level 2	• Repeated Level 1 behaviour • Repeated unkind behaviour towards others • Repeated disruption to learning • Poor attitude or rudeness • Refusal to follow reasonable instructions • Rough behaviour or play fighting • Misuse of school equipment or property • Leaving the classroom or designated area without permission	✓ Reflection during break or lunchtime, providing an opportunity to discuss the incident, repair relationships where appropriate and consider how to make a more positive choice in future. ✓ Parents/carers informed where appropriate. ✓ Persistent or repeated Level 2 behaviour should be referred to the Head of School / Deputy Headteacher.	Class Teacher Head of School / Deputy Headteacher - w*here behaviour is persistent*
Level 3	• Persistent Level 2 behaviour • Aggression • Threatening or intimidating behaviour • Fighting • Inappropriate, offensive language or swearing • Deliberately causing physical harm to others • Bullying, as defined within the Trust's Anti-Bullying Policy • Persistent refusal to comply with reasonable instructions • Deliberate damage to property or equipment • Discriminatory language or behaviour • Repeated or serious offensive language • Inappropriate or harmful online behaviour involving members of the school community	✓ Internal suspension or removal from class for an appropriate period, depending on the seriousness of the behaviour and the age and individual needs of the learner. ✓ Learning will continue in an appropriate supervised setting. ✓ A restorative or reflection conversation will take place before reintegration. ✓ Parents will be contacted. ✓ Consider referral to the SENDCo or external agencies where appropriate. ✓ Serious or persistent behaviour may result in suspension in line with the Trust's Suspension and Exclusion Policy.	Class Teacher informs Head of School / Deputy Headteacher. Senior Leader follows up with the learner and parents.

Level 4	• Serious physical aggression or assault towards a learner or adult • Serious verbal abuse towards a learner or adult • Serious or persistent refusal to comply with reasonable instructions • Serious or persistent bullying • Serious deliberate damage to property or equipment • Serious discriminatory abuse • Sexual harassment or harmful sexual behaviour • Theft • Possession of a prohibited or dangerous item • Any other serious breach of the Behaviour Policy	✓ The member of staff managing the incident should seek immediate support from a senior leader where required. ✓ The learner may be removed from the situation to maintain the safety and wellbeing of learners and staff. ✓ The incident will be investigated and an appropriate consequence determined. ✓ Parents/carers will be contacted and a meeting arranged where appropriate. ✓ The consequence may include internal suspension or suspension, depending on the seriousness and circumstances of the incident. ✓ Following a suspension, a reintegration meeting will take place with the learner, parents and an appropriate senior leader. ✓ Additional support and/or referrals will be considered where appropriate.	Head of School / Deputy Headteacher / Senior Leader The Head of School / Executive Headteacher will be involved where required in accordance with the Trust's Suspension and Exclusion Policy

Summary of actions to be taken in the Secondary Phase			
Level	**Examples of behaviour** ***(Not an exhaustive list)***	**Action/Follow up**	**Responsibility**
Level 1	• Chewing / eating / drinking in class • Uniform / appearance • Lack of equipment • Low-level disruption • Lateness under 5 minutes • Off task behaviour • Talking in a quiet zone	✓ 1st Calm verbal reminder of the expected behaviour and an opportunity for the learner to correct their behaviour. ✓ Uniform infringements recorded where applicable. ✓ Detention where appropriate ✓ Appropriate restorative or community-based action where relevant to the behaviour.	Classroom Teacher
Level 2	• Repetition of L1 behaviour following a reminder • Continued disruption or off-task behaviour	✓ 2nd calm verbal reminder, clearly explaining the behaviour of concern, the expected behaviour and the consequence if it continues ✓ Detention where appropriate	Classroom Teacher
L3 Curriculum Leader	• Repetition of L2 behaviour • Lateness to lessons (over 5 minutes) • Unkind or disrespectful behaviour towards others • Rudeness • Sixth form using a mobile phone outside of 6F areas	✓ 30-minute lunchtime detention ✓ Communication with parents/ carers where appropriate ✓ Restorative or reflection conversation where appropriate	Curriculum Leader
Level 4	• Repeated L3 behaviour • Misbehaviour during a L3 detention • Failure to attend a L3 or home learning detention • Repeated refusal to follow reasonable instructions • Bullying, as defined within the Trust's Anti-Bullying Policy • Lesson truancy • Using mobile phone/ mobile phone being visible on the school site. • Repeated uniform infringements	✓ Removal from lessons via on call where appropriate ✓ 40-minute afterschool detention* ✓ Communication with parents/carers ✓ Meeting with parents/carers where appropriate ✓ Restorative or reflection conversation where appropriate ✓ Referral to the Pastoral Lead where behaviour persists or further support is required	Head of Year

Level 5 & 6 	• Persistent or repeated L4 behaviour • Failure to attend an L4 detention • Persistent or serious refusal to comply with reasonable instructions • Serious or persistent disrespectful behaviour towards staff or others • Poor behaviour during an L4 detention or sanction • Off-site truancy • Smoking or vaping • Possession of a mobile phone not secured in a QuietCase • Inappropriate use of a mobile phone, computer or other electronic device • Repeated or serious offensive language, including swearing	✓ Removal from lessons via on-call where appropriate ✓ SLT after-school detention ✓ Internal suspension or a period of supervised learning away from peers where appropriate ✓ Parent/carer communication or meeting ✓ Restorative or reflection conversation ✓ Targeted pastoral support or referral where appropriate ✓ Managed reintegration into lessons ✓ Fixed term suspension	Pastoral Leads Executive Headteacher
	• Persistent or repeated L5 behaviour • Fighting or assault • Serious verbal abuse towards a learner or member of staff • Serious discriminatory language or behaviour • Sexual harassment or child-on-child abuse, managed in accordance with the Trust's Safeguarding and Child Protection Policy • Inappropriate or harmful sexualised behaviour • Theft • Serious graffiti, vandalism or deliberate damage to property • Possession of alcohol, vapes or lighters • Possession of an offensive weapon • Serious misuse of electronic devices	✓ Immediate referral to a member of the Senior Leadership Team ✓ Removal from lessons where necessary to maintain safety and the orderly running of the school ✓ Internal suspension where appropriate ✓ Suspension where appropriate, in accordance with the Trust's Suspension and Exclusion Policy ✓ Parent/carer meeting ✓ Safeguarding procedures followed where appropriate ✓ Consideration of additional pastoral, SEND or external agency support ✓ Reintegration meeting and support following a suspension	Senior Leadership Team (SLT) Executive Headteacher
Level 7	• Persistent serious behaviour following previous interventions and sanctions • Persistent L6 behaviour • Possession of an offensive weapon with intent • Possession or supply of illegal drugs • Serious violence towards a learner or member of staff • Persistent serious or unmanageable behaviour that significantly compromises the safety, welfare or education of others • Persistent or serious harmful sexual behaviour • Any other exceptionally serious breach of the Behaviour Policy	• Immediate involvement of the Executive Headteacher/ Senior Leadership Team • Fixed term or permanent suspension where appropriate • Consideration of permanent exclusion, where the statutory threshold is met, in accordance with the Trust's Suspension and Exclusion Policy • Safeguarding procedures and/or external agency involvement where appropriate	Executive Headteacher

Sanctions for Home learning	**Examples of Behaviour**	**Sanction**
H1	Home Learning not submitted on time Home Learning not completed satisfactorily	Logged on Arbor (Subject teacher to set detention when homework should be completed)
H2	Home Learning not completed for a second time or not completed satisfactorily for a second time	Logged on Arbor (Subject teacher to set detention when homework should be completed
H3	Home learning not completed for a third time	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

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. Student behaviour will be followed up in the same way and problem behaviour will be addressed by the Sixth Form Leadership Team and the Senior Leadership Team as appropriate.

6.3 How the Trust addresses unacceptable behaviour

6.4 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 Academy Trust 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.

6.5 The Trust encourages restorative justice and learners are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect. The purpose of consequences is to help learners develop self-regulation, responsibility and an understanding of the impact of their actions. Following behaviour incidents, learners will be supported to reflect on what happened, who has been affected, how they can repair relationships where appropriate and the positive choices they can make in the future.

6.6 The Trust 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 Trust'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.

6.7 Under no circumstances will illegal or inappropriate items be tolerated in school, and all l 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)
- Behaviour outside of school which brings the school into disrepute

6.8 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 continual, 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.

6.9 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.

6.10 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 they:

- Have difficulties in learning which are significantly greater than the majority of other learners of the same age.
- Has a disability which prevents or limits them from accessing the curriculum.

- Has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust 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 schools within the trust 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 to 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 which the child attends 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 Trust'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 suspension 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 Executive Headteacher/Head of School and carried out only by staff authorised to do so by the Executive Headteacher / Headteacher / Head of School. 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 Executive Headteacher / Headteacher / Head of School 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 Executive Headteacher / Headteacher / Head of School 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 Executive Headteacher / Headteacher / Head of School 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, bladed items or weapons
- alcohol
- illegal drugs
- "Legal highs"
- stolen items
- Vapes / e-cigarettes, tobacco (including snus), cigarette papers and lighters
- 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 Executive Headteacher / Headteacher / Head of School, 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 an arbor 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 Trust 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 Mobile Phones and Electronic Devices

If a learner between Years 7 and 11 chooses to bring a mobile phone onto the premises, it must be stored in a QuietCase from the moment they enter the site and cannot be accessed until they unlock the case at the end of the school day. QuietCases will be available from the school when parents provide a deposit. Should parents of learners in Years 7 -11 choose not to do this, their child they must leave their phones at home.

Primary children who bring in a phone for safety reasons because they walk home will have their phones collected by the class teacher at the start of the day and then returned to them when they leave. Thes phones will be locked away

Years 12 and 13 are permitted to bring in a phone but may only use it in the Study Zones.

Should a learner not comply with the expectations regarding the use of mobile phones, sanctions will be applied as per the mobile phone policy.

These consequences for learners who do not meet expectations with regard to mobile phones are as follows:

Mobile Phone Misuse	Consequence
Found with a mobile phone not in a QuietCase or using a mobile phone in a non-designated area (6F)	Phone confiscated and handed back the next day to parent or carer
Found for a second time with a mobile phone not in a QuietCase or using a mobile phone in a non -designated area (6F)	Phone confiscated and handed back the next day to parent or carer Internal suspension
Found for a third time with a mobile phone not in a QuietCase or using a mobile phone in a non-designated area (6F)	Phone confiscated and handed back the next day to parent or carer Suspension
Found for a fourth or more times with a mobile phone not in a QuietCase or using a mobile phone in a non-designated area (6F)	Phone confiscated and handed back the next day to parent or carer Lengthy Suspension

Further details of about the use of mobile phones can be found in the Mobile Phone Policy.

11 Restrictive Interventions including the use of reasonable force

11.1 The Trust strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the Executive Headteacher / Headteacher 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.

11.2 This power extends to times when staff are lawfully in charge of learners but are off the school premises e.g. 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.

11.3 There are circumstances when it is appropriate for staff to have physical contact with learners which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting learners, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed learner
- Congratulating or praising a learner, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a learner or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a learners' body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a learner confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a learner is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The learner must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the learner must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the learner's way of leaving the place,
- Securing the place so that the learner cannot leave it, or
- Causing the learner to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the learner including any relevant protected characteristics under the Equality Act 2010.
- The learner's welfare – including that learner's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the learner is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the learner concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some learners with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Learners who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers

of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual learners well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND learners and the academy's approach generally, but in the context of restrictive interventions this might include:

- A PSP or Learner Passport
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

11.9 The academy/s will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual learners.

11.10 Whole-school measures include:

- Consideration of how the academy and classroom environment can support all learners to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

- Working closely with parents to support individual learners
- Implementing strategies to support individual learners based on their identified needs, including the development of PSPs or Learner Passports. Where a learner has a disability, the academy has a legal obligation under the Equality Act 2010 to support learners with reasonable adjustments, making sure they can benefit from what the academy offers
- Giving learners time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the academy's safeguarding system:

- Names of learners and staff directly involved.

- Any relevant needs or circumstances of the learner, including whether the learner involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The learner's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

- It appears to the staff member that doing so would be likely to result in serious harm to the learner. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the learner is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of learner and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the learner, including whether the learner involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a learner is subject to seclusion, restraint or immobilisation, even if that is included within a learners PSP/RA or Learner Passport. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.

11.18 The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on learners and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.19 Where appropriate, the learner and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

12.1 The Trust 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.

12.2 The Trust wants to make sure that all learners feel safe and are accepted in their 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.

12.3 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.

12.4 If an allegation of bullying does come up, the Trust 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 Executive Headteacher
- 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.

12.5 The Trust 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 assess to an authorised member of staff during an investigation this could lead to an adverse decision taken against the learner.

13 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.

14 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 Executive Headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Appendix 1 – 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 Academy Trust 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 schoolwork 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, snus, 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 locked in their QuietCase.
- 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)

Appendix 2 – Summary Behaviour Policy Poster