

Wallingford School

Behaviour policy  
Academic Year 2023-2024

'Able & Qualified'

# Wallingford School Behaviour policy 2023-2024

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## 1. Introduction

We aim to send every student out into the world able and qualified to play an active role. We believe that having high expectations of our students creates an environment in which they can flourish. We endeavour to create a learning environment that is calm and purposeful, using routines and systems to support consistency, promote a sense of cohesion, and provide opportunities for students to develop both personally and academically.

All staff, including our experienced pastoral leadership group offer support to students who need additional guidance with their behaviour, and we aim to deliver our pastoral support with compassion, consistency, and clarity.

At Wallingford School we have high standards and require all pupils to meet the expectations outlined in our behaviour policy. We aim to notice, champion and reward good behaviour of our students, while maintaining sanctions against poor behaviour. We aim to work closely with both students and families to ensure that support is offered to resolve any issues which may be contributing to poor behaviour.

These guidelines are built around our belief that, if we are to achieve our aims, every student can work without interruption or distraction in a safe, caring, and happy atmosphere in which all students have the opportunity to achieve the very highest standards and also feel valued and respected.

For more guidance, please refer to <https://www.gov.uk/government/publications/school-exclusion>

## Expectations at Wallingford School

- All staff and students have the right to be free from verbal, emotional or physical abuse.
- All staff and students have the right for their property not to be interfered with or damaged.
- The structure and fabric of the school should not be interfered with or damaged.
- Instructions from staff should be followed immediately and at all times.
- Everyone should be treated with courtesy and respect.
- All staff and students have the right to a trouble-free journey to and from school.
- Students should ensure that their behaviour does not break any laws.

## 2. Roles of key staff

Improving behaviour is the responsibility of all members of staff within the school community. The following members of staff have specific roles.

### a. Form Tutor

The form tutor is the initial person responsible for any behaviour problems that occur involving students in their tutor group. Form tutors are responsible for:

- Reinforcing the Behaviour Policy.
- Following up and resolving any issues arising.
- Help the students establish positive relationships.
- Managing a tutor report card to target set and track behaviour.
- Referring students to the Head of Year.
- Communicating with student families.

### b. Head of Year (HOY)

Are responsible for:

- Reinforcing the Behaviour Policy.
- Overseeing and supporting the work of form tutors.
- Issuing a HOY report card to target set and track behaviour.
- Establishing support and intervention programmes for identified students.
- Communicating and working in partnership with families and other external agencies.
- Taking appropriate action when students are sent to isolation from their year group.
- Working in partnership with the inclusion team.
- Setting up and monitoring Personal Support Programmes (PSPs).

### c. Curriculum Teacher

Curriculum Teachers are responsible for:

- Reinforcing the Behaviour Policy.
- Referring persistent problems to the form tutor, Head of Year or Curriculum Team Leader as appropriate.

### d. Curriculum Team Leader

Is responsible for:

- Reinforcing the Behaviour Policy.
- Liaising on behaviour issues with the Curriculum Coordinators they line manage.
- Following up incidents that occur in their subject area.

- Dealing with behaviour which impedes learning in their curriculum area (e.g., Students repeatedly receiving stage two referrals to the isolation room).
- Referring persistent concerns regarding behaviour to Head of Year or Leadership line manager.

#### *e. Special Educational Needs Co-ordinator (SENDCo)*

Is responsible for:

- Reinforcing the Behaviour Policy.
- The SENDCo should play a role in monitoring the behaviour support for all students with Education Health & Care Plans (EHCP) in the first instance, and where applicable those on the SEND register.
- Liaising with the behaviour support specialist or other agencies.
- Individual interviews with students about issues leading to poor behaviour.

#### *f. Associate staff, supply staff, and prefects*

- Reinforce the Behaviour Policy and where applicable refer any issues to the most appropriate member of staff.

### 3. Home school agreement - responsibilities

	Parent	Student	School
<b>Prepared for School</b>	<ul style="list-style-type: none"> <li>• Send my child to school in the correct uniform.</li> <li>• Make sure my child has the correct books, PE kit and equipment for the day's lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Always wear the correct uniform.</li> <li>• Bring to school the correct books, PE kit and equipment for lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure school uniform is worn.</li> <li>• Inform your child what is required for lessons.</li> </ul>
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Make sure my child attends on time every day and does not miss school through unnecessary absence.</li> <li>• Do not take holidays during term time.</li> <li>• Phone the school every morning if my child is absent from school.</li> <li>• Provide medical evidence of absence if requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school on time every day.</li> <li>• Never miss school through unnecessary absence.</li> <li>• Aim for 97% attendance or above.</li> <li>• Sign in at reception if I arrive at school after registration.</li> <li>• Arrive at lessons on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and recognise good attendance and punctuality.</li> <li>• Let parents know if there are concerns about punctuality or attendance with their child.</li> <li>• Publish regular attendance data so that students can track their attendance.</li> </ul>
<b>Classwork and Preparation for Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Take an interest in my child's education and schoolwork.</li> <li>• Encourage my child to do his/her best.</li> <li>• Provide the right equipment for class and preparation for learning tasks.</li> <li>• Use 'Satchel One' to monitor my child's homework tasks and make sure they complete work set.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to instructions and work hard.</li> <li>• Present all my work neatly and on time.</li> <li>• Allow enough time to complete my homework thoroughly.</li> <li>• Use 'Satchel One' to make sure I know exactly what homework to complete, and hand it in on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach good lessons.</li> <li>• Provide a broad and balanced curriculum.</li> <li>• Provide feedback regularly.</li> <li>• Explain to students how to make progress.</li> <li>• Use 'Satchel One' to set homework for learning tasks.</li> </ul>

<b>Behaviour and Attitude to Learning</b>	<ul style="list-style-type: none"> <li>• Ensure my child understands and follows the school rules.</li> <li>• Encourage my child to have a positive and hardworking attitude to learning.</li> <li>• Promote respect, kindness, equality, diversity and strongly discourage and address anti-social and unkind behaviours.</li> <li>• Support school sanctions.</li> <li>• Be kind</li> </ul>	<ul style="list-style-type: none"> <li>• Behave well in and out of school.</li> <li>• Always respect each other and others' differences, avoid anti-social behaviour.</li> <li>• Always use appropriate language.</li> <li>• Be kind</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high standards of behaviour.</li> <li>• Ensure your child is aware of the school rules.</li> <li>• Help your child develop a positive, and hardworking attitude.</li> <li>• Provide a safe and healthy environment for your child to develop in.</li> <li>• Promote equality and diversity.</li> <li>• Be kind</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Attend parent information evenings.</li> <li>• Read all information sent home from school.</li> <li>• Support the school approach to on-line safety and not upload or add any text, image, sound, or videos that could upset or offend any member of the school community.</li> <li>• Only share information on social media that is factually accurate.</li> <li>• Regularly log on to satchel One to check attendance, punctuality, achievements, and sanctions and discuss these with your child.</li> <li>• Support the school mobile device policy and ensure your child adheres to the rules regarding the restricted use. Do not contact them during the day on their mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>• Let a trusted adult know if I have any worries or if I am unhappy.</li> <li>• Take home all letters to my parents.</li> <li>• Always follow the school's Acceptable ICT Use Agreement.</li> <li>• Attend parent information evening.</li> <li>• Keep my mobile device switched off and in my bag all day unless instructed to do otherwise by my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond promptly and appropriately to concerns.</li> <li>• Hold regular parents' meetings when required.</li> <li>• Report on your child's progress, attendance, punctuality, attainment, and attitude to learning.</li> <li>• Respond quickly and effectively to concerns or complaints that you express.</li> <li>• Teach students how to use ICT safely for communicating with others.</li> </ul>

	<p>or respond if they contact you during school hours.</p> <p>Do not attend school in person without an appointment.</p> <ul style="list-style-type: none"> <li>• Adhere to the home school communication policy.</li> </ul>		
<b>Extra-Curricular Involvement</b>	<ul style="list-style-type: none"> <li>• Encourage my child to be involved in extracurricular activities.</li> <li>• Support the school's fundraising and charity activities.</li> <li>• Encourage my child to fulfil their potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Get myself involved in extra-curricular and House activities and take the opportunities that are on offer at Wallingford School.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information about school events, opportunities, and activities.</li> <li>• Encourage students to get involved in wider school activities.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• I will share concerns regarding safeguarding of my own or other children with Wallingford School.</li> <li>• I will adhere to safeguarding guidance to ensure my child is safeguarded and will engage with the school should they raise concerns.</li> <li>• I will monitor my child's online activity</li> </ul>	<ul style="list-style-type: none"> <li>• I will use the school methods for reporting concerns about myself or someone else. I will behave in a way that keeps myself safe in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• We will adhere to safeguarding guidance and follow procedures designed to keep your child safe in school. We will communicate concerns and actions to you and work with relevant agencies to keep your child safe.</li> </ul>

Signed on behalf of the Parent\_\_\_\_\_

Student\_\_\_\_\_

School\_\_\_\_\_



## 4. Uniform

The school has a commitment to its school uniform. This is to ensure students are not identified by their family's income or a group that chooses to present itself in a particular way. It is expected that all students and parents adhere to the school uniform in its entirety.

In addition to uniform, students are expected to bring equipment to school each day which supports their learning.

## Equipment for Learning

For a student to be fully equipped, students are expected to bring:

- Pencil Case
- Pen (blue/black)
- Pen (green)
- Pencil
- Rubber
- Ruler
- Calculator
- PE Kit (on the days a student has PE)

This equipment list will be checked during tutor time and required throughout the day.

### **Girls UNIFORM**

**(Years 7-11)**

<b>Jumper/Blazer</b>	<b>Navy V-neck Jumper with school badge or black blazer with school badge.</b>
<b>Tie</b>	<b>Wallingford School tie (with your house stripe).</b>

*The above items can **only** be purchased from the **school's online uniform shop**. You can access the online shop by clicking the uniform shop button at the bottom of the school's homepage: [www.wallingfordschool.com](http://www.wallingfordschool.com)*

<b>Skirt - Years 7-11</b>	<b>Black, PLEATED ONLY</b> knee-length.
<b>Trousers</b>	<b>Black</b> , ankle-length, tailored.
<b>Shirt</b>	<b>White</b> , buttoned to neck (with tie).
<b>Tights</b>	<b>Black</b> and non-patterned.
<b>Socks</b>	<b>Black</b> , ankle length.
<b>Footwear</b>	Plain, <b>black</b> shoes, firm sole, low heels (max 40mm). <b>Boots, trainers, and Plimsolls are not acceptable.</b> Please see attached "Footwear Guidance" for photographs or acceptable and unacceptable footwear.

## Boys UNIFORM (Years 7 – 11)

**Jumper/Blazer  
with school badge Tie**

**Navy V-neck with school badge or black blazer  
Wallingford School tie (with your house stripe)**

*The above items can **only** be purchased from the **school's online uniform shop**. You can access the online shop by clicking the uniform shop button at the bottom of the school's homepage: [www.wallingfordschool.com](http://www.wallingfordschool.com)*

**Trousers  
Shirt  
Socks  
Footwear**

**Black** trousers.  
**White**, buttoned to neck (with tie).  
**Black**.  
Plain, **black** shoes with firm soles.  
**Boots, trainers and Plimsolls are not acceptable.**  
Please see attached "Footwear Guidance" for photographs or acceptable and unacceptable footwear.

**Skirts or trousers** in denim, cord or canvas materials are not acceptable in school, nor are jeans (e.g. with studs and/or patch pockets). Coloured t-shirts or t-shirts with logos should not be worn under shirts. **Students will not be allowed to walk round school wearing non uniform sweatshirts, jumpers or hoodies. These are not an alternative to wearing a coat.**

**Jewellery should not be worn:** The exceptions are watches and one pair of plain silver or gold ball stud earrings no more than 3mm in diameter. No diamante or coloured studs will be permitted. Earrings must be removed for some practical subjects and PE at the discretion of teachers. All reasonable care will be taken, but no responsibility can be accepted for the safety of such items when removed. Items of jewellery, especially valuable pieces, should not be brought into school. A member of staff may ask the student to remove it and they may take the item into their care for the day. It is not possible to label jewellery in most cases, nor would we expect all members of staff to issue duplicate receipts for confiscated items. It is the responsibility of the family to retrieve the item.

**Nose studs and other body piercings including ear stretchers are not allowed.**

**Make-up:** Foundation, Eye shadow, eye liner, lipstick, false eyelashes etc will not be permitted. Coloured nail varnish/stick on nails/gel/acrylics are not allowed.

**Hair:** Hair/extensions must be natural in colour (i.e. green or purple etc. are not allowed). Hair must not be excessively short. In practical subjects long hair must be tied back for safety reasons.

**Outdoor Wear:** A waterproof outdoor garment/coat is desirable; this must be a coat or anorak with sleeves. Denim jackets and hoodies are not acceptable. Students will not be allowed to walk round school wearing non uniform sweatshirts, jumpers or hoodies. These are not an alternative to wearing a coat. Badges, excessively logoed items and emblems should be avoided. Accident prevention groups recommend light colours and fluorescent and reflective strips.

**PE KIT  
Compulsory  
Boys & Girls**

**PE top Vapour (Unisex)** with Wallingford School Logo.

**PE Top Haze (Girl's)** with Wallingford School Logo.

**Outdoor Rugby Top (Unisex)** with Wallingford School Logo.

**Shorts (Unisex)** with Wallingford School Logo.

**Skort (Girl's)** with Wallingford School Logo.

**Sports Socks (Unisex)** with Wallingford School Logo.

*The above items can **only** be purchased from the **school's online uniform shop**. You can access the online shop by clicking the uniform shop button at the bottom of the school's homepage: [www.wallingfordschool.com](http://www.wallingfordschool.com)*

**Gum Shield**

**Shin Pads**

**White Socks**

**Football boots**

**Sports Trainer with laces (leisure/skateboard shoes are not acceptable)**

*Training shoes with soles which do not mark the floors are to be purchased for indoor PE.*

**PE KIT  
Optional**

**Qtr Zip Training Top (Unisex)** with Wallingford School Logo.

**Training Pants (Unisex)** without Wallingford school logo purchased from SWI only.

**Baselayer Top** without Wallingford school logo.

**Leggings** These must only be worn in conjunction with Shorts or Skort only.

# Guidance on Appropriate Footwear

## ✓ Suitable Footwear

The following are examples of shoes which ARE permitted to be worn at school:

In order to maintain consistent high standards of uniform we hope that this information provides some clarity for parents, students and staff.

Shoes are deemed to be acceptable if they are plain black in colour, made of leather and not overly decorative. Essentially, shoes which can be described as flat, black, sensible school shoes.

Velcro fastenings are permitted, on shoes such as Clarks Monte Lite and Maris Fire – sports branded footwear is not permitted.



The final decision on the appropriateness of uniform rests with the Senior Leadership Team

## Guidance on Appropriate Footwear

### **X** Unsuitable Footwear

The following are examples of shoes, trainers and brands which are NOT allowed to be worn at school

In order to maintain consistent high standards of uniform we hope that this information provides some clarity for parents, students and staff.

Shoes are deemed to be unacceptable if they are not plain black in colour, are made of canvas, overly decorative or have white soles.

Trainers, boots and brands such as Vans, Converse, Nike and Adidas are also not permitted.



The final decision on the appropriateness of uniform rests with the Senior Leadership Team

## Checking Uniform – Form Tutor

It is the Form Tutor's responsibility to check uniform and ensure their students are dressed smartly in accordance with school uniform expectations. Uniform should be checked:

- every day in Registration Time.
- whilst waiting to enter Assembly.

Most uniform issues can be dealt with immediately, e.g. removal of jewellery, shirts tucked in, jumpers on and should be resolved straight away in tutor time. A same day breaktime uniform detention will be issued to students who have minor uniform infringements.

All non-uniform items, e.g. jewellery and hooded jumpers are to be confiscated straight away and handed to the school office. These can be collected at the end of the school day by students. A same day breaktime uniform detention will be issued to students.

**Refusal** - If a student refuses to hand over an item, OnCall will be contacted immediately. Students will work in the isolation room until the items are handed to a member of staff.

Major uniform issues such as wrong skirt, wrong shoes or no tie will be referred to Paula Betteridge & Nicky Keyzor who will rectify the issue with uniform from the school store. Students will be given the opportunity to wear alternative uniform from the school store e.g. socks, shoes, skirt, jumper and ties. These items will be loaned to students on a temporary basis (for the school day). It is expected that the items are returned at the end of the school day. Students will be asked to sign for these items and will also need to leave something in return for the items loaned e.g. phone, bus pass or incorrect uniform item. Heads of Year will contact home for those students who do to return the loaned uniform. A same day uniform detention is to be issued to students who require uniform from the school store. Contact will also be made home.

If there is a medical reason for a student wearing trainers or other non-uniform items, this should be agreed with the Senior Leadership Team and the Head of Year in the first instance. In this situation, a uniform card will be issued to the student.

Students who refuse the opportunity to wear alternative uniform from the school store will work in the isolation room until the issue is resolved. Heads of Year will make direct contact home for students.

Should a student, or their family, refuse to comply over uniform, the usual sanctions would apply. This can include sanctions such as isolation, suspension and referral to the School Governors. If the principal driver of the defiance is the parent, the student may not be suspended, however, isolation will apply while the issue is resolved. It is, however, reasonable for the school to decide to educate the student by setting work to be done in isolation and not allowing the student social time with other students until their appearance conforms to the school's policy. There is no limit to the time a student can be educated in isolation, other than the length of time it takes for them to comply. As this is simply an alternative form of education, and not a sanction in itself, the student should be educated in her or his timetabled lessons and have their social time as soon as the issue is resolved.

## Checking Uniform – Teachers

It is the teacher's responsibility to check uniform and ensure students are dressed smartly in accordance with school uniform expectations. Uniform should be checked:

- When students enter the classroom.

Before students enter the classroom, teachers will rectify any uniform issues e.g. removal of jewellery, skirt tucked in and jumpers on. A same day/next day breaktime uniform detention will be issued to students who have minor uniform infringements.

All non-uniform items, e.g. jewellery and hooded jumpers are to be confiscated straight away and handed to the school office. These can be collected at the end of the school day by students. A same day/next day breaktime uniform detention will be issued to students.

**Refusal** - If a student refuses to hand over an item, OnCall will be contacted immediately. Students will work in the isolation room until the items are handed to a member of staff.

Teachers will email OnCall for any students who are not in the correct uniform and who do not have a uniform card. These students will either be given uniform from the school store or will be asked to work in isolation (as per form tutor on page 13).

Teachers will check all students have the correct equipment for the lesson. If students do not have the correct equipment, a same day/next day breaktime uniform detention will be issued to students. Tutors will also be emailed to make them aware.



## 5. Punctuality

It is the responsibility of all staff to monitor punctuality. Teachers are expected to insist on punctual starts to lessons. This will be monitored by Heads of Year daily.

If a student arrives late to tutor time with no valid reason, a same day break time detention will be issued.

If a student truants tutor time their tutor or Head of Year will contact parents and issue an after-school detention.

All staff will log the minutes a student arrives late to their lesson. This will be analysed daily by the Head of Year. At the end of each school day, the Head of Year will action the following:

- 10 minutes (or more) late to any lesson in any given day. An afterschool detention will be issued.
- 18 minutes across the school day. An afterschool detention will be issued.
- 90 minutes late across the week. An SLT detention will be issued.

If a student arrives late to a lesson, staff will also issue the student with their first warning. Staff will make it clear that the minutes will be logged on SIMS and that they have their first warning for arriving late.

Where there is a genuine reason for lateness, yellow slips will be issued to a student. This slip will need to be presented to the teacher upon arrival to the lesson. Students who arrive with a yellow slip will not have minutes logged and will not receive their first warning.

## 6. Onsite and offsite Truancy

It is the responsibility of all staff to monitor truancy.

If a student does not arrive to lesson, staff will email OnCall informing them and code the register as 'N' on SIMS for the student.

OnCall staff will try and locate the student. If the student cannot be located, a member of school staff will make contact home.

A student will be issued with an after-school detention for each lesson truanted. Parents will be contacted due to safeguarding concerns.

If a student is truant from multiple lessons then they will subject to either isolation room or suspension.

If a student refuses to attend a lesson, students will be isolated in the isolation room.



## 7. Mobile phones and mobile devices

Mobile phones and mobile devices (including headphones) are to be turned off and not used on the school site.

Students may use phones and devices for the journey to and from school (this must be done safely, respectfully and appropriately)

Mobile phones may still be used at the teacher's discretion in the classroom for educational purposes only.

If mobiles or other electronic devices are seen or heard at any point during the school day, they will be confiscated and handed to reception.

The office team will monitor devices handed in, if repeat offenders (third offence in a term), students will no longer be allowed to collect their items and parents will be expected to collect on student's behalf.

If students do not comply, they will be placed in isolation room until the items are handed over.

Smart watches are not banned but should be in 'aeroplane mode' whilst on school site. Smart watches will be confiscated (as above) if being used for communication and/or disrupting lessons.

Video and voice recording of staff and students without their permission on mobile devices is not permitted and will trigger an appropriate sanction.

## 8. Managing disruptive behaviour in lessons – the stage system

Wallingford School will use a stage system to manage disruptive behaviour. The stage system will be used within the classroom and during the line up preparing for entry into the classroom.

- Stage 1 can be issued if a student arrives late.
- Stage 1 can be issued if the student does not follow the instructions of the teacher/staff member.

If a student is rude, does not follow the teachers' instructions or refuses to correct their behaviour despite clear and calm requests to do so. The teacher will issue a student with a verbal stage 1 warning.

A Stage 2 can be issued if a student has already been issued with a stage 1 and the student continues to not follow the instruction of the teacher.

An Immediate stage 2 can also be issued for verbal aggression (extreme rudeness), physical aggression (threatening behaviour), verbal abuse (swearing), physical abuse (physical contact) and/or unsafe behaviour.

If a student is issued with a stage 2, OnCall will be notified and will collect the student from their lesson. The student will be removed to the isolation room for the remainder of that period and will also receive an after-school detention. If a student is removed in the last 10 minutes of a lesson, they will spend the remainder of the lesson and the next lesson in Isolation room.

If a student refuses to leave the lesson with the OnCall member of staff, then either the class would be moved to another room, or a member of staff remains in the lesson until it ends and then deals with the student's behaviour. Should a student refuse to move to the isolation room or the entire class is disrupted, the student will be suspended.

Students removed twice in one day will spend the next calendar day in the isolation room. Contact home will be made.

Student behaviour will be recorded and analysed. Where persistent poor behaviour is shown, the head of Year will contact home and arrange a meeting with both parents and students.

**A guidance on repeat removals given to staff is below:**

<b>Issue</b>	<b>Consequence</b>	<b>Ownership</b>
Removed X 1 lesson	Isolation room for the remainder of that period. Afterschool detention to be set. Apology made.	Phone call home by subject teacher. Afterschool detention set by subject teacher.
Removed x 2 lesson	A calendar day in the isolation room from the point of the second removal. Apology made.	Phone call home by HOY.
Removed repeatedly for 1 x specific subject lesson	Removal from lessons for the subsequent week. Work set by subject teacher. Work with CTL/Isolation room Apology made.	Readmission to lesson with parental meeting, subject teacher & CTL. Subject report.

### 9. Managing disruptive behaviour outside of lessons

If a student displays disruptive behaviour outside of lessons e.g.: rudeness, lack of cooperation or courtesy. A same day/next day breaktime detention will be issued. Tutors and Head of Year will be emailed.

If a student displays unsafe, non-compliant, abusive, or potentially dangerous behaviour, they will be referred to the Senior Leadership Team, Heads of Year and OnCall member of staff who will act and determine the correct level of sanction.

### 10. Walking Away

If a student has walked away from a member of staff and is displaying non-compliance, this will be reported to OnCall. The student will be isolated, and an apology will be made to the member of staff before students will be allowed to return to lesson.

Depending on the severity of the incident, the sanction for walking away from a member of staff can range from an apology, a social time detention or a suspension. This will be decided by the Senior Leadership Team and Head of Year.

If a student walks away from isolation in isolation room, this will result in student suspension.

## 11. Expectations of student behaviour in the isolation Room

The school isolation room is used as a place for students to be taken by a member of the OnCall team if they disrupt learning.

When a student arrives in the isolation room, they are expected to hand their mobile phone over to the member of staff on duty.

Students are expected to sit where directed.

Students are expected to place their bags where directed.

Students are expected to enter the isolation room in silence.

Students should be both silent and engaged in meaningful academic work. This may be work from the lesson they have been removed from, or more generic work that is kept in the isolation room.

It is not acceptable for students to refuse to work.

Isolation room staff will use a clear warning system if a student's behaviour does not meet these expectations.

**Stage 1:** If a student's behaviour is rude, non-compliant or they are not following the instructions given to them by a member of staff they will be given a first and final Warning. Students need to correct their behaviour without argument.

**Stage 2:** If after the Stage 1 warning a student chooses not to correct their behaviour, staff will call the Senior Leadership Team for them to be removed from the Isolation Room.

The Senior Leadership Team may make the decision to isolate a student in a different location to the isolation room. Sometimes students may be isolated in a different location to the school isolation room. This may be due to specific behaviour needs or educational needs where it may be more appropriate for them to complete the isolation in part of the SEN department instead for the allotted period of time. Alternatively, it may be a necessity to give students the best opportunity to be successful in isolation.

Students may also be immediately removed from the isolation room if they display extreme rudeness/defiance/non-compliance. This will result in suspension from school.

**Removal from the Isolation Room will result in a suspension from school.**

## 12. E-Cigarettes/Vaping

All forms of e-cigarettes and use of tobacco (in any form) are banned from Wallingford School site, whilst in school uniform and/or representing the school. **(See sanctions table on page 21)**

### 13. Detentions

At Wallingford School, we run several centralised detentions.

Detentions can be used by all staff. Detentions may be held at break time, lunchtime or after school. For an after-school detention, parents or carers will usually be given 24 hours' notice by email, satchel one or by phone. An after-school detention can be given on the same day without the agreement of families.

#### **Centralised break time detentions (behaviour and uniform)**

These detentions will be issued for minor uniform infringements e.g. lack of equipment, chewing gum and inappropriate conduct around school site.

***Those who do not attend will be escalated up to an after-school detention.***

#### **Centralised Lunchtime detention**

These detentions will be issued for more severe infringements e.g. Homework and inappropriate conduct around school.

Homework detentions will be managed by teachers and Curriculum Team Leaders.

Behaviour detentions will be managed by the Head of Year.

***Those who do not attend will be escalated up to an after-school detention.***

#### **Centralised After School detention**

These detentions will be issued relative to the severity of the infringement and those highlighted on page 22.

Afterschool detentions will take place on Tuesday, Wednesday, and Thursdays afterschool.

After school detentions will not be rolled over. If a student does not attend their after-school detention, they will be referred to a Friday SLT detention. This will be set for the following Friday. SLT detention is until 4.30pm. Students will be escalated to the isolation room if they failure to attend the SLT detention.

## A guide to potential responses to breaches of the Behaviour Policy at Wallingford School.

Suspension	Internal Isolation in isolation room	After school detention
<ul style="list-style-type: none"> <li>• Assault</li> <li>• Theft</li> <li>• Direct use of prejudiced or discriminatory language</li> <li>• Vandalism</li> <li>• Graffiti</li> <li>• Smoking on school site</li> <li>• Smoking off site but in uniform</li> <li>• Verbal abuse to a member of staff</li> <li>• Refusing to cooperate or Comply with Senior Staff</li> <li>• Walking away from Senior Staff</li> <li>• Removal from isolation room</li> <li>• Persistent disruptive behaviour</li> <li>• Behaviour that jeopardises the health and safety of staff and students</li> <li>• Bringing the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance</li> <li>• Swearing or rudeness to staff which is more serious than after school detention but does not warrant suspension</li> <li>• Prejudice related incidents not meriting suspension</li> <li>• Smoking on school site</li> <li>• Smoking off site but in uniform</li> <li>• Anti-social behaviour in the company of a smoker, but not smoking</li> <li>• Walking away from staff – open defiance</li> <li>• Non-attendance at Friday SLT detention</li> <li>• Persistent disruptive behaviour</li> <li>• Removed from lesson twice on the same day</li> <li>• Offensive, threatening or intimidating online behaviour</li> <li>• Peer to peer abuse / provocation Bringing the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to work</li> <li>• Unacceptable behaviour towards another student</li> <li>• Anti-social behaviour in the company of a smoker, but not smoking</li> <li>• Truancy (per lesson missed)</li> <li>• Truanting Assembly or Tutor time</li> <li>• Inappropriate behaviour which conflicts with the school's values</li> </ul>

### Inappropriate language & swearing

Overheard non-aggressive swearing, in context, in non-contact time	Lunch time or afterschool detention
Non-aggressive swearing, in context, in a lesson	Lesson removal by OnCall & afterschool detention
Abusive swearing directly at a student in lessons or non-contact time (peer to peer abuse)	Lesson removal & a calendar day in Isolation room
Non-threatening swearing in immediate conversation with a member of staff	Lesson removal & a calendar day in Isolation room
Direct, abusive swearing towards a member of staff	Fixed Term Suspension (internal or external)

#### 14. If a serious incident occurs

- We will ask for written statements from the victims.
- We will ask staff to complete an incident report.
- We will take statements from witnesses.
- We will take a statement from the accused.

The evidence will then be reviewed, and appropriate action taken. If a student is, within the balance of probabilities, thought to have behaved unacceptably this may lead to an internal isolation or external suspension.

When required, we will inform either certain classes, year groups or the whole school that we are moving to a very strict regime for a fixed period of time.

#### 15. Report Cards

Improving behaviour is the responsibility of all members of staff within the school community.

To support and guide students in improving their behaviour we may use a report card. A report card can focus on a number of different aspects but will be used to:

- Track students' behaviour on a daily basis in partnership with parents/ guardians and set them clear targets.
- Report cards can be general or linked with specific behaviour targets.
- There are three levels of report card that are administered and monitored by: Form Tutors; Heads of Year; SLT.

#### 16. M2 and the Project Hub

M2 and the Project hub support students who either are following a personalised timetable which may include alternative provision and/or 1:1 or small group work sessions outside of the main classroom. Often, but not always, students on these packages need additional support in improving their behaviour.

M2 is staffed by experienced pastoral support workers, and by the Assistant Headteacher who oversees inclusion at Wallingford School.

The individual packages for students are agreed with the Senior Leadership Team, Heads of Year and the M2 team. Some students are in M2 and the Project Hub for identified lessons, others for whole or part days including lunch and break-time while they are being given support to prepare them for reintegration into the main curriculum. The M2 team work with other agencies, for example social care, alternative providers, CAMHS, as well as internally with the SEN department to coordinate collaborative support for students.

M2 also often offers support to students transferring into Wallingford following Permanent Exclusion from other schools or moving school as a result of behaviour problems (i.e. a managed move or planned transfer)

### 17. SEN Reviews

Some students have specific learning and/or behavioural difficulties, which prevent them from accessing the curriculum fully. The Learning Support department will support these students. Students who are present on the SEN register may be issued with an SEN review drawn up and regularly monitored.

### 18. Pastoral Support Plan (PSP)

A PSP will be initiated when a student is at serious risk of permanent exclusion. A Pastoral Support Plan (PSP) is one aspect of a continuum of provision that Wallingford School provide for pupils with social, emotional and behavioural difficulties. The role of the PSP is to identify and put in place additional support to enable a young person to remain in school. The PSP will be written by the Head of Year, M2 staff or the SEN team in conjunction with the student, parents/carers, a member of Senior Leadership Group, and other outside agencies involved with the student e.g. Educational Psychologist, Youth Offending Team.

A PSP intervention will usually run for 6 weeks (with an option to extend for certain cases) and will operate alongside support such as anger management techniques, 1:1 SEMH support, tracking sheets and report cards. A PSP will be discussed with the student weekly and there will be an interim meeting after 3 weeks led by the appointed person (e.g. Head of Year, M2 staff, SLT) and including the student and parent/carers.

### 19. Permanent Exclusion

All of the information presented in this policy are not required when considering permanent exclusion. Where appropriate measures may be skipped, tailored or foreshortened to suit the individual needs of the situation and/or the child. Equally and if necessary we (the school) can deem exclusion earlier than expected if a measure has failed before it has run the expected duration. The school will consider permanent exclusion as a last resort. Permanent exclusion will also be considered in the case of very serious single incidents. For example, a physical assault of an employee or other student. Any exclusion will be carried out in consultation with relevant external agencies such as the County Inclusion Team. For more guidance, please refer to; <https://www.gov.uk/government/publications/school-exclusion>

### 20. Breaking the law

Students in school are subject to the Law. If laws are broken the police will be involved. The severity of any imposed sanction will be in-line with the results from the subsequent Police investigation.



## 21. Suspensions

Only the Headteacher can suspend a student. However, the contact home will be delegated to other members of the leadership group e.g. HOY, or the wider pastoral team. All letters regarding suspension must be signed by the Head or, in his absence, the Deputy. The Headteacher cannot investigate any incident that might lead to suspension, as they must remain impartial for reviewing any evidence that has been presented. In their absence, the Deputy Head cannot investigate any incident that might lead to suspension. Suspension will be considered for:

- Assault
- Theft
- Direct use of prejudiced, racist or discriminatory language
- Vandalism
- Graffiti
- Smoking on school site
- Smoking off site but in uniform
- Verbal abuse to a member of staff
- Refusing to cooperate or Comply with Senior Staff
- Walking away from Senior Staff
- Student being removed from isolation room
- Persistent disruptive behaviour
- Behaviour that jeopardises the health and safety of staff and students
- Bringing the school into disrepute
- Any other incidents as seen fit by a member of the Senior Leadership Team

## 22. Procedure to follow to suspend

Before suspension is issued, the following steps will be taken (where applicable), and ideally the following information gathered:

- A verbal or written statement from the victim.
- Verbal or written statements from key witnesses.
- A verbal or written statement from the offender.
- An investigation must be completed by someone other than the headteacher.
- The investigation and recommended suspension has to be put before the headteacher for approval.
- Every effort must be made to establish home contact with the family of the student to be suspended.
- A letter must be sent home using the agreed format and containing the appendix outlining the rights of parents.

## 23. Following Suspension

The suspension letter will normally set a date and time for a readmission meeting. Parents will be expected to attend this meeting.

Ideally, the member of the Senior Leadership Team who issued the suspension or Head of Year should chair the meeting. Readmissions for longer suspensions or repeat suspensions should be chaired by a member of the Senior Leadership Team.

In the meeting the chair should:

- Discuss the issue that led to the suspension.
- Ensure the student knows why their behaviour was unacceptable via reference to the Behaviour Policy
- Explore what support the student may need to reduce the chance of further suspensions.

Permanent exclusions are our most severe sanction. They are used as a punishment when students have significantly transgressed the expectations of behaviour and safety. A permanent exclusion can be given for a single incident or for an accumulation of incidents.

## 24. Conducting Searches

Searching can play a critical role in ensuring that schools are a safe environment for students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

School staff have the authority to search a pupil or their possessions without consent if there are reasonable grounds for suspecting that the pupil is in possession of:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items/property
- Fireworks
- Pornographic images
- Any article which the member of staff 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 being searched.

*Reasonable force may be used when searching for these prohibited items.*

School staff may also search for:

- Electronic devices that may be used for communication during an investigation or for cyber bullying.
- Smoking or vaping paraphernalia

*When searching for these additional items, reasonable force may not be used.*

We would expect a search to be carried out by a member of the same sex wherever possible. However, a pupil may be searched by a member of staff of the opposite sex, if the following criteria are met:

- The member of staff carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if he or she does not conduct the search immediately.
- It is not reasonably practical for the search to be carried out by a member of staff of the same sex as the pupil.

The member of staff should ensure that the student understands the reasons why the search is being constructed.

Bag searches should only be conducted by members of the Senior Leadership Team or Heads of Year.

Any incidence of searching must be reported to the DSL/DDSL and documented on CPOMS.

If there is a suspicion that search of a student should take place and it is safe to do so. OnCall must be notified, and the search can only take place by the members of SLT and/or Heads of Year.

An appropriate location for the search should be found, where possible, this will be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, e.g. a school trip.

## 25. Data on electronic devices

Staff can ask students to erase data or files from an electronic device if there is a good reason to do so.

Staff who seize electronic devices are able to examine any data or files if they believe there is a good reason to do so.

However, in determining whether there is a good reason to examine or erase data, the member of staff should exercise considered professional judgment.

## 26. Governor Panels

In the event a series of suspensions and meetings having not improved a student's behaviour or their attitude to learning, the student in question will be passed to a Governors panel. The Governor's panel will explore ways of supporting the student and encouraging an improvement in the student's behaviour. Additionally, A Governor's Panel must also be called if a student reaches 15 days of suspension across a long term or, there is consideration of permanent exclusion.

A member of the Senior Leadership Team will attend the meeting, it will be attended by members of the school Governing Body (these may include Governors from the Trust Governing body) and chaired by one of those Governors.

Other participants may include:

- Head of Year
- SENDCO or their representative
- OCC Inclusion Officer
- Educational Psychologist
- Careers Advisor
- Other external agencies involved e.g. family support workers or social workers

## 27. Reasonable adjustments

The school recognises that some students are vulnerable for a variety of reasons and this may affect their progress and how they behave in school. For these students, the school will strive to make reasonable adjustments within a mainstream setting to enable them to meet our expectations. When managing the behaviour of students who are deemed as having additional needs the school will follow the DfE guidance on improving behaviour and attendance. The school acts in accordance with the legal duties stated in the Equalities Act 2010 and the Children and Families Act 2014.

While no student at the school is exempt from the Behaviour Policy the school recognises that vulnerable students require support in accordance with their particular need and circumstances when applying the school's behaviour policy.

Reasonable adjustments can be made, but no student can operate outside the bounds of this policy. Strategies and procedures need to be implemented fairly and consistently. It is recognised that each situation needs to be dealt with on an individual basis; there is not a 'one size fits all' solution. School will not enter into negotiation with parents/carers as to the nature and type of sanction imposed.