



# BEHAVIOUR POLICY

Version 1.7

December 2019

*Wellbeing  
Committee*



# Wallingford School

## Behaviour Policy

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## Behaviour Policy

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*Behaviour Policy, incorporating policies on school discipline, exclusions and searching students*

### 1. Introduction

We aim to send every student out into the world able and qualified to play an active role.

These guidelines are built around our belief that, if we are to achieve our aims, every student has to be able to work without interruption or distraction and be safe and happy at school. For more guidance please refer to <https://www.gov.uk/school-discipline-exclusions>

### 2. Around the school and beyond

- All staff and students have the right to be free from verbal or physical abuse including racist or sexist 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

### 3. In lessons

- Students should attend all lessons and make full use of all learning opportunities
- Students should behave in a way that allows others to concentrate, make progress and be happy
- Students should co-operate with all instructions or directions given by adults
- Students should treat all other people with respect and courtesy

### 4. If students fail to follow these expectations around the school

- They will be asked once to improve their behaviour
- They will be asked to go to *The Remove* or their Head of House



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- They will be seen by a senior member of staff who will collect evidence about the incident

### **5. If students fail to follow these expectations in lessons**

- They will be asked once to improve their behaviour
- They will be moved to another seat in the room or sent to *The Remove*
- They will be seen by a member of staff in *The Remove* and may return to apologise and re-join the group

### **6. If they are sent more than once in a day**

- Contact will be made with home
- The students will be put in *The Remove* or in isolation for a set period
- For incidents in social time they may have lunchtime isolation

### **7. If poor behaviour persists or worsens over a number of days**

- The student will be given an internal isolation in *The Remove* or a fixed term exclusion.

### **8. 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 exclusion.

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

- *Sit Down*
- *Work quietly*
- *Follow all instructions without question*



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- Any students failing to follow these rules will be sent to *The Remove*
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### 9. 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. This includes jewellery, piercings and hair styles.

If a student presents themselves with a uniform infringement that can be put right immediately it should be rectified on the spot. If the problem can be solved by the school providing an item of uniform then the offer should be made. It is expected the student will wear that item; this includes PE kit provided by the department, providing it is clean and a reasonable fit in the view of the teacher concerned. If the student refuses then sanctions would apply, generally in the form of detention or isolation. This would escalate if refusals were repeated. In such cases parents would be informed.

If the situation is one that cannot be resolved that day parents should be informed and a resolution found. This would generally be overnight or on the next weekend. If financial hardship is an issue the school should offer to pay for new items or provide them free from school stock. If it is something that needs to be removed at a cost, like expensive false finger nails or a hairstyle the school should offer to help with costs.

In the case of items that need professional attention for the situation to be rectified, such as piercings, false nails or dyed hair the school should allow a reasonable period, usually over a weekend, for the family to put things right. Again, if money is an issue the school should offer to help.

Should a student, or their family, refuse to comply with an issue over uniform the usual sanctions would apply. This can include sanctions such as isolation, exclusion and referral to the School Governors. If the principal driver of the defiance is the parent the student should not be excluded, though isolation may 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.





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### 10. Improving Behaviour

Improving behaviour is the responsibility of all members of staff within the school community. To support and guide students in improving their behaviour we use:

#### a. Report Cards

- To track students' behaviour on a daily basis in partnership with parents/guardians and set them clear targets.
- These cards can be general or linked with behaviour plan targets.
- This will be administered and monitored by Form Tutors and Heads of House

#### b. 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 in writing or by phone. An after school detention **can** be given on the same day without the agreement of families.

#### c. *The Remove*

*The Remove* was established as a place for students to be sent if they disrupt learning. Students sent to *The Remove* have to sit in silence and copy out the school rules backwards. If they are sent more than half way through a lesson they stay for the following lesson. If they are sent twice in a day the HOH will decide whether they should spend half or a whole day there.

A small number of students with ADHD or specific behaviour needs go to Re-Flex or Learning Support for the allotted period of time.

Any students who behave in a disruptive or uncooperative way in *The Remove* will run the risk of a fixed-term exclusion.

#### d. (Flexible Learning Centre)

*Re-Flex* was set up to support students who either are following a personalised timetable or need support improving their behaviour. The centre is staffed all day and the individual packages are agreed with Leadership Group, Heads of House and the Re-Flex Manager.

Some students are in Re-Flex for identified lessons, others for whole days including lunch and break-time while they are being given support to prepare them for reintegration into the main curriculum. The Re-Flex team work in collaboration with other agencies, for example Behaviour Support Specialist or Education Psychology Service, in supporting students.



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Re-Flex also offers support to students transferring into Wallingford following Permanent Exclusion from other schools or moving school as a result of behaviour problems. (ie a Managed move/Planned transfer)

### **e. Individual Education Plan**

*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 IEP drawn up and monitored by the CTL of the Learning Support department.*

### **f. Behaviour Support Package (BSP)**

If students require further support this would involve interventions, including the setting up of an **Individual Behaviour Plan** by the **Head of House, Re-Flex Manager or the Behaviour Support Key Worker**. A behaviour plan will set specific targets to be achieved by the student and will be reviewed once/ twice termly, alongside daily monitoring by the student's key worker. Copies will be made available to parents / guardians, Teaching Staff and outside agencies such as the Behaviour Support Specialist, Educational Psychologist, CAMHS. A behaviour package outlines positive choices combined with rewards and sanctions. The targets set will be informed by baseline assessments such as QCA and Strengths & Difficulties Questionnaire

### **g. Pastoral Support Plan (PSP)**

A **PSP** will be initiated when a student is at serious risk of serial exclusions or 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 House or Re-Flex Manager** in conjunction with the student, parents/carers, a member of **Leadership Group**, and other **outside agencies** involved with the student e.g. Educational Psychologist, Youth Offending Team. A PSP intervention will run for 16 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, report cards etc. A PSP will be reviewed every 2-4 weeks with an interim meeting after 8 weeks led by the appointed person, usually the **Head of House/Re-Flex manager and including the student and parent/carers**.

### **h. Case Conference**

A case conference can be called so that a group of teachers, a governor and other professionals can discuss ways to help students improve their behaviour. This will happen after all of the above have failed to bring about the required change. This will be chaired by a member of Leadership Group.



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### 11. Permanent Exclusion

If all the above measures are put in place but poor behaviour persists, the school will consider permanent exclusion as a last resort. Permanent exclusion will also be considered in the case of very serious single incidents. The physical assault of an employee would be an example of this particularly if there was the risk of a repeat offense.

For more guidance, please refer to;

<https://www.gov.uk/government/publications/school-exclusion>

### 12. Breaking the law

Students in school are subject to the Law. If laws are broken the police will be involved. Where this involves drugs the likely tariff for offenses would be;

- A lengthy exclusion for possession.
- The longest fixed term exclusion permissible for supply.
- A permanent exclusion for dealing.

### 13. Exclusions

Exclusions are our most severe sanction. They are used as a punishment when students have significantly transgressed the expectations of behaviour. An exclusion can be given for a single incident or for an accumulation of incidents. Formally, only the Headteacher can exclude. The Head needs to be aware of all exclusions that are being made. All letters re exclusion have to be signed by the Head or, in his absence, the Deputy. The Headteacher cannot investigate any incident that might lead to exclusion, as he needs to give an impartial judgement once evidence has been presented. In his absence the Deputy Head cannot investigate any incident that might lead to exclusion.

Exclusion will be considered for:

- Assault on another student
- Theft
- Verbal abuse of staff
- Racist or sexist abuse of another member of the school
- Threatening behaviour towards other members of the school
- Persistent disruption of learning
- Persistent poor or anti-social behaviour around the school
- Behaviour that put the health and safety of other members of the school a significant risk
- Bringing prohibited substances into school

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- Any other incidents as seen fit by a member of the Leadership Group.

### **a. Procedure to follow to exclude**

Before exclusion the following steps should be taken:

- A full written statement from the victim
- A full written statement from key witnesses
- A full written statement from the offender
- An investigation must be completed by someone other than the headteacher.
- The investigation and recommended exclusion has to be put before the headteacher who may confirm the decisions or not.
- Every effort must be made to establish home contact with the family of the student to be excluded
- A letter must be sent home using the agreed format and containing the appendix outlining the rights of parents.

## **14. Searching Pupils**

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

- a weapon
- alcohol
- illegal drugs
- stolen property
- 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.

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

### **a. Who can conduct searches**

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:



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- 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 urgently
- It is not reasonably practical for the search to be carried out by a member of staff of the same sex as the pupil

We would expect a second adult to be present during a search. However, searches may be made without another member of staff being present as witness, but only if these same criteria are met.

### 15. Data on electronic devices

*Data or files from the device can be erased if the staff member*

- *thinks that there is a good reason to do so*

The Act allows staff who seize electronic devices to examine any data or files if they believe there is a good reason to do so. Data or files from the device can be erased if the person has decided to return it to its owner, retain it or dispose of it and thinks that there is a good reason to do so. In determining whether there is a good reason to examine or erase data, the member of staff should exercise considered professional judgment.

### 16. Following Exclusion

The exclusion letter will normally set a date and time for a readmission meeting. Parents will be expected to attend this meeting; however we cannot refuse to readmit a student simply because the family refuse to attend.

The member of Leadership Group who issued the exclusion or Head of House should chair the meeting.

Readmissions for longer exclusions should be chaired by a member of Leadership Group.

In the meeting the chair should:

- Discuss the issue that led to the exclusion
- 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 exclusions.



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### 17. Multi Agency Case Conferences

On rare occasions a series of exclusions and meetings may not have any impact on a student's behaviour. It might then be appropriate to call a Multi Agency Case Conference to explore ways of supporting a student and to make clear that if their behaviour does not change their place in the school may be at risk.

The Head of House, Re-Flex manager or a member of Leadership Group will chair such a meeting.

Where possible, they will be attended by a member of the school Governing Body.

Other participants may include:

- SENDCO or their representative
- LEA Inclusion Officer
- Educational Psychologist
- Behaviour Support Key Worker
- Careers Advisor
- Youth Worker

The outcome of a Case Conference may lead to the starting or updating of a PSP. This will be reviewed after around 16 weeks.

### 18. 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 class. Form tutors may

- Reinforce the Behaviour Policy
- Follow up and resolve any issues arising
- Help the student establish positive relationships
- Use a report card to target set and track behaviour
- Refer students to Head of House
- Communicate with families

#### b. Head of House

- Reinforce the Behaviour Policy
- Oversee and support the work of form tutors
- Set up and monitor Personal Support Programmes
- Establish support and intervention programmes for identified students
- Be the case leader for identified students
- Communicate and work in partnership with families



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- Take appropriate action when students are sent to Remove from their year group
  - Work in partnership with the Re-Flex team
- c. Curriculum Teacher**
- Reinforce the Behaviour Policy
  - Refer persistent problems to the form tutor and/or Curriculum Team Leader
- d. Curriculum Team Leader**
- Reinforce the Behaviour Policy
  - Liaise on behaviour issues with the Curriculum Coordinators they line manage
  - Follow up incidents that occur in their subject area
  - Deal with behaviour which impedes learning in their curriculum area (eg Students repeatedly being sent to Remove)
  - Refer persistent problems to Head of House or Leadership line manager
- e. SENDCo**
- Reinforce the Behaviour Policy
  - The SENDCo has responsibility for overseeing behaviour support for all students with *statements; Education Health & Care Plans (EHCP)* and those on the *SEND register*. This may involve:
    - Establishing a Behaviour support plan
    - Liaising with the behaviour Support Specialist or other agencies
    - Individual interviews with students about issues leading to poor behaviour
- f. Target setting and monitoring, this work will always be shared with the tutor, the Head of House and the Re-Flex Manager Leadership Group**
- Review and update of the Behaviour Policy
  - The Head or Deputy will oversee all exclusions. In the case of permanent exclusion the investigation will be led by the Deputy Head with recommendations from this being passed to the Headteacher
  - Pastoral staff, SLT or Re-Flex will oversee all readmissions from exclusion and will chair all case conferences
- g. Associate staff, supply staff, students on ITT and prefects**
- Reinforce the Behaviour Policy and refer any issues to a member of the teaching staff who will follow the processes above.