



BEHAVIOUR POLICY

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Wellbeing
Committee

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1. Introduction

At Wallingford School, 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.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be misbehaviour, including bullying and discrimination.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- **Behaviour in schools: advice for headteachers and school staff 2024**
- **Searching, screening and confiscation: advice for schools 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- Schedule 1 of the **Education (Independent School Standards) Regulations 2014**; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- **DfE guidance** explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

3. Definitions

Misbehaviour is defined as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and on public transport.
- Failure to follow instructions from staff.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Lack of correct equipment.
- Lateness.
- Use of mobile devices without permission.

Misbehaviour may be escalated to serious misbehaviour depending on the severity of the behaviour.

Serious misbehaviour is defined as any behaviour that threatens the safety of or presents a serious danger to oneself or others, seriously inhibits the learning of the perpetrator and/or other students, damages the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Persistent disobedience or disruptive behaviour.
- Refusing to comply with disciplinary sanctions.
- Truancy and running away from school.
- Any form of bullying, including cyberbullying.
- Racist, sexist, homophobic or discriminatory behaviour or harassment.
- Verbal abuse, including swearing and threatening language.
- 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 such as interfering with clothes.
 - Upskirting.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Physical violence, fighting and aggression.
- Vandalism.
- Theft.
- Smoking or vaping.
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Smoking or vaping paraphernalia
- Fireworks
- Pornographic 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 student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

At Wallingford School, we consider all forms of bullying – including, psychological, physical, direct or indirect verbal, prejudice-based and discriminatory, sexual, and cyberbullying – to be serious misbehaviour, and we have numerous strategies in place both to prevent bullying and address it where it occurs. These are outlined in our Anti-bullying Policy available on our website.

5. Roles and Responsibilities

Improving behaviour is the responsibility of all members of the school community with the following specific roles.

5.1 The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness, ensuring its regular review and publication on the website, and holding the headteacher to account for its implementation.

5.2 The headteacher / SLT

The headteacher and/or the member of the SLT in charge of behaviour will be responsible for:

- Reviewing this behaviour policy and presenting to governors for approval.
- Implementing this policy and the behaviour procedures at the school on a day-to-day basis.
- Monitoring the policy's effectiveness in addressing any social, emotional or mental health (SEMH) related drivers of poor behaviour.
- Ensuring that the school environment encourages positive behaviour.

- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Establishing high expectations of students' conduct and behaviour, ensuring staff are aware of these and implementing measures to achieve this.
- Ensuring that staff deal effectively with poor behaviour, and monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- 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 students 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 students both sanctions and support when necessary.
- Reviewing the behaviour log and communicating with the pastoral team (including HOY and form tutors), where necessary.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (CPOMS).
- Referring persistent problems to the form tutor, head of year or curriculum team leader as appropriate.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) as a whole will support staff in responding to behaviour incidents.

5.4 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:

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students, particularly in tutor time or PSHE lessons.
- Helping the students establish positive relationships.
- Following up and resolving any issues arising.
- Managing a tutor report card to target, set and track behaviour.
- Reviewing the behaviour log and referring students to the head of year where necessary.
- Communicating with student families.

5.5 Head of year (HOY)

The head of year will be responsible for:

- 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 the reset room from their year group.
- Reviewing the behaviour log where necessary and communicating with SLT and the inclusion team.
- Generally, working in partnership with the inclusion team.

5.6 Curriculum team leader

The curriculum team leader will be responsible for:

- 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 reset room).
- Referring persistent concerns regarding behaviour to head of year or leadership line manager.

5.7 Special educational needs coordinator (SENDCo)

The SENDCo will be responsible for:

- Playing a role in monitoring the behaviour support for all students with education health and 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.

5.8 Students

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community in line with this policy and the home-school agreement (provided at the end of this policy).
- Reporting any misbehaviour to a member of staff.

5.9 Parents

Parents will be responsible for:

- Supporting their child in adhering to the school rules as outlined in this policy and in the home-school agreement, and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

6. The Behaviour Curriculum

6.1 Student expectations

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Generally, students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Move calmly around the school.
- Arrive to lessons on time and fully prepared.
- In class, make it possible for all students to learn.
- Treat the school buildings/property and other people's property with respect.
- Wear the correct uniform.
- Complete classwork and hand in homework as requested.

- Follow instructions from staff and accept sanctions when given.
- Report misbehaviour.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

These may be subject to reasonable adjustments, e.g. for students whose SEND may affect their behaviour.

6.2 Disseminating the curriculum

Form tutors help disseminate the behaviour curriculum at tutor time and in PSHE lessons. They ensure students are aware of expectations and touch on a variety of topics to provide the foundations for positive behaviour and relationships with others. These include making the right choices, risk-taking and group behaviour and treating oneself and others with respect. These are supported by regular behaviour updates from the SLT in charge of behaviour, a detailed and varied PSHE curriculum and scheduled training.

Assemblies are also key in communicating the school's values and standards to students.

6.3 Classroom management

All staff have a role to play in reinforcing positive behaviour, with well-managed classrooms being paramount to preventing disruptive and unacceptable behaviour. Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments can be made to routines for students with additional needs, e.g. SEND.

Staff should take the following measures to establish good routines and promote good behaviour:

- Establish clear sets of rules and routines for behaviour in and out of the classroom at the start of the school year.
- Support students in helping them to understand rules and routines and revisit them daily.
- Greet students in the morning (at 8.35am) and punctually at every lesson thereafter.
- Bring students into classrooms quickly to maximise learning time.
- Check uniform.
- Ensure students are sitting according to a seating plan, if appropriate.
- Insist on silence when talking.
- Take the register using SIMs or the appropriate method, and amend if any student arrives late.
- Ensure that, before lessons begin, they have the full attention of all students, then explain the learning objective of the lesson clearly so all students understand what they are supposed to be doing.
- Have well-planned lessons with a range of activities to keep students stimulated.
- Ensure that there are clear starts and ends to activities.

- Ensure there are opportunities to reflect on what has been achieved.
- Explain homework clearly and upload instructions on the Satchel One system.
- Apply agreed rewards and positive reinforcements for good behaviour and sanctions for misbehaviour consistently and fairly.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.

The SLT in charge of behaviour will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

There are a range of other classroom-management strategies that teachers may need to employ. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

7. Responding to Good Behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition (praise) and/or reward.

When giving praise or rewards, teachers will ensure that they are:

- **Clear** – they define the behaviour that is being praised/rewarded.
- **Immediate** – the praise/reward is given immediately following the desired behaviour.
- **Fair** – all students are fairly rewarded.
- **Consistent** – rewards/praise are consistently given to maintain the behaviour.
- **Achievable** – rewards are achievable to maintain attention and motivation.

Praise/reward should be related to effort, rather than only to work produced, with perseverance and independence are encouraged.

The school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage students to praise one another and praise another student to the teacher, if they see them modelling good behaviour.

Rewards for good behaviour will include, but are not limited to:

- **Positions of responsibility**, e.g. being entrusted with a particular project.
- **House points**: Students can be awarded house points on the Satchel One system to reward positive behaviour and effort.
- **Postcards**: For particular achievements or demonstrations of effort, students can be awarded five house points. When this happens, a house postcard will be sent home to communicate the praise to parents
- **Cookie cards**: Once every fortnight, each member of teaching staff will receive a card to award to a chosen student, which can be exchanged for a snack in the school canteen.
- **Stars programme**: At the ends of terms two and four, each department nominates one student as a Star (a student can only be nominated once and Scholars cannot be nominated). The students are awarded a certificate and badge at school assembly with a Stars trip for students in KS3 and Year 10. Year 11 and Sixth Form receive a subject-specific book. An annual trip is organised for all KS3 Stars at the end of Term 6.
- **The Wallingford Outstanding Work (WOW) Award**: One student is nominated at the end of term 1 and 3 in each key stage for each subject, based on an outstanding piece of work, which is relative to their ability.
- **Christmas cracker and good egg at Easter**: One student from each form is nominated by the form tutor.

8. Responding to Misbehaviour

8.1 Overview

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

One or more of the following sanctions may be used:

- A verbal reprimand and reminder of the expectations of behaviour.
- Detention at break, lunchtime or after-school.
- Referring the student to a senior member of staff.
- Email or phone call home to parents/carers.
- Putting a student 'on report'.
- Removal of the student from the classroom (reset room).
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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.

8.2 Managing disruptive behaviour in lesson time

Wallingford School uses a stage system to manage disruptive behaviour in the classroom and during the line-up preparing for entry into the classroom.

The teacher may initially try some of the following tactics to prevent disruptive behaviour in lessons, in a quiet conversation with the student:

- Calmly invite the student to make the right decision.
- Describe briefly, and in simple terms, the behaviour they want to see.
- Check understanding of the work.
- Offer to help with the work.
- Give a minute or two for take-up time.
- Move the student to another seat.

Stage 1 can be issued if:

- A student arrives late (see the 'Managing Punctuality' for further guidance).
- The student does not follow the instructions of the teacher/staff member.
- If a student is rude or refuses to correct their behaviour despite clear and calm requests to do so.

At this stage, the student will be issued with a clear warning, e.g. 'You are now on a stage 1 behaviour warning. If you continue not to do as requested, you will be issued with a stage 2.'

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, On Call will be notified and will collect the student from their lesson. The student will be removed to the reset 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 the reset room.

If a student refuses to leave the lesson with the On Call 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 reset room, or the entire class is disrupted, the student will be suspended.

Students removed twice in one day will be issued with social time detentions the following day. Contact home will be made.

Guidance for staff on repeat removals:

Issue	Consequence	Ownership
Removed x 1 lesson	Reset room for the remainder of that period. After-school detention to be set. Apology made.	Phone call home by subject teacher. After-school detention set by subject teacher.
Removed x 2 lesson	A student will remain in reset room until the end of the school day. A break and lunch detention will be issued the next day. 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/reset room. Apology made.	Readmission to lesson with parental meeting, subject teacher and CTL. Subject report.

8.3 Managing uniform and equipment issues

It is everyone's responsibility to challenge uniform issues when moving around school.

Most uniform issues can be dealt with easily: removal of jewellery, shirts tucked in, jumper on, top button done up, ties neat, skirts unrolled. Such issues should be resolved straight away. A same-day break-time uniform detention may 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 break-time uniform detention may be issued to students.

If students do not have the correct equipment for a lesson, a same-day/next-day break-time uniform detention may be issued to students. Tutors will also be emailed to make them aware.

Major uniform issues such as incorrect trousers, skirt and incorrect shoes should result in a same-day break-time uniform detention. Students will be given the opportunity to wear alternative uniform from the school store e.g. socks, shoes, skirt, jumper and ties. Contact will also be made home.

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. Heads of year will contact home for those students who do not return the loaned uniform.

Refusal: If a student refuses to hand over an item or refuses the opportunity to wear alternative uniform from the school store, On Call will be contacted immediately, and students will work in the reset room until the issue can be resolved. Heads of year will make direct contact home for students.

Reasonable allowance will be given for replacement uniform to be purchased or for medical issues. 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.

8.4 Managing 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 after-school detention will be issued.
- 18 minutes across the school day. An after-school 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.

8.5 Managing swearing and offensive language

A guide to sanctions for swearing in lessons and around the school:

Overheard non-aggressive swearing, in context, in non-contact time	Lunchtime or afterschool detention
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Non-aggressive swearing, in context, in a lesson	Lesson removal by On Call and after-school detention
Abusive swearing directly at a student in lessons or non-contact time (child-on-child abuse)	Lesson removal and a calendar day in reset room
Non-threatening swearing in immediate conversation with a member of staff	Lesson removal and a calendar day in reset room
Direct, abusive swearing towards a member of staff	Fixed-term suspension (internal or external)

8.6 Managing disruptive behaviour around the school

If a student displays disruptive behaviour outside of lessons, e.g.: rudeness, lack of cooperation or courtesy, a same-day/next-day break-time 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 On Call member of staff who will act and determine the correct level of sanction.

8.7 Walking away

If a student has walked away from a member of staff and is displaying non-compliance, this will be reported to On Call. The student will be removed to a suitable location, 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 the reset room, this will result in student suspension.

8.8 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 On Call informing them and code the register as 'N' on SIMS for the student.

On Call 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, they will be subject to either the reset room or suspension.

If a student refuses to attend a lesson, students will be asked to attend the reset room.

8.9 Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the home-school agreement will apply both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can sanction students for misbehaviour outside of the school premises, including conduct online, provided the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also sanction students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the anti-bullying policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of misbehaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

8.10 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

9. Restricted/Prohibited Items and 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 student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The headteacher and staff authorised by them have a statutory power to search a student or their possessions, without consent, if there are reasonable grounds for suspecting that the student is in possession of the following prohibited items:

- 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 student being searched.

Authorised members of staff may also search for the following prohibited items:

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

We would expect a search to be carried out by a member of the same sex wherever possible. However, a student 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 student.

Members of staff should ensure that the student understands the reasons why the search is being conducted.

If there is a suspicion that search of a student should take place and it is safe to do so. On Call must be notified, and the search can only take place by the members of SLT and/or heads of year or other staff authorised by the headteacher. Searches must be conducted in the presence of two members of staff and logged on CPOMS.

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 student, e.g. a school trip.

10. Mobile devices

Students in Years 7, 8 and 9 do not require a mobile device in school. Should a parent make the decision that their child requires a mobile device for their journey to and from school, then the device must not be seen or heard in school from the time the student arrives on the school site in the morning, until the end of the school day. Students who need to access a mobile device to support their medical need, i.e. diabetes, may use a mobile device in school for this purpose.

Students in Year 10, 11 and Sixth Form are permitted to bring a mobile device into school. If a mobile device is brought into school (including headphones) then the device must not be seen or heard in school from the time the student arrives on the school site in the morning, until the end of the school day. Mobile devices for Year 10, 11 and Sixth Form may still be used at the teacher's discretion in the classroom for educational purposes only.

If mobile devices or other electronic devices are seen or heard from the moment when a student arrives on school site or at any point during the school day, they will be confiscated and handed to reception. Mobile devices which are confiscated from students will need to be collected by a parent or carer from the main school reception.

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

If students do not comply, they will be placed in the reset room until the issue is resolved.

11. Data on electronic devices

If staff believe there is good reason to ask students to erase data or files from an electronic device, they should seek the advice of the DSL or member of the SLT before doing so.

12. Sanctions for Misbehaviour

12.1 Detention

At Wallingford School, we run several centralised detentions. These include:

- Centralised break-time detentions
- Centralised lunchtime detention
- Centralised after-school detention
- Friday SLT detention

Detentions can be used by all staff. For an after-school detention, parents or carers will usually be given 24 hours' notice by email, Satchel One or by phone. However, neither parental consent nor advance notice are required, although the school will consider whether

setting a detention would compromise the student's safety, prevent them from getting home safely, conflict with a medical appointment or interrupt the student's caring responsibilities.

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 the school site, depending on severity.

Those who do not attend will be set an after-school detention.

Centralised lunchtime detention

These detentions will be issued for more severe infringements e.g. homework and inappropriate conduct around school depending on severity.

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 set an after-school detention.

Centralised after-school detention

After-school detentions are used in number of circumstances including, but not limited to, the following:

- Failure to attend a lunchtime detention
- Refusal to work
- Anti-social or inappropriate behaviour which conflicts with the school's values, including misbehaviour towards another student
- Smoking/vaping or being in the company of a smoker/vaper
- Truancy (per lesson missed), including assembly or tutor time
- Bringing the school into disrepute

These detentions will be issued relative to the severity of the infringement.

After-school detentions will take place on Tuesday, Wednesday, and Thursdays afterschool. After-school detentions will not be rolled over.

Friday SLT detention

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. Failure to attend the SLT detention will result in the student being referred to the SLT in charge of behaviour, which may result in sanctions, such as a period of time in the rest room.

12.2 Removal to the reset room

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time with the support of the On Call team. Students

who have been removed will continue to receive education under the supervision of a member of staff, which will be meaningful but may differ from the mainstream education. This may be for the following purposes:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can continue in a managed environment.
- To allow the student to regain calm in a safe space.

Examples of circumstances resulting in reset include the following:

- Failure to attend an SLT detention
- Persistent disruptive behaviour
- Removed from a lesson twice on the same day
- Defiance, including walking away from staff (open defiance)
- Swearing or rudeness to staff which is more serious than after-school detention but does not warrant suspension
- Prejudice-related incidents not meriting suspension
- Smoking/vaping or being in the company of a smoker/vaper
- Offensive, threatening or intimidating online behaviour
- Child-on-child abuse / provocation
- Bringing the school into disrepute

When a student arrives in the reset room, they are expected to hand their mobile device over to the member of staff on duty if they have one in their possession.

Students are expected:

- To sit where directed.
- To place their bags where directed.
- To enter the reset 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 reset room. It is not acceptable for students to refuse to work.

The reset 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 reset room. The senior

leadership team may make the decision to remove the student to a different location to the reset room.

Sometimes students may be removed to a different location to the school reset room. This may be due to specific behaviour needs or educational needs, where it may be more appropriate for them to complete the reset 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 reset.

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

Removal from the reset room will result in a suspension from school.

12.3 Suspensions and exclusions

Wallingford School follows the DfE guidance on suspensions and exclusions, which can be accessed via the following link: <https://www.gov.uk/government/publications/school-exclusion>

A guide for parents on school behaviour and exclusions can be found at the following link: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

Suspensions

Suspensions can be considered for repeated incidents of misbehaviour or certain one-off incidents, including but not limited to the following:

- Assault
- Theft
- Direct use of prejudiced, racist or discriminatory language
- Vandalism
- Graffiti
- Smoking/vaping on school site
- Smoking/vaping 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 reset 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

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 headteacher or, in their 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 headteacher cannot investigate any incident that might lead to suspension.

Procedure to follow to suspend

Before suspension is considered, the following steps will be taken (where applicable or possible), and where applicable 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.
- 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.

The student will be allowed the opportunity to present their case once the evidence has been collected.

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.

Governors' panel

There are a number of circumstances in which a governors' suspensions and exclusions panel may be required. A panel must be convened in the following circumstances:

- A permanent exclusion.
- Where a suspension would bring a student's number of school days out of school to more than 15 in a term.
- Where the suspension or permanent exclusion would result in the student missing a public exam or national curriculum test.

Parents are entitled to make representations for a suspension of any length, and the governors must also consider these, but their powers and role will vary depending on the circumstances and proposed length of the suspension. Further information can be found in the government guidance.

A member of the senior leadership team will attend the meeting, and it will be attended by members of the school governing body (these may include trustees from the trust board) and chaired by one of those governors.

Other participants may include:

- Head of year
- SENDCO or their representative
- Oxfordshire school inclusion officer
- Educational psychologist
- Careers advisor
- Other external agencies involved e.g. family support workers or social workers.

Permanent exclusion

Not all of the information presented in this policy is 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, 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 Oxfordshire School Inclusion Team. Further information can be found in the government guidance.

13. 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 reset 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.

14. 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.

15. Individual Support and Reasonable Adjustments

15.1 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 in the following ways:

- 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 or SLT respectively.

15.2 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).

15.3 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.

15.4 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 needs 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.

16. Home-school Agreement

At the beginning of the school year, students will be provided with a home-school agreement which they are required to read and sign. All rules outlined in the home-school agreement are applicable to students' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that students understand this.

Wallingford School Home-school agreement

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

		<p>to complete, and hand it in on time.</p>	
Behaviour and Attitude to Learning	<ul style="list-style-type: none"> • Ensure my child understands and follows the school rules. • Encourage my child to have a positive and hardworking attitude to learning. • Promote respect, kindness, equality, diversity and strongly discourage and address anti-social and unkind behaviours. • Support school sanctions. 	<ul style="list-style-type: none"> • Behave well in and out of school. • Always respect others and others' differences and avoid anti-social behaviour. • Always use appropriate language. 	<ul style="list-style-type: none"> • Maintain high standards of behaviour. • Ensure students are aware of the school rules. • Help students develop a positive and hardworking attitude. • Provide a safe and healthy environment for students to develop in. • Promote equality and diversity.
Communications	<ul style="list-style-type: none"> • Attend parent information evenings. • Read information sent home from school. • Regularly log on to satchel One to check attendance, punctuality, achievements, and sanctions and discuss these with my child. • Support the school mobile device policy, and ensure my child and I adhere to the rules regarding restricted use. • Avoid attending school in person without an appointment. 	<ul style="list-style-type: none"> • Let a trusted adult know if I have any worries or if I am unhappy. • Take home all letters to my parents. • Always follow the school's Acceptable ICT Use Agreement. • Keep my mobile device switched off and in my bag all day unless instructed to do otherwise by my teacher. 	<ul style="list-style-type: none"> • Listen and respond promptly and appropriately to concerns. • Hold regular parents' meetings when required. • Report on students' progress, attendance, punctuality, attainment, and attitude to learning. • Respond quickly and effectively to concerns or complaints that you express.

	<ul style="list-style-type: none"> Support the school approach to online safety and model this in my own use of social media, especially relating to the school.. 		<ul style="list-style-type: none"> Teach students how to use ICT safely for communicating with others.
Extra-curricular Involvement	<ul style="list-style-type: none"> Encourage my child to be involved in extracurricular activities. Support the school's fundraising and charity activities. 	<ul style="list-style-type: none"> Get involved in extra-curricular and house activities and take the opportunities that are on offer at Wallingford School. 	<ul style="list-style-type: none"> Provide information about school events, opportunities and activities. Encourage students to get involved in wider school activities.
Safeguarding	<ul style="list-style-type: none"> Share concerns regarding the safeguarding of my own or other children with the school. Adhere to safeguarding guidance to ensure my child is safeguarded and engage with the school should they raise concerns. Monitor my child's online activity 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Signed and dated on behalf of the:

Parent_____

Student_____

School_____