



A COMMITMENT TO EXCELLENCE

Behaviour Policy

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1. Aims

- 1.1 To facilitate the school's ethos of '*A Commitment to Excellence*'.
- 1.2 To ensure that all Governors, staff, pupils and parents are aware of the high expectations of the school in terms of behaviour/conduct.
- 1.3 To ensure absolute clarity of the roles and responsibilities of all stakeholders regarding the school's expected standards of pupils' behaviour.
- 1.4 To promote positive behaviour that reflects the values of the school.
- 1.5 To create a secure, safe and calm environment where pupils can be confident and happy, free from disruptive behaviour in the classroom.
- 1.6 To develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance.
- 1.7 To define what we consider as unacceptable behaviour, including bullying and discrimination.
- 1.8 To ensure a consistent approach towards behaviour management that is applied equally to all pupils.
- 1.9 This policy should be read in conjunction with all other Wade Deacon High School policies, especially the, Safeguarding, SEND, Learning and Teaching & Anti-bullying policies.

2. Definitions

2.1 **Poor/Challenging/Unwanted behaviour** is defined as:

- Any form of disruption towards teaching and learning;
- Any form of disruption towards good order around school, for example, in-between lessons and/or at break and lunchtimes;
- Non-completion (or unsatisfactory completion) of classwork or homework;
- Poor attitude, including non-compliance;
- Violation of our school standards/uniform.

2.2 **Serious breaches of the BfL Policy** are defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Vandalism/Damage;
- Theft;
- Physical assault (fighting/physical altercations);
- Serious verbal assault;
- Smoking (including vaping);
- Racist, sexist, homophobic or discriminatory behaviour;
- Creation/Distribution of inappropriate online content;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Any form of smoking paraphernalia;
 - Fireworks;
 - Inappropriate images;
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit:
 - an offence, or;
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

3. Responsibilities

3.1 The Governing Body is responsible for:

- › Reviewing and approving this behaviour policy in conjunction with the Principal;
- › Monitoring the policy's effectiveness;
- › Holding the Principal to account for its implementation.

3.2 The Principal is responsible for:

- › Reviewing this policy in conjunction with the Governing Body;
- › Approving this policy;
- › Ensuring that the school environment encourages positive behaviour;
- › Ensuring that staff deal effectively with poor behaviour;
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Teachers & Staff are responsible for:

- › Creating a calm and safe environment for pupils;
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- › Implementing the behaviour policy consistently;
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- › Modelling expected behaviour and positive relationships;
- › Providing a personalised approach to the specific behavioural needs of pupils;
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- › Recording behaviour incidents accurately and promptly;
- › Challenging pupils to meet the school's expectations;
- › Building a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues;
- › When appropriate to do so, the Senior Leadership team (SLT) will support staff with incidents of serious misbehaviour.

3.4 Parents/Carers are responsible for:

- › Understanding the school's behaviour policy, reinforcing it at home where appropriate;
- › Supporting their child in adhering to the school's behaviour policy;
- › Informing the school of any changes in circumstances that may affect their child's behaviour;

- › Discussing any behavioural concerns with the class teacher promptly;
- › Engaging in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- › Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- › Communicating with staff in a respectful manner that reflects the values of our school;
- › Ensuring their child arrives to school on time, wearing the correct uniform and they are ready to learn with full school equipment;
- › Encourage their child to become resilient and independent learners;
- › Take part in the life of the school and its culture.

3.5 Pupils are responsible for:

- › Demonstrating positive behaviour/conduct, that reflects the school's ethos, values and culture;
- › Demonstrating the school's three Core Commitments:
 - Respect yourself and other others;
 - Give the very best of yourselves;
 - Believe in yourself.
- › Attending school every day and on time;
- › Looking smart, wearing their full uniform and wearing it with pride;
- › Coming to school fully equipped and ready to learn;
- › Helping to keep the school clean and tidy, free from litter and graffiti;
- › Demonstrating an independent and resilient approach towards learning;
- › Becoming a valued citizen of our Wade Deacon community;
- › Behaving in a way that refrains from bringing the school into disrepute, including when outside school or online;
- › Following the school's IT Acceptable Use policy.

3.5.1 Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture; extra support will be on offer to those who may require it;

3.5.2 Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy;

3.5.3 Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. Positive conduct first

4.1 Praise and rewards should have emphasis to encourage pupils to participate, perform and progress. Staff members are encouraged to set the correct tone to create a stimulating and positive learning environment, using the following methods to provide pupils with satisfaction and pride in their achievements (please note that the following is not an exhaustive list).

- Quality first teaching/Planning for positive behaviours and engagement.
- Smiles/Verbal praise.
- Written praise in exercise books.
- Achievement/RISE points.
- Telephone calls/Postcards home.
- Student of the Week.
- RISE badges / Student recognition badges / Badges for roles and responsibilities.
- Student of the Half Term / Highflyer Award.
- Displays of pupils' work around school.
- Commendation letters/Recognition by Middle and Senior Leaders.

- Awards.
- Recognition assemblies.
- Invitation to our rewards & recognition trips/activities.

4.2 At Wade Deacon High School, pupils are recognised for behaviours 'above and beyond' our core expectations and/or persistently demonstrating a '*Commitment to Excellence*'.

4.3 As a school it is vital that we have some consistency regarding the awarding of Achievement Points. As aforementioned, Achievement Points should be awarded for the behaviours that align with our values; this could be a pupil demonstrating fantastic effort on a piece of homework or persistently demonstrating high quality work in class, see examples below for further clarity.

- Example 1 In class today, a pupil never gave up, despite several setbacks throughout the lesson they persisted in working towards understanding today's topic (1 point).
- Example 2 Over the last few weeks a pupil has shown a drastic improvement in their behaviour and progress; staying behind after school, helping others in class and completing their homework to an exceptional level (3 points).
- Example 3 A pupil was asked to complete a worksheet on volcanoes; not only did the pupil complete the worksheet, but they also made a 3D working model (5 points).

4.4 Earning RISE Badges - An accumulation of Achievement Points can earn pupils their RISE badges; each an acknowledgement of their exceptional commitment, high standards and outstanding effort.



5. Responding to poor/challenging behaviour (graduated response)

5.1 Our behaviour policy is based on a positive and restorative approach. It focuses on encouraging pupils to make positive contributions towards our school community whilst supporting them to take responsibility for their actions and repairs relationships to put things right.

5.2 At Wade Deacon High School, teachers should not have to suffer the consequences of disruption towards teaching and learning. Sanctions for poor behaviour are in place in order to:

- Allow students to learn from mistakes;
- Establish a staged and proportionate response to poor behaviour;
- Identify clear roles and responsibilities for operation;
- Re-establish appropriate expectations of behaviour and restore teacher-student relationships.

5.3 With each behaviour incident, it is up to the teacher to decide on a follow up strategy; support will be offered by the Senior Leadership Team for serious offences.

5.4 The vast majority of pupils behave excellently, however, some pupils may require additional support with their behaviours; the following *graduated response* is used as a guide and is not an exhaustive list. Although consistency is very important, it is imperative that teachers find ways within the policy to support and promote positive

behaviours. Regardless of the level of support a child may be receiving, it is an expectation that the class teacher will work within the policy to support the child.

5.5 STAGE 1

The pupil is displaying behaviours that are affecting their learning, the learning of others and the ability of the teacher to teach / Minor misdemeanours.

At Stage 1, the class teacher is expected to use the following strategies to improve behaviour:

- Quality first teaching.
- Reflective / Adaptive practice (including reviewing school information such as, SEND plans & reading ages, behaviour strategies etc).
- Non-verbal cues / Verbal warnings / Re-focus on classwork.
- Use of de-escalation strategies.
- Amend the seating plan.
- Restorative practice (relationship building).
- C1.
- C2.
- Liaise with the pupil's Personal Tutor / Mentor / Key Worker (where appropriate).
- Communicate concerns with parents/carers.

5.6 STAGE 2

Despite interventions at Stage 1, the pupil is displaying repeated behaviours.

At Stage 2, the Key Stage Leader (KSL) / Personal Tutor (PT) is expected to work collaboratively with colleagues, using the following strategies to improve behaviour:

- C1 / Loss of free time.
- C2.
- Restorative practice (relationship building) with class teacher & KSL / PT.
- Buddied out to PT or KSL.
- Formal meeting with the pupil, class teacher & KSL / PT.
- Communicate concerns with parents/carers.
- Use of a monitoring card via KSL / PT.
- KSL to review quality first teaching.
- Liaise with the pupil's Personal Tutor / Mentor / Key Worker (where appropriate).

5.7 STAGE 3

The pupil is displaying persistent disruptive behaviour.

At Stage 3, the Subject Leader (SL) / Progress Leader (PL) is expected to take a more prominent role in supporting the pupil with their behaviour. The Subject Leader / Progress Leader will work collaboratively with colleagues across school. The following strategies will be used to improve behaviour:

- C3 / Loss of privileges.
- Restorative practice (relationship building) with class teacher & SL / PL.
- Use of a monitoring card with the SL / PL.
- Referral to the Achievement Centre / Removal from timetabled lessons.
- Parental meeting with PL / SL & class teacher.
- SL & PL joint solutions meeting to review quality first teaching (classroom observations, book looks, Synergy review).
- Timetable review, leading to a possible class / band move for the pupil.
- A Student Support Plan will commence (Cycle 1 & 2)

- SEND evaluations (where appropriate).
- Support from Behaviour Coordinator (where appropriate).

5.8 STAGE 4

Despite Middle Leader interventions, the pupil continues to display unacceptable breaches of the school's behaviour policy / The pupil's behaviour compromises the safety and/or order within our school.

At Stage 4, the Assistant Vice Principal is expected to take a more prominent role in supporting the pupil with their behaviour. The Assistant Vice Principal will work collaboratively with Middle Leaders across school, using the following strategies to improve behaviour:

- Parental meeting with the Assistant Vice Principal.
- Fixed period in the Achievement Centre.
- Review and enhance the Student Support Plan (Cycle 3).
- Step Out (off-site direction at another high school).
- SLT mentoring / 1-1 support sessions.
- Further SEND evaluations (including Educational Psychologist review, if applicable).
- Involvement of the LA Behaviour Service / CARE Schedule.
- Outside agency support (proactive & reactive work).
- Inclusion Panel Review.
- Adaptation to the pupil's curriculum.

5.9 STAGE 5

Despite Middle/Senior Leader interventions, the pupil's behaviour is in persistent serious breach of the school's behaviour policy / The pupil's behaviour seriously compromises the safety and/or order within our school.

At Stage 5, the Vice Principal is expected to take a more prominent role in supporting the pupil with their behaviour. The Vice Principal will work collaboratively with Middle & Senior Leaders to support the pupil with their behaviour. At Stage 5, if no improvements are witnessed, the Principal will decide on the appropriate next course of action. The following strategies may be used to improve behaviour:

- Parental meeting with Vice Principal/Principal.
- Suspension (fixed term exclusion).
- A fixed period of off-site provision.
- Managed Transfer.
- Behaviour Contract.
- Alternative curriculum.
- Governor review panel.
- Alternative provision.
- Permanent exclusion.

6. Corrections System

6.1 Corrections may be issued for not meeting the school's standards and expectations with the primary aim being to 'correct' behaviour and improve standards. At Wade Deacon High School, we continually strive to promote and encourage positive behaviours. We want the school to continue to be a caring, friendly, happy and safe place where students can flourish. All students' behaviour around the school should support this aim.

6.2 Every lesson should be characterised by a relentless focus on learning and free from distractions. This means that poor behaviour, even low-level disruption such as talking, not following an instruction or disturbing others' learning is not acceptable. We also want our students to give the very best of themselves and ensure all classwork and homework is completed to a very high standard. The vast majority of our pupils are exceptional however, it is important that as a school we have a system for improving standards that will benefit all of our learners.

6.3 Our Correction System provides a swift response for restorative practice to take place. The Correction will allow staff the opportunity to work with the child to reflect on their behaviour, offer support if necessary and reaffirm our

expectations. There are three types of Correction that may be issued and all will take place outside of normal school hours.

C1: 30 minute Correction (Same Day). There will be no notification for a C1, the class teacher will record the Correction on School Synergy. If a pupil receives a C1 their school day will finish at 3.15pm. Additionally, during the C1, teachers will allow pupils to inform Parents / Carers that they are staying behind via their own mobile phone, if they wish to do so.

C2: 60 minute Correction (Pre-arranged Day). The pupil's C2 will be recorded on School Synergy, if possible the teacher may also inform parents/carers via a message / phone call.

C3: 90 minute Correction (Friday). A pupil's C3 will be recorded on School Synergy, parents/carers will also be informed via a letter home / phone call.

6.4 Some parents may have reservations about same day Corrections however, The Department for Education (DfE) states that schools do not legally need a parent's permission to detain a child and no longer need to give 24 hours' notice. There is no legal obligation to inform parents that their child is being kept back after school and schools do not need to provide a reason as to why a Correction has been issued. The DfE states (*Behaviour and Discipline in School 2016*) that notice may not be necessary for a short after school Correction where the pupil can get home safely.

6.5 As a school, we would like to reassure parents that we would not put pupils at risk therefore, reasonable adjustments will be made if there is a genuine concern. Parents will need to contact their child's Progress Leader if their child is unable to stay behind after school to complete a C1. Furthermore, if there is an issue on a particular day where a pupil cannot stay for any specific reason, parents / carers should contact the school to let us know. We would ask that all non- emergency appointments / engagements are made after 3:45pm to support the school.

6.6 As part of our *Behaviour for Learning Policy*, escalated sanctions will be put in place for pupils who do not engage with the Correction System to improve and correct behaviours and attitudes to learning. These may include:

- Internal exclusion;
- Parental meeting with a member of the Senior Leadership Team;
- Suspension;
- Any other sanction deemed appropriate.

6.7 The Correction System will not be applicable for the majority of our pupils whose behaviour and attitudes are exemplary. However, improving standards will benefit everyone at Wade Deacon High School.

6.8 Lunch and break times may sometimes be used, however, predominantly staff will follow the C1-3 Correction System. We will allow reasonable time for pupils to eat, drink and use the toilet during any break and/or lunch time correction.

7. Student Support Plans/Behaviour Contract/Behaviour Agreement

Student Support Plan

7.1 Pupils who may be struggling to operate within the parameters of our expectations and school rules may be placed on a Student Support Plan (SSP), the SSP operates within a traditional Assess, Plan, Do and Review format.

7.2 Typically, the SSP will be initiated at Stage 3 of our graduated approach and last anywhere between 3-6 weeks per cycle. The SSP may be used as a short-term measure in order to improve a pupil's behaviour and/or attitude to learning.

7.3 A SSP will be initiated by the pupil's Progress Leader, supportive strategies, actions and targets will be included into the SSP to support the pupil in modifying their behaviours and this will actively involve the pupils' parents/carers.

7.4 At the end of the cycle, or if no improvements are seen, a review will be held. Typically, if no improvements are seen, a member of the Senior Leader Team will become actively involved in the SSP process.

Behaviour Contract

7.5 A Behaviour Contract may be initiated upon unsuccessful completion of previous strategies used to bring about positive changes in behaviour. These may include but are not limited to, a SSP, Suspensions, Step Out, Outreach Programme and Managed Transfer.

7.6 The contract may also be put in place for an isolated incident which is a serious breach of the school's behaviour policy. The contract will highlight support strategies, agreed actions and specific targets the pupil must adhere to. Failure to meet these targets may result in a Governor Review Meeting, Permanent Exclusion or other escalated actions.

Behaviour Agreement

7.7 A Behaviour Agreement may be initiated for disputes/disagreements between pupils. The agreement will indicate what is expected to ensure we have good order in school and all pupils feel safe and happy. If a pupil fails to adhere to the agreement the school may take further actions.

8 Responding to poor/challenging from pupils with SEND.

8.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

8.2 When incidents of misbehaviour arise, SEND needs will be considered when making decisions. However, we recognise that not every incident of misbehaviour will be connected to a pupil's SEND, decisions will be made on a case-by-case basis and reasonable adjustment will be made where necessary.

8.3 Please see our SEND Policy for more information.

9. Assessment and reporting of Behaviour for Learning/Attitude to Learning

9.1 A BfL issue will be identified as a pupil who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example a teacher may have to ask the student to stop talking, turning around too often or failing to follow simple instructions.

9.2 An AtL issue will be identified as a pupil who does not disturb the learning environment, but their actions are affecting their own progress – for example no equipment, poor attitude to home learning (AtHL) or very little work completed in lesson.

9.3 Behavioural/AtL incidents are recorded as and when they occur on the school's monitoring system (School Synergy). These records will then inform the final behaviour and attitude to learning grades class teachers will enter at each P2S round. This is monitored by 2ic, Subject and Progress Leaders, Assistant Progress Leaders and Senior Leaders.

9.4 Reporting Behaviour to parents/carers

1: Expected

A pupil consistently meets the school's day to day standards and expectations. When refocussing is required, the pupil responds respectfully and addresses areas of concern.

2: Unsatisfactory

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teachers' ability to teach the lesson. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

3: Cause for Concern

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and a referral to the Achievement Centre may have taken place.

9.5 Reporting Attitude to Learning to parents/carers

1: Positive

The pupil is positive about their learning and demonstrates a keen attitude towards improvements. The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability. The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback. The pupil completes an appropriate amount of work during the lesson. The pupil attends revision sessions if required. Homework and revision activities are completed on time and to a standard that is deemed acceptable in-line with the pupil's ability. The pupil models the school's Pride and Promises ethos.

2: Requires Improvement

There are areas that the pupil needs to improve; he/she is not working to their full potential. The standard of work produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. The pupil doesn't have the basic or subject specific equipment consistently. The standard of homework is below the pupil's ability and sometimes late/or not submitted. The pupil's attitude towards intervention/catch up sessions is not positive.

3: Cause for Concern

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupil's engagement in the learning activities is minimal, thus impacting on progress. The pupil is poorly equipped for the lesson. Homework is often not submitted or lacks quality. If the pupil does not dramatically improve their effort towards the subject, progress will be affected.

9.6 Reporting Attitude to Home Learning to parents/carers

1: Positive

Homework and revision activities are always completed on time and to a standard that is acceptable/in-line with the student's ability. There is evidence of home learning through classwork and MAPs.

2: Requires Improvement

Homework and revision activities are sometimes completed late and to a standard that is below the student's ability. There are some gaps in learning within classwork and MAPs because not enough revision is being completed at home.

3: Cause for Concern

Homework is often not completed unless sanctions are put in place to complete the work. Work that is completed lacks any effort and is completed to a standard that is considerably below the student's ability. Classwork and MAPs highlight that on-going revision is not being completed at home.

10. Anti-Bullying

10.1 Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents.

10.2 Please see our Anti-Bullying Policy for more information.

11. Use of reasonable force

11.1 As stated in Section 93 of the Education and Inspections Act 2006 enables staff with the power to use reasonable force in a circumstance to prevent a pupil from doing or continuing to do any of the following; causing disorder, committing a criminal offence, causing personal injury to themselves or another, causing damage to property belonging to them or another, including the school.

11.2 The use of reasonable force is conducted in line with the latest DfE's guidance - please refer to Use of Reasonable Force in schools DfE (July 2013).

12. Searching, screening and confiscation

12.1 Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

12.2 Any prohibited items found in a pupil's possession will be confiscated. A list of prohibited items can be found in section 2.2; these items will not be returned to the pupil.

12.3 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

12.4 Please see our Safeguarding & Child Protection Policy for more information.

13. Zero-tolerance approach to sexual harassment and sexual violence

13.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response in-line with KCSIE.

13.2 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Considered;
- Proportionate;
- Supportive;
- Decided on a case-by-case basis (in-line with KCSIE).

13.3 The school will respond to allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police (please see appendices).

13.4 Please refer to our Safeguarding & Child Protection Policy for more information.

14. Suspensions

14.1 The Principal has the authority to suspend pupils guilty of misconduct or serious misbehaviour as outlined in Statutory Exclusion Guidance (July 2022). The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the suspension begins;
- Parents will be informed in writing of the suspension. Information regarding the right to appeal will be contained in the letter;
- Pupils will have the opportunity to respond to the allegations;
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

15. Permanent Exclusion

15.1 The Principal has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include but are not limited to physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour. In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Principal, Vice Principal or Assistant Vice Principal;
- Pupils will have the opportunity to respond to the allegations;
- Procedures for appealing against the exclusion will be explained to the parents;
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion;
- The Pupil Discipline Committee will be notified of the Principal's decision and a meeting will be convened, where parents are invited to discuss the case;
- If the decision is upheld, a formal letter will be sent to parents and the LA.

16. Governing Body Disciplinary Panel

16.1 There is a right for parents to make representations about all exclusion decisions. For permanent exclusions and suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period.

16.2 For suspensions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.

16.3 A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a pupil's behaviour.

17. Appendices

Core Commitments

Pupils should demonstrate the school's three Core Commitments:

- Respect yourself and others;
- Give the very best of yourselves;
- Believe in yourself.

Classroom Routines

We should not assume that pupils know how to behave during certain routine times. We need to teach them what sorts of conduct we feel is desirable. We should always give feedback on how pupils are behaving. The classroom routines for Wade Deacon High School will always be:

At the start of the lesson:

☒ Teachers should smile and model polite conduct ☒ Classes will be greeted by their teacher on arrival and enter in an orderly fashion ☒ Teachers will decide where pupils sit ☒ There should be a seating plan ☒ Pupils should get their equipment out ☒ A register will be taken during the lesson ☒ Lesson objectives and challenges will be written on the board.

During the lesson:

☒ When the teacher talks to the whole class, the pupils must remain silent, listen and concentrate ☒ If the class is asked a question, pupils put up a hand to answer; teachers must not accept calling out (unless agree as part of the T&L) ☒ Pupils should not wander around the room unless instructed to do so ☒ Pupils must follow instructions and not refuse to work as directed.

At the end of the lesson:

☒ Homework will be recorded on Synergy ☒ Pupils to stand behind chairs quietly and ensure the room is tidy before being dismissed ☒ Staff supervise pupils out of the classroom and prepare to greet the next class.

We have a series of systems within school to ensure good order and consistency. At Wade Deacon High School,

School Synergy is an integral part of our school's behaviour policy and a key form of communication.

Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through suspension, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may well have been significantly affected. A re-integration to school may include a period of time in the Achievement Centre. In situations such as this, the following steps would apply:

- Progress Leader meets parents to discuss return to school.
- Progress Leader will meet with the Assistant Vice Principal to discuss the situation.
- If withdrawal to AC is appropriate, the Assistant Vice Principal will agree the extent of the withdrawal with the tutorial support team.
- On leaving the AC and returning to mainstream, a monitoring system will be agreed with the Progress Leader to gauge the success of the reintegration.
- Copies of referrals, updates and monitoring system will be placed on file.
- When a pupil is working in the AC, appropriate work must be set by the mainstream class teacher responsible for that pupil.

The use of the Achievement Centre (AC) to support mainstream Teaching and Learning

The Achievement Centre may be used to support the learning of pupils away from mainstream lessons for the following reasons;

- behaviour - documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils;
- re-integration following a suspension;
- whilst an investigation takes place that may involve the pupil.

Pupils may also be directly referred to the Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. (See anti-bullying policy)

On-Line Safety

Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to the school's E-Safety Policy and the Acceptable Use Policy.

Movement around the school

We always encourage a calm and purposeful environment. We believe being polite and courteous is important. Pupils should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others. Pupils should always walk on the left when walking up/down staircases.

Restaurant / Dining Halls

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and pupils are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

School Trips & Educational/Sporting Activities

School trips and sporting activities are a privilege for pupils, and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern, then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Wade Deacon we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Bicycles

If a pupil comes to school on a bicycle, they should follow the National Highway's advice and guidance, this can be found at www.nhtsa.gov/road-safety/bicycle-safety. To ensure the safety of themselves and others, pupils should dismount and walk with their bicycles when on school grounds. The School Trust accepts no liability for property brought onto the school site. Pupils who travel to school on a bicycle can store it in our bicycle store facility, this will be locked in a morning at 8.35am and open again at 2.40pm.

Step Out/Off-Site direction

If appropriate, a period of outreach work may be conducted at a neighbouring school to support the pupil's behaviour/conduct; parents will be contacted or invited into school to discuss this matter.

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

In most cases, the school will also ask parents/carers to attend this meeting and ensure that they are familiar with the school's expectations and the role that parents/carers can play to support their child.

This includes but is not limited to supporting pupils coming into school from a Permanent Exclusion from another school, Managed Transfer or Step Out (off-site direction).

Preparing outgoing pupils for transition

To ensure a smooth transition to another educational provision, information related to the pupil's behaviour issues may be transferred to relevant staff to ensure that the pupil is supported.

Where appropriate, a visit may be coordinated to support the child's transition.

The school will continually monitor the pupil's progress and communicate with parents/carers when necessary.

Mobile phones

Pupils are not allowed to use mobile phones in school; mobile phones should not be seen or heard during the school day unless planned by the class teacher as a tool to enhance learning.

Please see Mobile Phone Policy.

Drugs

At Wade Deacon High School, we recognise that in recent years the involvement of young people and drug misuse has increased. The school does not support the misuse of drugs or the illegal supply of these substances and will take appropriate action when dealing with situations which may arise from their misuse. School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, which enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. At all times we will respond to legal obligations of the Governing Body, please see the Drug Incident Policy for further details.

Uniform

Pupils who do not adhere to the Academy's uniform policy may face appropriate sanctions. These could include Corrections, report card, phone calls to parents/carers and internal exclusion. Pupils will be required to provide a

note from home if they are unable to fulfil any of the requirements of the Academy uniform. The letter needs to state when the pupil will have the correct uniform.

Acrylic/polished nails

Acrylic nails are not allowed to be worn at Wade Deacon. If a pupil is wearing acrylic nails, they will lose their free time and should receive a uniform card; the pupil will be given two days to have them removed. If a pupil fails to remove the acrylic nails, they will be taken off their normal timetabled lessons until the situation is rectified. Repeat offenders will not receive two days grace and will be removed from normal timetabled lesson on the first day of offence.

Polished nails are not allowed at Wade Deacon. Pupils will be required to remove the nail polish straight away. Pupils who repeatedly have polished nails will receive consequences, for example (but not limited to) being removed from timetabled lessons.

Trainers

Trainers are not allowed to be worn for school. Pupils who wear unacceptable footwear for any reason should bring a note from home and will be expected to rectify the situation within two working days. A uniform card will be issued by the Personal Tutor (or equivalent role). This will be honoured on two separate occasions throughout the Academy year; if this occurs more than twice then sanctions will be put in place. As always, any genuine reasons for incorrect footwear will be taken into consideration.

For further information regarding correct uniform please see our Wade Deacon Trust Uniform Policy. If a pupil continues to break uniform rules, parents will be invited into school to discuss the matter further.

Working with the Police / Suspected criminal behaviour

The school will provide all necessary support and information to assist the police in any investigation involving our pupils.

It is the responsibility of parents and carers to inform the police in matters such as assaults / fights that may take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement.

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

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

If a decision is made to report the matter to the police, the Principal decide on the appropriate action.

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

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

School do not have the authority to investigate a crime, on any such matters, the school will wait for further guidance from the police on how to proceed.

Extremism

Please see Safeguarding & Child Protection Policy.

Child-on-Child abuse

Please see Safeguarding & Child Protection Policy & and Sex and Relationships Policy.