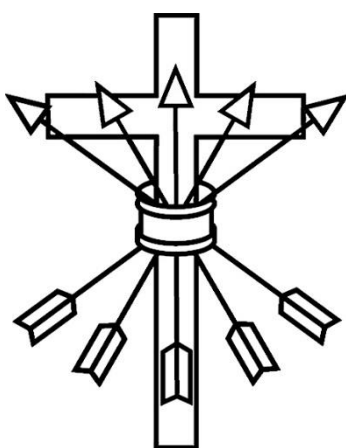


WADDES DON CHURCH OF ENGLAND SCHOOL



BEHAVIOUR POLICY

STATUS OF POLICY:	Statutory
BASED ON LA PROCEDURE DATED:	-
COMMITTEE RESPONSIBLE:	Curriculum & Student Wellbeing
GOVERNING BODY APPROVAL:	FGB – 15.03.17
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BEHAVIOUR POLICY

1. INTRODUCTION

Waddesdon is highly regarded in the community and recognises the value of its good relationships, exemplified by the courtesy extended to visitors, the businesslike atmosphere in the classroom and the general environment within the school.

Christian standards and values are implicit in the school's Vision Statement outlined below. It is essential that there is a commitment on the part of all students, parents, staff and governors to uphold these standards and values in practice. All individuals involved in the life of the school are therefore expected to agree to treat each other with respect, courtesy and consideration at all times.

Good behaviour is essential to sustain the orderly environment necessary for effective teaching and learning.

Our Vision Statement

Waddesdon Church of England School welcomes young people into a safe and secure community where students are encouraged to succeed according to their unique abilities. Standards and expectations are high and learning is developed through a wide range of engaging educational opportunities. Our ethos is rooted and grounded in traditional Christian values which foster dignity and respect for all and compassion and sensitivity towards others. Self-confidence is nurtured through praise, encouragement, acknowledgement of success and celebration of achievement. Our learning culture enables our students to fulfil their potential as responsible and productive citizens, to be keen lifelong learners and to be proud to claim they are part of the Waddesdon tradition, the 'Waddesdon Way'.

2. GENERAL EXPECTATIONS

This section highlights the general expectations of students, parents and school. In the next section the focus is specifically on expectations in the classroom

The expectations of the school are to:

- Respect each student as an individual
- Provide a safe school environment
- Provide a full, balanced and appropriate curriculum
- Educate each student to fulfil his/her potential
- Set regular and relevant homework and ensure that it is marked
- Provide information about student progress and offer regular meetings with parents
- Welcome opportunities for dialogue with parents in accordance with the school's established programme of pastoral care
- Address student and parental concerns and/or questions, on an individual basis, or via the School Council
- Ensure that students are prepared and entered for appropriate examinations, provided that they have satisfactorily completed the course

Our expectations of parents are to:

- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- Ensure your son/daughter attends school regularly and punctually, with appropriate clothing and equipment
- Have due regard for the Home-School Agreement, particularly concerning attendance and not taking holidays during term time
- Ensure that the school is notified of any absence by telephone and that this is confirmed in writing, when your son/daughter returns
- Ensure that suitable facilities are made available at home for your son/daughter to complete homework. Also, to monitor homework by signing the homework diary every week
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour
- Keep the school informed about any concerns or issues that might affect your son/daughter's performance and/or behaviour at school.

The expectations of students are to:

- Work to fulfil their potential
- Complete and submit homework and other assignments on time
- Be polite and co-operative at all times
- Dress smartly and in accordance with the school's requirements
- Attend school punctually and regularly
- Treat all facilities and equipment carefully and with respect
- Move about the school in an orderly and quiet manner
- Treat fellow students with care, dignity and respect
- Behave in accordance with the school behaviour policy both in and out of school
- Conduct themselves with modesty and decorum. Close bodily contact between students is unacceptable i.e. the 'daylight rule' which is regularly explained in school assembly.
- **Appreciate that the laws of the land apply in school which means that drugs, weapons and alcohol are strictly forbidden.**
- Not to bring chewing gum and bubble gum into school
- While we encourage students to leave their mobile phones at home, students may bring them to school, so long as they are switched off and in their bags before they enter the school site at the start of the day and remain there unless they are needed for an emergency and they have the express permission of a member of staff
- Students may switch on and use their mobile phones after Period 5 has finished and they have left the building in which their lesson during Period 5 took place
- While we encourage students to leave smart watches at home, students may bring them to school, so long as they are only used as a watch
- If students are caught using their smart watches to read or send messages we will confiscate them in line with our current mobile phone policy, which includes a two day period of confiscation for the first offence

NB: It is the responsibility of parents and students to ensure mobile phones are properly insured. The school accepts no responsibility whatsoever for theft, loss or damage.

Students who ignore this policy, use or have a mobile phone out of their bag during school hours will have it confiscated.

3. CLASSROOM EXPECTATIONS:

In the classroom students will be expected to:

- Enter the classroom as directed and in an orderly way
- Sit down, remove coats, place bags on floor, have relevant books (exercise, text, homework, learning diaries and other equipment) to hand
- Be silent and facing the teacher, when he/she is speaking
- Understand that no teaching or learning can take place until these conditions have been met
- Accept responsibility for their own learning
- Leave the classroom in an orderly manner, as directed by their teacher
- Meet deadlines for the submission of work
- Be silent and listen when other students or staff are speaking
- Not chew or eat in class

And students should expect:

- A register to be taken at the beginning of each lesson
- The learning objectives to be explained at the beginning of each lesson
- Targets to be set for each lesson
- Effective teaching
- Homework to be set, as appropriate
- Work to be regularly marked, in accordance with school policy.

4. RECOGNISING AND VALUING GOOD BEHAVIOUR

The school will acknowledge good behaviour, attitude, success and progress by:

- Spoken praise
- Written commendation
- Merit marks
- Acknowledgement in class and/or assembly
- Awards at Prize Giving
- Letter home
- Comments on reports
- Visit to senior member of staff for praise
- Additional privileges

5. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR, LACK OF HOMEWORK OR POOR ATTITUDE

The school will use some or all of the following sanctions in response to unacceptable behaviour or poor attitude:

- Spoken rebuke
- Loss of privilege or free time (lunchtime or after-school detention/LMT homework detention)
- Placement 'on SIMs report'
- Letter home
- Discussion between parents, student and members of staff
- Period 6 – After school homework sessions
- Withdrawal from normal lessons
- Reprimand from a senior member of staff
- Attendance at school during holiday time
- Temporary or permanent exclusion (see further explanation later in this policy)

6. COMPLAINTS

Students who feel that they have not been properly treated should report their complaint to the appropriate person (form tutor, pastoral head, prefect, parent or other adult), if they are unable to resolve the complaint themselves. External agencies, e.g. the Education Welfare Service, Psychological Service, Health Service, Parent Partnership, Police, Social Services and Careers' Service can be helpful in further supporting students and parents, if this is required.

7. APPLYING SCHOOL RULES

A high standard of self-discipline is expected of all students, both in and out of school. Good discipline provides a secure basis for the happiness of the whole school and inculcates a good attitude to work. Students need to be aware that the school will take action to discipline any student whose behaviour does not fall within the standards accepted at Waddesdon.

Students' behaviour outside school, on school business – for example, on school excursions, away sports fixtures, or work experience placements – is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with, as if it had happened in school.

For behaviour outside school, but not on school business, the Headteacher may discipline a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

Unacceptable student behaviour in the immediate vicinity of the school, or on a journey to or from school will be subject to sanction, which could include exclusion.

There is a written set of general arrangements with which students are familiarised by their form tutors and which is published in the Parent Handbook and re-issued to parents each summer. These cover school routine, matters outlined above, uniform, homework and guidance to students about conduct. All are matters of common sense and ensure that the school functions in an orderly manner.

8. INVOKING SANCTIONS

8.1 GENERAL POOR BEHAVIOUR

Punishment is generally not unduly harsh. Whenever teaching staff use sanctions, they are designed to support the child and ensure that poor behaviour is not condoned. Teaching staff may use a number of sanctions (as listed above). Poor behavior can lead to a lunchtime detention. Three lunchtime detentions in one term automatically lead to an after-school detention. Also, teachers formally record if homework is not handed in. Regular failure to submit homework will result in the school contacting home, and where necessary use of Period 6 to support completion of homework.

After-school detention is used for serious problems or persistent offenders. If a student is to be placed in after-school detention, parents are notified, usually by telephone. Detentions are usually held between 3.30pm and 4.30pm.

Period 6 – After school homework sessions are run on Mondays, Wednesdays and Fridays until 4.30pm.

On some occasions a 'School Report' may be used, particularly if it is necessary to monitor a student's behaviour or quality of work. This procedure involves students being briefly assessed at the end of each lesson. Parents will be asked to review the resulting document each evening.

8.2 SERIOUS BREACHES OF THE SCHOOL'S BEHAVIOUR POLICY

Serious breaches of the school's behaviour policy, or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to exclusion. Exclusion can be for a fixed number of days (up to a maximum of 45 school days in year).

During the first five days of any exclusion work will be set and the student will be required to be kept at home and not be in a public place. From the sixth day onwards of the exclusion the school will make alternative arrangements for education which may entail attending another establishment to receive education.

Sometimes, **exclusion can be permanent.**

In exceptional circumstances it might be necessary for the Headteacher to convert a fixed period exclusion into a permanent exclusion. The reasons for this will be made clear to parents and this is allowed within the Secretary of State's guidance. Only the Headteacher or, in his absence, the Deputy Headteacher acting with his authority, can exclude a student from school. Before deciding to exclude, the Headteacher is informed by the school's policies, advice from the Local Authority and Government policy on such issues.

9. PERMANENT EXCLUSION

9.1 GENERAL INFORMATION

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

However there will be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. Government guidance gives the following behaviour as examples of where such decisions might be taken:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing or supplying an illegal drug
- Possession or supply of alcohol
- Carrying an offensive weapon (see note 9.2)
- Sharing of highly inappropriate, sexualized images ('sexting')

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where the Headteacher has permanently excluded a student for:

- one of the above offences; or
- persistent and defiant misbehaviour including bullying (which includes racist and homophobic bullying),
- possession, and/or use of an illegal drug on school premises

the Secretary of State for Education would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel, to reinstate a student.

9.2. CARRYING AN OFFENSIVE WEAPON

It is a criminal act for students to bring a knife or other offensive weapon into school and such behaviour would normally result in permanent exclusion, even for a first or one off offence. Similarly, we would consider permanent exclusion for serious violence, possessing or consuming illegal drugs or alcohol, persistent serious disruption of teaching, sexting (see para 9.4) persistent bullying and serious racial abuse or racially motivated bullying.

Although the law does not classify carrying a pen knife with a blade of less than three inches as carrying an offensive weapon, for the purposes of this policy Governors will regard a student carrying any knife, including a pen knife with a blade of less than three inches, as carrying an offensive weapon when deciding to take a decision to permanently exclude.

Parents will need to be aware that any student excluded for carrying a knife will be expected to attend a Weapon Awareness Training prior to attending alternative educational provision.

9.2.1 POWER TO SEARCH

School Staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the Department for Education (DfE) in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches. A copy of the guidance, "Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies. February 2014" can be found on the DfE website by following the link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

9.2.2 USE OF REASONABLE FORCE

At all times staff will follow the guidance provided by the Department for Education (DfE) Advice for headteachers, staff and governing bodies July 2013.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention

The following list from the DfE guidance is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Reasonable adjustments should be made for disabled children and children with special educational needs (SEN).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

9.2.3 NOTIFYING THE POLICE

If any offensive weapon is found (this will include any illegal knife found) the school will immediately notify the police who may then choose to come to the school to question the student. Police will also be involved in circumstances where carrying out a search by staff may pose a threat to their health and safety or the health and safety of other staff or students.

9.3 DRUGS AND ALCOHOL

Waddesdon School takes very seriously its responsibilities to ensure the school is a safe and secure environment for all students and therefore takes a very strict line in relation to all offences relating to drugs and alcohol. **Parents and students will need to be aware that the policy at Waddesdon School is that all cases involving the following will lead to permanent exclusion:**

- **dealing, i.e. the supply, exchange or receipt of drugs or alcohol, or**
- **the use of illegal drugs or consumption of alcohol, or**
- **possession of illegal drugs or alcohol, or**
- **the misuse of prescription drugs, non-prescription drugs or volatile substances**

NB: Misuse includes smelling, sniffing and/or inhaling.

Volatile substances are those substances that emit a gas or vapour and include butane and propane, aerosol propellants, glues, solvents, petrol and 'poppers' e.g. amyl nitrate and can be inhaled. This includes e-cigarettes.

Drugs related incidents include illegal drugs and/or misuse of prescription, non-prescription drugs or volatile substances as outlined above. It should be noted that aerosol deodorants are not permitted in school and are covered by this rule. No drug or volatile substance should be brought onto the school premises without the school's knowledge and approval. This approval must be sought from the

Headteacher or School Medical Officer (in the case of medication), and will only be given following a written request from a parent.

Students will need to be aware that volatile substance abuse (VSA), the deliberate sniffing/smelling/inhalation of volatile substances such as lighter fuel, glue, aerosols or 'poppers' (e.g. amyl nitrate) is responsible for more deaths in young people aged 10-16 in England and Wales than illegal drugs.

Drugs and alcohol incidents will include being in possession of, consuming or making available the substances listed above to other students on site and also on the way to or from school or in other respects within the school's jurisdiction. The only exception to this will be in relation to alcohol where an exception may be made in cases where the student or students in questions is/are (a) over the age of 18 and (b) legally, reasonably and responsibly consuming alcohol on the way home from school.

The policy is intended to protect the students of the school from the dangers of an illicit drug or alcohol culture.

The school will provide and promote access to specialist advice for students with drug or alcohol problems and referral, where appropriate, to other agencies. The school, in co-operation with the WSA, will undertake to offer periodic drug and alcohol education sessions for parents.

Students, staff and parents have a duty to inform senior staff if they suspect that drugs or alcohol are present or are being used at school, or within the school's jurisdiction. Students and parents must realise that only limited confidentiality can be offered in discussions relating to the usage of substances which could be regarded as injurious to health or illegal.

Students taking, or under the influence of substances on school premises, will be given medical assistance, as appropriate. Staff have a duty to ensure the protection of other students and the fabric of the school. Where incidents occur, or where there is a reasonable suspicion of such incidents, the parents will be informed as soon as possible.

9.4 Sharing of highly inappropriate, sexualized images ('sexting')

'Sexting' is the exchange of self-generated sexually explicit images or video clips, via social networking sites over the internet. When such material is shared with others without the consent of the subject, it causes extreme embarrassment, humiliation and distress and constitutes an extreme form of bullying. Once an image or video clip is on the internet, it can be freely copied by anybody. This could include people who have a sexual interest in children. The Child exploitation and Online Protection Agency (CEOP) report that thousands of 'self-taken' images are appearing on paedophile chat sites and forums.

Children who are 'sexting' may actually be committing criminal offences. The police advise (<http://www.westmercia.police.uk/internet-safety/sexting/>) that if a teenager were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988. In addition, CEOP advise that "It is illegal to take, possess or share 'indecent images' of anyone under 18 even if you're the person in the picture." (http://www.thinkuknow.co.uk/14_plus/Need-advice/Sex-and-the-law/) If someone is prosecuted for these offences, they may be placed on the sex offenders' register, potentially for some considerable time, in addition to receiving other very serious sanctions as part of our criminal justice system.

We take the safety and security of our students very seriously indeed and work with parents, the Police, child support agencies and our students themselves when incidents involving our students and sexting occur. We do not tolerate the sharing of such images and video clips. **All cases where students have shared with others highly inappropriate sexualized images or video clips of**

students on roll at this school, causing distress and humiliation, will lead to permanent exclusion from school, even for a first or a 'one-off' offence.

10. BULLYING

This should be read in conjunction with the Anti-Bullying Policy.

Bullying is contrary to the ethos of Waddesdon School. Such behaviour is antisocial, unpleasant and potentially damaging to any student's academic progress and to their emotional and physical wellbeing. **Bullying occurs when someone feels hurt, threatened or frightened by others.** It can be physical and/or verbal in nature and it can be either deliberate or unintentional, on the part of the bully. The effect on the victim is always the same: painful and distressing. Bullying can be pushing or hitting, damage to property, denying access to property, teasing, threatening, name-calling, spiteful looks or words, exclusion from the group or deliberate provocation on the grounds of sexist, racist or homophobic discrimination. We also include cyber-bullying in our definition. This list is not exhaustive but gives a flavour of the many manifestations of bullying.

Bullying behaviour, and the consequences of bullying, are explored in Citizenship and Religious Education (CP) lessons. All students receive these.

Waddesdon School adopts a three-stage approach to dealing with bullying. See the Anti-Bullying Policy.

Whenever reported or detected, the school will investigate cases of bullying thoroughly and will put in place strategies to ensure that it stops. When bullying continues, despite the best endeavours of the school, disciplinary action **will** be taken against the bully.

11. UNDERSTANDING THIS POLICY

The Behaviour Policy is included in the School Directory which is re-issued every year and posted to parents during the summer holiday break.

Students are regularly reminded of the policy in CP lessons and in assemblies throughout the school year so that all students have a very clear understanding of the expectations of the school and the circumstances in which sanctions, including the serious sanction of exclusion, will be invoked.

Whilst recognising its responsibilities towards each individual student, the Headteacher and Governing Body are mindful that the school equally has a duty of care and responsibility for the protection of all students enrolled at the school.