



The Walderslade & Greenacre Schools Partnership Behaviour Policy

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Document Change History

Date:	Version:	Description of Changes:
Oct 2022	1.1	Annual Review
Oct 2022	2.0	Update following primary and secondary review process
Nov 2022	2.1	Update on WGS sections
Nov 2023	2.2	Annual Review
Jan 2024	2.3	Change to joint provision

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

When dealing with the behaviour of students at The Skills for Life Trust, we aim to: Create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000);

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide students and staff with an environment that is suitable for learning;
- Ensure the social, emotional and learning needs are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower students so that they are able to self-manage their behaviour;
- Prepare students for entry into the next phase of their education or employment or further education;

- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour.

Monitoring and Review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the School, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the School.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

The School staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the School.

We expect parents to support their children's learning and to co-operate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Behaviour Mentor, SENCO, HOY, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the Trust's complaints procedure. Details can be found on the School Website.

The Role of the Governors

The Headteacher has the day-to-day authority to implement the behaviour policy, the Local

Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.

How are students/staff and stakeholders supported in developing positive behaviours in the School and community?

Walderslade Girls' School follows a robust sanctions system. This is not tariff led. Where possible students are involved in restorative practice which can include, but is not limited to restorative conversation, litter picking, fixing damage to school property, community work.

We strongly believe in the values of the Skills for Life Trust and encourage our stakeholders to uphold them at all times, including when mistakes are made.

What are the rewards?

We believe recognition and praise are paramount for all. When stakeholders do well, we recognise this. Forms of recognition include; verbal praise, values points, postcards, attendance badges, trips, Deputy Headteacher and Headteacher awards, attendance awards, contribution awards, teacher of the year awards and commendation letters.

What do we need from stakeholders?

Stakeholders refers to any person who has contact and interest in the School. Therefore, stakeholders represent students, staff, visitors, trustees, governors and parents.

It is crucial that all stakeholders follow and demonstrate these rules at all times. It is crucial that all stakeholders understand the value placed on this policy. By working together students will make the progress they deserve and become an ambassador for Skills for Life after they leave the School.

Policies this policy is linked to:

- Anti-Bullying policy
- Exclusion policy
- Sex and Relationship Education policy
- Drug and alcohol policy
- Keeping Children Safe in Education
- SEND policy
- Safeguarding and Child Protection policy

Transitions

The school rules will be explained to pupils at the start to each year. Pupils that start the school mid-year will receive an information session on behaviour expectations as part of their induction.

The School rules can be found in Appendix B.

Responding to Behaviour

Class Teachers

Class teachers will provide a stimulating engaging learning environment where pupils are able to engage in the curriculum. Where children are not following the school rules staff will follow a stepped approach using some scripted intervention as a guide.

Please see Appendix A for the behaviour system.

Limit Setting Approaches

Where a supportive classroom approach has not been successful, limit setting approaches will be applied. Restorative conversations are always used as a priority; however sanctions can also be applied where necessary.

Sanctions must:

- Make it clear that unacceptable/disruptive behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Isolation

Isolation is sanctioned by HOY and agreed by SLT. Students can be placed in Isolation for serious breaches of the behaviour policy.

Work must be provided by staff and teaching staff affected will be emailed the names of students by 7am on the day of the isolation*.

*Isolation off-site

Behaviour off Site

The behaviour of our students off site can have an impact on the safety of pupils in our school community and our behaviour policy applies to student actions outside of school as well as inside school.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual

harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help or support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils where an allegation has been made.

Support and Interventions

Pupils will be supported with managing their behaviour through interventions including: ELSA, anger management, counselling, pupil support plans, behaviour action plans, reports and pastoral support.

Searching, Screening and Confiscation

Full details of banned items and searching can be found in Appendix C.

Responding to Misbehaviour From Pupils with SEND

Recognising the impact of SEND on behaviour

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
Examples of preventative approaches:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism, ADHD, ODD.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their

emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then consider reasonable adjustments to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care plan (EHCP)

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Appendix A – TWGSP Behaviour System

Rationale

In the classroom context what environment is the most inclusive? What environment inspires the most confidence in students? What environment is better for the anxious student, the disadvantaged student, the student with SEND?

A disruptive environment or calm classroom where the teacher has control?

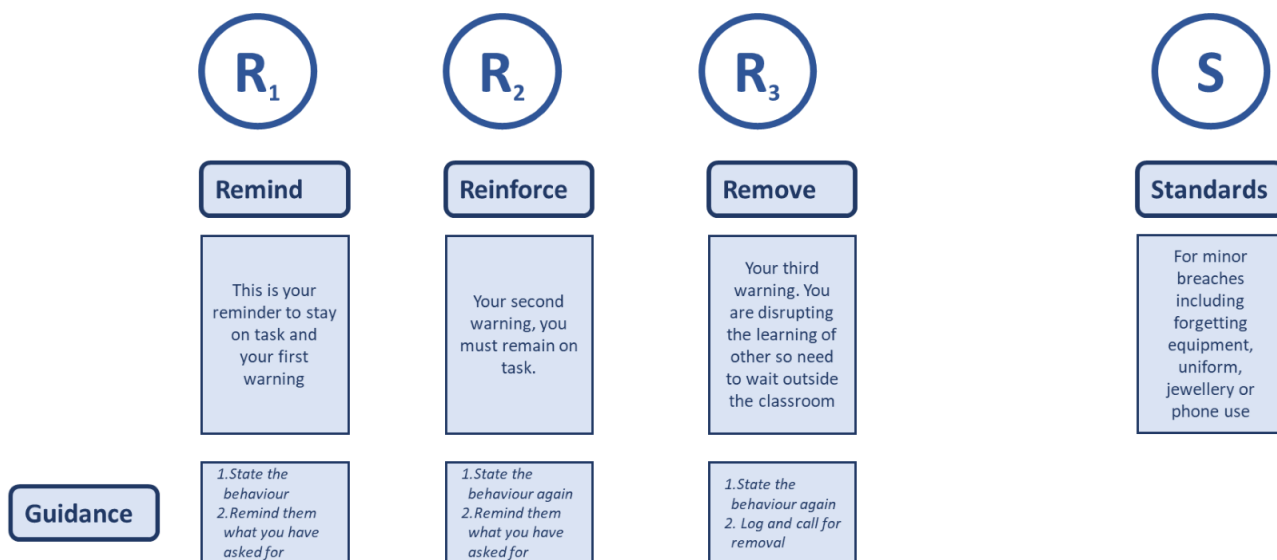
The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves *throughout* a school the impact is:

- Students achieve more academically and socially
- Time is reclaimed for better and more learning
- Students feel more confident and safer in the school environment

The WGSP Behaviour system delivers clarity and consistency in a concise manner to minimise disruption to learning allowing teachers to focus on what they do best and ensure all our students are calm and safe.

1. A clear guide for accepted behaviours – those that are rewarded and those that risk sanction
2. A clear system of escalation so that students, parents, and carers understand the process
3. A clear strategy bringing consistency across the entire school, in every classroom

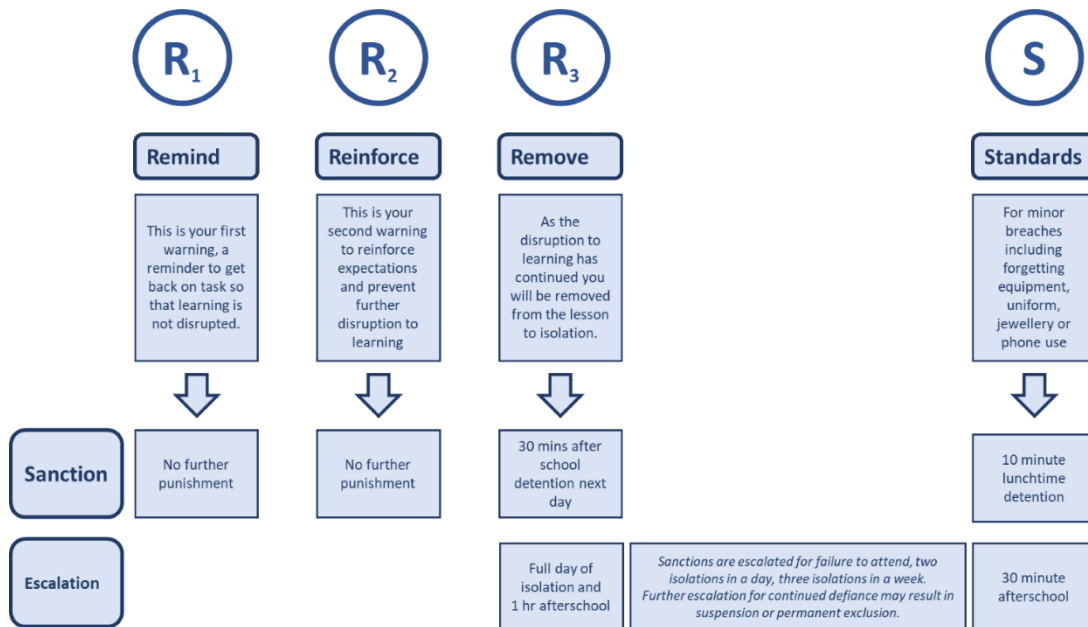
In Class Procedure



Record (the 4th 'R')

Class teacher records **all** poor student behavior at R1/2 and 3. Classroom teacher must contact home regarding any poor behavior.

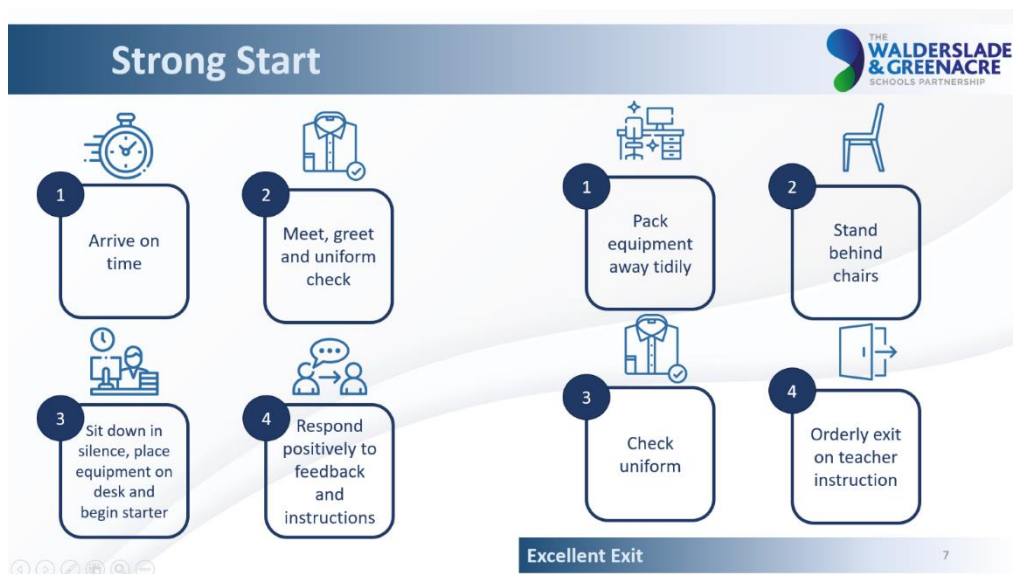
Escalations



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The Behaviour Curriculum

The behaviour curriculum outlines the behaviours that WGSP intends to promote and reward and behaviours that disrupt learning and will be at risk of sanction.



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Above the line or below the line?



Effort	Saying please	Saying thank you	Determination
Presentation	Honesty	Helping others	Integrity
Independence	Leadership	Respect	Care
Excellence	Empathy	Focus	Being prepared
Ownership	Resilience	Pride	Saying sorry



Disrespect	Interruption	Swearing	Not prepared
Not following instructions	Defiance	Rudeness	Blame
Lack of effort	Refusing any R's	Mobile phone use	Laughing at others
Uniform infringements	Dishonesty	Bullying	Threats

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Behaviour ladder

	Behaviour	Possible Sanction
Level 5	<ul style="list-style-type: none"> Bringing weapons or drugs onto site Serious assault Serious/persistent bullying including prejudice based and cyber bullying Serious sexual misconduct 	<ul style="list-style-type: none"> Risk of serious harm to others or self Fire alarm Extortion Persistent serious disruption to learning Defiance towards the Headteacher
Level 4	<ul style="list-style-type: none"> Bringing the academy into disrepute Assault Bullying including prejudice based and cyber bullying Sexual misconduct Theft 	<ul style="list-style-type: none"> Swearing at staff Malicious allegations Inciting violence Verbal abuse of staff Fighting
Level 3	<ul style="list-style-type: none"> Serious non compliance to academy expectations Non compliance with sanctions Persistent truancy Physical aggression Targeted foul/abusive/derogatory/discriminatory language Vandalism Smoking/vaping 	<ul style="list-style-type: none"> Misuse of technology Severe and persistent disruption/excessive numbers of removals Swearing in response to staff Dangerous behaviour Alleged bullying
Level 2	<ul style="list-style-type: none"> Persistent non compliance to academy expectations Conflict with peers Persistent no homework Persistent low level disruption Defiance Abusive foul/derogatory/discriminatory language Truancy 	<ul style="list-style-type: none"> Persistent lateness Lack of work/effort Use of mobile phone without permission Overheard conversational swearing
Level 1	<ul style="list-style-type: none"> Low level non compliance to academy expectations Late to lesson No equipment 	<ul style="list-style-type: none"> Low level disruption Low level defiance Chewing gum Corridor disruption/not following one way system

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Delivery Guidance

A low-level response to low level disruption

“It is the certainty of punishment, not it’s severity, that deters unwanted behaviours”

- | | |
|---|--|
| 1. State the behaviour | “You’re talking while I am ...” |
| 2. Partially agree | “I’m sure you thought it was important but...” |
| 3. Remind them of what they should be doing | “You should be listening to me...” |
| 4. Let them know the consequence | “So this is your first reminder.” |

Appendix B - WGSP - The Rules

The WGSP Rules

1. We use polite language at all times; we do not use prejudice or derogatory language.
2. We conduct ourselves appropriately and quietly around school; we attend every day and arrive promptly to lessons.
3. We respect the school, staff and our local community; we listen, we care, we enjoy.
4. We do not use our mobile phones/earphones/smart watches anywhere on school site. If we are seen with an electronic device, we hand them in without argument.
5. We take pride in our learning and we do not disrupt the education of others. We all have equal rights to education; we respect that others have additional learning needs.
6. We understand that everyone in the school has a responsibility to safeguard us. We will not tolerate bullying, violent or aggressive behaviour.
7. We tell the truth, show integrity and take ownership for our actions. We take part in restorative conversations; we need to apologise if we are in the wrong.
8. We wear full school uniform (including PE kit & protective wear in practical subjects) and ensure we have all of our basic equipment.
9. We do not bring or use banned items in school. Smoking and Vaping will not be tolerated.
10. We do not tolerate theft or vandalism within school or in the local community.

Appendix C - Procedures for Search and Confiscation

On 1st September 2022, the DfE updated its [guidance](#) of Headteachers, Staff and Governing bodies over searching, screening and confiscation.

In line with our values, the Skills for Life Trust recognises that we have a duty of care to students in our Academies. This means that we balance the need to safeguard all students by confiscating harmful, illegal, or disruptive items with the safeguarding needs and wellbeing of students suspected of possessing these items. We are also cognisant that all students have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by a Trust School must be justified and proportionate. We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Headteacher will ensure that a culture of safe, proportionate and appropriate searching is maintained.

Who can search a Student?

The Headteacher explicitly grants those staff fulfilling the roles listed below permission, should the need arise, to carry out a search and to confiscate any items as detailed within this guidance:

- Members of the Senior Leadership Team, including any Associate Members.
- Heads of Year, including the Head and Deputy Head of Sixth Form.

These members of staff will be provided with a copy of this guidance.

When carrying out a search:

- The person carrying out the search must be the same sex as the student being searched.
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the student.

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently; **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

If an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

When can a Student be searched?

A student can be searched if:

- They agree to the search.
- The authorised staff member has 'reasonable grounds' to suspect that the student may have a prohibited or banned item.

Reasonable grounds may include, but are not limited to, occasions such as:

- A member of staff has heard the student or other students talking about a banned or prohibited item.
- A member of staff has been told directly of a banned or prohibited item.
- A member of staff has seen a banned or prohibited item.
- A member of staff notices a student behaving in a way that causes you to suspect that they're concealing a banned or prohibited item.
- Review of CCTV suggests that a student may have a banned or prohibited item.
- A member of the public reports that they have seen a student behaving in a manner, before or after school, that suggests that they may have a banned or prohibited item.

When deciding to search a student, the grounds for the search must be balanced against the student's age and any SEND.

What constitutes a banned or prohibited item?

The list of prohibited Items is set out in [The Education Act 1996](#) and paragraph 3 of the DfE's guidance on searching, screening and confiscation. These items are:

- Knives or weapons
- Alcohol
- Illegal drugs or Paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement and in some cases, may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Banned Items are:

- Vapes or any Vaping Liquids.
- Energy Drinks.
- Sweets and Drinks bought in with the intention of selling them.

How should the search be conducted?

Before a Search:

The Headteacher or authorised staff member should:

- Assess how urgent the search is and consider the risk to other students and staff.
- Explain to the student why they are being searched, how and where the search will happen and give them the opportunity to ask questions about it.
- Always seek the student's cooperation.

If a pupil refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the student:

- Is in possession of a prohibited or banned item.
- Doesn't understand the instructions they've been given or what a search will involve.
- Has had a previous distressing experience of being searched.

If the student still refuses to cooperate:

- The School may sanction them in line with your Behaviour Policy.
- If the authorised members of staff does not think that a search is needed urgently, they should seek advice from the Headteacher, Deputy Headteacher or DSL. During this time, the student should be supervised somewhere away from other students.
- Assess whether the search would prevent the student from harming themselves or others, damaging property or causing disorder, and therefore it is necessary to use reasonable force to conduct the search. NB - reasonable force can only be used to search for prohibited items.

Carrying out the Search

A student should be searched in an appropriate location that offers privacy from other students.

Authorised staff can search a student's pockets and require students to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes gloves, scarves and shoes.

You **cannot** ask students to take off any further items of clothing.

The person conducting the search should be sensitive to whether a student is wearing outer clothing for religious reasons.

Authorised staff can also search a student's locker or bag in the presence of the student and another member of staff (except in cases as detailed above).

How should a search be recorded?

All searches should be recorded on MyConcern. The record of a search should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

The DSL will review any recorded searches and if the DSL finds evidence that any student is at risk of harm, they will make a referral to Medway Children's services immediately.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search, as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.

Parents should also be informed of a search for an item banned by the School policy.

Any complaints about searching, screening or confiscation will be dealt with through the normal Trust complaints procedure.

What should be done with any items confiscated during a search?

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or students;
- Is a prohibited or banned item;
- Is evidence in relation to an offence.

The table below outlines how confiscated items will be handled:

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options the member of staff will consider:

- The value of the item.
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning.
- Whether it's appropriate to return the item.
- Whether the item can be practically and safely disposed of.

Items discovered during a search can be confiscated, retained or disposed of as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections](#)

[Act 2006](#). The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. Good reason could be that they reasonably suspect that the device has (or could be used to):

- Cause harm.
- Undermine the safe environment of the School or disrupt teaching.
- Commit an offence.

If the member of staff discovers inappropriate images, video, or other material, these should be deleted unless there are reasonable grounds to suspect that their possession is related to a specific illegal offense. In this case, the material should not be destroyed and the device containing the material, should be handed over to the police as soon as possible.

If the member of staff suspects that they may find an indecent image or video of a child on a device, they should avoid viewing it and never copy, share, or save it. They should follow the guidance set out in the School's Safeguarding and Child Protection Policy with regards to dealing incidents of the generation and/or sharing of indecent images.

Having searched the electronic device, if no material has been found that necessitates the device being passed to the police, the member of staff may return the device to the student or they may confiscate the device until such time as the device can be returned directly to the student's parent/carer.