



MERCHANT TAYLORS'
OXFORDSHIRE
ACADEMY TRUST



BEHAVIOUR POLICY

Version 1.0

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*Wellbeing
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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. 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 students 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: **School behaviour and exclusions - GOV.UK** (www.gov.uk) and **A guide for parents on school behaviour and exclusion - GOV.UK** (www.gov.uk).

i. Expectations at Wallingford School

- Everyone should be treated with courtesy and respect.
- Reasonable instructions from staff should be followed as soon as possible and at all times.
- 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.
- 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 and Responsibilities

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

i. The governing body

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Ensuring this policy is published on the school website.

ii. The headteacher / SLT

The headteacher and/or the member of the SLT in charge of behaviour (hereafter referred to as the 'head of behaviour') will be responsible for:

- Monitoring and implementing this policy and the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any social, emotional or mental health (SEMH) related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- 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.

iii. 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:

- Adhering to this policy and applying it consistently and fairly.
- Following up and resolving any issues arising.
- Helping 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.

iv. Head of year (HOY)

The head of year will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- 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 pastoral support plans (PSPs).

v. Curriculum team leader

The curriculum team leader will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- 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.

vi. Curriculum teacher

Curriculum teachers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Referring persistent problems to the form tutor, head of year or curriculum team leader as appropriate.

vii. Special educational needs coordinator (SENDCo)

The SENDCo will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- The SENDCo should play 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.

viii. Associate staff, supply staff and prefects

- Adhering to this policy and applying it consistently and fairly, and where applicable referring any issues to the most appropriate member of staff.

ix. 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 unacceptable behaviour to a member of staff.

x. 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.

3. Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. This will be repeated at regular intervals, through INSET training and regular behaviour updates from the SLT.

Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The headteacher and head of behaviour will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

4. Creating a Culture

i. The behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Based on the school's ethos of 'qualified and able', behaviour and standards focus on the 'able', enabling students to go out into the community as effective, pleasant human beings. Establishing this culture in the classroom is just as important as the focus on qualifications.

Form tutors have a key role to play in disseminating the behaviour curriculum at tutor time, and this will be supported by regular behaviour updates from the head of behaviour in addition to scheduled training. However, all staff have a role to play, with positive reinforcement being used where expectations are met to acknowledge good behaviour and encourage repetition.

Assemblies are also key in communicating the school's values and standards to students, and through its PSHE curriculum, the school touches on a variety of topics, which help 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.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

ii. Rules and routines

Students will be expected to follow **school rules**, which require them to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.

- Show respect for the school environment.

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

Staff will take the following measures to promote good behaviour and support students in following the school rules:

- Start the year by establishing clear sets of rules and routines for behaviour in and out of the classroom, support students in helping them to understanding these, and revisit daily.
- Establish agreed rewards and positive reinforcements and apply these consistently and fairly, identifying students for recognition in house assemblies, awards and celebration events where required.
- Explain clearly to students what will happen if they breach any classroom rules to ensure they are aware of the sanctions that may be imposed, and apply these consistently and fairly in response to behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

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

The school will also have an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them.

To support students' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, including providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

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.

5. Managing Behaviour

i. Promoting good behaviour: Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Form tutors and subject teachers should:

- Greet students 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.
- Make the learning objectives of the lesson or tutor time clear.
- 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.

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.

ii. Promoting good behaviour: Praise and rewards

Praise

The school will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, 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

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

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
- Once every fortnight, each member of teaching staff will receive a **cookie card** to award to a chosen student, which can be exchanged for a snack in the school canteen.
- 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.
- One student from each form is nominated by the form tutor for a **Christmas cracker and a good egg at Easter**.

iii. Types of unacceptable behaviour

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Uniform infringements
- Lack of correct equipment
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.

- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of students.
- Any behaviour that requires the immediate attention of a staff member.

iv. Managing uniform and equipment issues

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.

It is the subject teacher's responsibility to check uniform and equipment:

- When students enter the classroom.

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 or skirt, incorrect shoes or hair which is clearly coloured 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. 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. A same-day uniform detention may be issued to students who require uniform from the school store. Contact will also be made home.

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 isolation 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.

v. 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.

vi. 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.

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 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 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 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:

Issue	Consequence	Ownership
Removed x 1 lesson	Isolation 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 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 and CTL. Subject report.

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
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 isolation room
Non-threatening swearing in immediate conversation with a member of staff	Lesson removal and a calendar day in Isolation room
Direct, abusive swearing towards a member of staff	Fixed-term suspension (internal or external)

vii. 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.

viii. 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 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.

ix. 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 isolation or suspension.

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

x. 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 unacceptable behaviour 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.

6. Restricted/Prohibited Items and Searches

i. 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 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.

ii. 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 issue is resolved.

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.

ii. 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 the sanctions section for appropriate sanctions.

iii. 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.

7. Sanctions for Unacceptable Behaviour

This section provides an overview of the sanctions used in response to unacceptable behaviour on the part of students. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

i. Detentions

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, 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

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

- Refusal to work.
- Unacceptable behaviour towards another student.
- Anti-social behaviour in the company of a smoker but not smoking.
- Truancy (per lesson missed).
- Truancy assembly or tutor time.
- Inappropriate behaviour which conflicts with the school's values.
- 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. Students will be escalated to the isolation room if they fail to attend the SLT detention.

ii. On Call / Isolation

The school isolation room is used as a place for students to be taken by a member of the On Call team where necessary and for the following purposes:

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

Examples of circumstances resulting in isolation include the following:

- 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.
- Anti-social behaviour in the company of a smoker, but not smoking.
- Walking away from staff – open defiance.
- Non-attendance at Friday SLT detention.
- Persistent disruptive behaviour.
- Removed from lesson twice on the same day.
- Offensive, threatening or intimidating online behaviour.
- Child-on-child abuse / provocation.
- Bringing the school into disrepute.

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.
- To place their bags where directed.
- 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.

iii. Suspensions and exclusions: the guidance

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: [A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](#)

iv. Suspensions

Suspensions can be considered for repeated incidents of unacceptable behaviour 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 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

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.

v. 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.

vi. 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.

vii. 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 pupil'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.

viii. 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.

ix. 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.

x. 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.

8. Individual Support and Reasonable Adjustments

i. 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 or SLT respectively.

ii. 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).

iii. 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.

iv. 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 students 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 team, and other outside agencies involved with the student e.g. educational psychologist or youth offending team.

A PSP intervention will usually run for six 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 three weeks led by the appointed person (e.g. head of year, M2 staff, SLT) and including the student and parent/carers.

v. 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.

9. 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. 	<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. 	<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.

	<ul style="list-style-type: none"> • Use Satchel One to monitor my child's homework tasks and make sure they complete work set. 	<ul style="list-style-type: none"> • Use Satchel One to make sure I know exactly what homework to complete, and hand it in on time. 	<ul style="list-style-type: none"> • Use Satchel One to set homework for learning tasks.
<p>Behaviour and Attitude to Learning</p>	<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.
<p>Communications</p>	<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. 	<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 	<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"> • Avoid attending school in person without an appointment. • Support the school approach to online safety and model this in my own use of social media, especially relating to the school.. 	<p>day unless instructed to do otherwise by my teacher.</p>	<ul style="list-style-type: none"> • Teach students how to use ICT safely for communicating with others.
<p>Extra-curricular Involvement</p>	<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.
<p>Safeguarding</p>	<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 on behalf of the:

Parent _____

Student _____

School _____