THE WALDERSLADE & GREENACRE SCHOOLS PARTNERSHIP

Behaviour Policy

Key Document Details:			
Author:	Deputy Headteacher	**Department:**	Education
Reviewer:	Headteacher	**Version No:**	1.5
Last Review:	July 2026	**Next Review:**	February 2027
Approver:	LGB	**Date Ratified:**	February 2026

A Beyond SCHOOLS TRUST ACADEMY

Contents

Statement of Equality 4
Purpose 4
Aims 5
Roles and Responsibilities 5
The Role of the Headteacher 5
The Role of the School Leadership team 5
The Role of the Parent/Carer 6
The Role of the Staff 6
The Role of Students 6
The Role of the Governors 7
Developing Positive Behaviours in the School and Community 7
Links with Other Policies and Documents 7
Transitions 8
Responding to Behaviour 8
Responding to Good Behaviours 9
Removal from classrooms 10
Isolation 10
External Isolation 10
Suspension 10
Behaviour off Site 11
Sexual Harassment, Sexual Violence and Child-on-Child Abuse 11
Managed Moves 12
Off-Site Direction 12
Malicious Allegations 12
Educational Visits and Extracurricular Events 13

Use of Reasonable Force 13
Responding to Misbehaviour from Students with SEND 13
Recognising the Impact of SEND on Behaviour 13
Adapting Sanctions For Students with SEND 14
Considering Whether a Student Displaying Challenging Behaviour May Have Unidentified SEND 14
Students with an Education, Health and Care Plan (EHCP) 15
Searching, Screening and Confiscation 15
Preventing Recurrence of Misbehaviour 15
Support and Interventions 15
Appendix A - WGSP Behaviour System 17
In Class Procedure 17
Escalation in Lessons 18
The Behaviour Curriculum 18
Delivery Guidance 19
Appendix B - WGSP - The Rules 20
The WGSP Rules 20
Appendix C - Department Behaviour Procedures 21
Truancy 21
R3 21
Homework 21
Subject Behaviour Incidents 21
Appendix D - Procedures for Searching, Screening and Confiscation 23
Who Can Search a Student? 23
When Carrying Out a Search: 23
When Can a Student Be Searched? 23
What Constitutes a Banned Or Prohibited Item? 24

How Should the Search Be Conducted? 24
Carrying Out the Search 25
Screening 25
How Should a Search Be Recorded? 26
What Should Be Done With Any Items Confiscated During a Search? 26
Searching and Confiscating Electronic Devices 27
Appendix E - Misuse of Fire Alarm 29
Purpose 29
Prohibition of False Alarms 29
Risks 29
Consequences for Violations 29
Equality Impact Assessment 30

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students 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 Walderslade & Greenacre Schools Partnership, 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 Suspension and Permanent Exclusion Guidance; The School Discipline (student exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000);

Aims

- Teach respect for individuals and the understanding that we are all different.
- Ensure a consistent, positive approach to behaviour management throughout the school day.
- Create a school culture of high expectations.
- 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 parent/carers in supporting positive behaviour.
- Ensure everyone is treated with dignity, kindness and respect.

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. Also ensuring that there is regular training for existing staff and that new staff are appropriately trained in the expectations of this policy and the school systems.

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 School Leadership team

The school leadership team should be highly visible, with leaders routinely engaging with students, parent/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are 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 positive culture of the school.

The Role of the Parent/Carer

The school staff work collaboratively with the parent/carers, so students receive consistent messages about how to behave at home and at the school. The role of parent/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parent/carers are encouraged to get to know the school's behaviour policy.

We expect parent/carers 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 parent/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions in response to negative behaviours of a child, parent/carers should support the actions of the staff. If parent/carers 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 form tutor, pastoral support team, 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.

Where appropriate, parent/carers should be included in any pastoral work following misbehaviour, including attending meetings or reviews of specific behaviour interventions in place.

The Role of the Staff

Staff are trained to make sure that they collectively embody this school culture, upholding the schools' Behaviour Policy at all times and responding to misbehaviour consistently and fairly. Staff should develop calm and safe environments for students and establish clear boundaries of acceptable student behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct. Staff teach students what good behaviour looks like, supporting students will need additional support to reach the expected standard of behaviour. Class teachers will provide a stimulating engaging learning environment where students are able to engage in the curriculum.

Staff reinforce the whole-school approach by building and maintaining positive relationships with parent/carers, for example, by keeping parent/carers updated about their children's behaviour, encouraging parent/carers to celebrate students' successes, or holding meetings with parent/carers to help them understand the school's behaviour policy.

The Role of Students

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this, every student is made aware of the school behaviour standards, expectations, pastoral support, and any potential consequence for poor behaviour. Students are taught that they have a duty to follow the school Behaviour Policy and uphold the school rules, and that they should contribute positively to the school's culture.

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. Governors may be asked to attend governors' meetings for students that receive high numbers of suspensions or for serious offences that results in the issue of a permanent exclusion.

Developing Positive Behaviours in the School and Community

The Walderslade & Greenacre Schools Partnership follows a robust behaviour system. Staff are trained to challenge behaviour in a manner that prevents further disruption within the school and within lessons and keep students safe.

We strongly believe in the values of The Walderslade & Greenacre Schools Partnership and encourage our stakeholders to uphold them at all times, including when mistakes are made. Our values are displayed around the school's buildings and can be found on our website.

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 The Walderslade & Greenacre Schools Partnership after they leave the school.

Links with Other Policies and Documents

- Anti-Bullying Policy.
- Suspension and Exclusion Policy.
- Sex and Relationship Education Policy.
- Drug and Alcohol Policy.
- Social Media Usage Policy (for Students).
- Electronic Devices Policy.
- SEND Policy.
- Restrictive Interventions Policy
- Safeguarding and Child Protection Policy.
- Keeping Children Safe in Education 2026
- Suspensions and Permanent Exclusion Guidance July 2026
- Behaviour in Schools February 2024.

Transitions

The school rules will be explained to students at the start to each year. Students that start the school mid-year will receive an information session on behaviour expectations as part of their admissions meeting with their Head of Year or SLT member.

Should a student be issued a sanction that takes them out of school such as a suspension, during their return to school meeting expectations are discussed as part of re-integration to the school's systems, rules and routines. Students may be asked to sign an Acceptable Behaviour Agreement to acknowledge their understanding of the school rules.

The school rules can be found in Appendix B.

Any staff that join WGSP during the academic year are subject to an induction process where there will be training and guidance on following the policy and using the Behaviour systems in place. Staff sign to acknowledge their understanding of this policy as part of their induction.

Responding to Behaviour

The way students behave in school is strongly correlated with their eventual outcomes at year 11 and 13. 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.

- A clear guide for accepted behaviours – those that are rewarded and those that risk sanction.
- A clear strategy bringing consistency across the entire school, in every classroom.

When a member of school staff becomes aware of any misbehaviour, they should respond to it promptly using the schools' systems set out in appendix A and B. The safety of all students is the first priority. Staff must respond to behaviours consistently, fairly and proportionately so students understand that misbehaviour will always be addressed. De-escalation techniques can be used to help to prevent further behaviour issues arising.

Staff will use a variety of methods to manage behaviour and different sanctions based on the situation of poor behaviour that has occurred. These can include but are not limited to; verbal reprimands, loss of privileges, detentions, school-based community service, reports, isolation, alternative provision, suspension, in the most serious cases permanent exclusion.

Where a supportive classroom approach has not been successful, staff will consider next steps and if a sanction is appropriate. Any 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.
- Are consistently applied by all staff to help to ensure that children and staff feel supported and secure.

When considering sanctions staff will take into account any SEND that a student may have as well as any contributing factors such as a student's mental health or adverse childhood experiences (ACEs).

Following on from any sanction staff may: have a discussion with the student, contact parent/carers, investigate patterns in behaviour, inquire into circumstances affecting the student outside of school, consider support that can be offered.

Please see Appendix A for the classroom Behaviour System.

Appendix B shows the WGSP School Rules.

Please see subject intervention on low level classroom behaviour in Appendix C.

Please see Appendix E for specific information on misuse of Fire Equipment.

Refusal to On Call Staff and Refusal to Attend Lessons

All students are expected to attend lessons as directed and engage positively in their learning.

Where a student has been given the opportunity and support to attend lessons but refuses to do so, this will be treated as a deliberate behaviour choice and a breach of the Behaviour Policy.

As a result:

- A first incident of refusal will result in a Half Day Isolation (2 periods and social time, including break and/or lunch)
- Continued or repeated refusal will result in a Full Day Isolation
- Persistent refusal may lead to further sanctions, including suspension, in line with the school's Behaviour and Attendance policies

Parent/carer's will be informed on the same day via email when a student refuses to attend lessons. This communication will outline the reason for the sanction and confirm the duration of the isolation.

Students will be supervised in isolation and provided with appropriate work for the duration of the sanction.

Responding to Good Behaviours

We believe recognition and praise are paramount for all, using rewards maintains a positive culture and reinforces behaviours which reflect our values as well as encouraging students to engage in their learning.

When students do well, we recognise this. Forms of recognition include;

- Verbal praise.
- Phone calls to parent/carers.
- Values points.
- Postcards.
- Milestone badges.
- Trips.
- Headteacher awards.
- Deputy Headteacher awards.
- Attendance awards.
- Contribution awards.
- Termly awards from form tutor, Head of Year and Head of Pastoral.

Removal from classrooms

Removal is where a student is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Teachers will use this method through following the system outlines in Appendix A.

Isolation

Isolation is a sanction that can be put in place by HOY or SLT member. Students can be placed in Isolation for breaches of the Behaviour Policy. Isolation is a room in the school building away where students are placed that is not part of their timetabled lessons. Work will be provided for students to complete for the period of their isolation and there will always be a staff member in isolation with students.

External Isolation

WGSP may direct a student to attend an agreed partner school or alternative provision to complete an external isolation where this is considered an appropriate in-school behaviour intervention. This method of sanction is used so that the student is still in school and works in a controlled environment with supervision. Should the student be free school meals, this will still be taken at the external isolation school. Failure to attend an agreed external isolation placement without an authorised reason may be recorded as an unauthorised absence in line with the school's Attendance Policy.

Suspension

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Full information can be found in our Suspension and Permanent Exclusion Policy.

Behaviour off Site

The behaviour of our students off site can have an impact on the safety of students in our school community and our Behaviour Policy applies to student actions outside of school as well as inside school. Schools can sanction students for misbehaviour outside of the school premises. Any non-criminal poor behaviour or bullying which occurs off the school premises or online or which is witnessed by a staff member or reported to the school, can be sanctioned in school. These sanctions will consider all details and the students statement relating to an incident.

Examples of conduct outside the school premises, including online conduct, that can be sanctioned includes but is not limited to:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a student at the school.
- those that could have repercussions for the orderly running of the school.
- those that poses a threat to another student; or those that could adversely affect the reputation of the school.

Electronic Devices

Students are expected to keep mobile phones and other electronic devices switched off (or on silent), completely out of sight and stored securely in their bags throughout the school day, unless expressly authorised by a member of staff. This expectation applies during lesson changeovers, breaktimes, lunchtimes, summer uniform adaptations and authorised non-uniform days. Where blazers are not worn, students are expected to bring a suitable bag to store their device. Full procedures and sanctions are set out in the Mobile Phones and Electronic Devices Policy**.**

Sexual Harassment, Sexual Violence and Child-on-Child Abuse

The Walderslade & Greenacre Schools Partnership (WGSP) is committed to ensuring that all students learn in a safe and respectful environment, free from any form of harassment, abuse, or discrimination. Sexual harassment, sexual violence and child-on-child (peer-on-peer) abuse are never tolerated and are treated as serious breaches of this Behaviour Policy and the school's Safeguarding and Child Protection Policy.

Definitions and Examples:

Sexual harassment and child-on-child abuse can take many forms, including but not limited to:

- Unwanted sexual comments, jokes, gestures or name-calling.
- The sharing of inappropriate or sexualised images, online or in person.
- Physical behaviour, such as unwanted touching, assault or invasion of personal space.

- Targeting, humiliating or intimidating others based on sex, gender, or sexuality.

School Response:

All reported incidents will be taken seriously, investigated promptly, and managed in line with both the Behaviour Policy and Safeguarding and Child Protection Policy. WGSP will:

- Record and investigate all allegations thoroughly and sensitively via the CPOMS system.
- Apply sanctions that reflect the seriousness of the behaviour, which may include suspension or permanent exclusion.
- Refer incidents to safeguarding agencies or the police where appropriate.
- Provide support to both the victim and the perpetrator, including pastoral or counselling support where needed.

Our Commitment:

WGSP promotes a culture where students are encouraged to speak up about concerns and know that their voice will be heard. Staff receive regular training on recognising and responding to sexual harassment and child-on-child abuse, both in person and online.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. These can be used in the best interests of a student following on from challenges in school.

Off-Site Direction

The school may direct a student off-site to another provision for a temporary period to improve behaviour. The student remains on roll at this school during this time.

Malicious Allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students where an allegation has been made.

Educational Visits and Extracurricular Events

Participation in educational visits, trips, and extracurricular events is a privilege and an extension of school life, where students are representing the Walderslade & Greenacre Schools Partnership in the wider community. High standards of behaviour are therefore expected at all times.

Students who receive a fixed-term suspension will also be subject to a three-month ban from all school trips and extracurricular events. This sanction reflects the higher levels of trust, responsibility, and respect required to take part safely in activities beyond the school site.

Poor behaviour during a trip or event will be dealt with in line with the school's Behaviour Policy and may result in the students being withdrawn from future visits or activities. Where deposits or payments have already been made for a trip, these may be non-refundable unless a replacement student can be found.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Please refer to the Positive Handling Policy for further guidance.

Responding to Misbehaviour from Students with SEND

Recognising the Impact of SEND on Behaviour

WGSP consistently promotes high standards of behaviour and provide support to ensure all students can achieve and thrive both in and out of the classroom. All students should feel a sense of belonging in the school community and that they are clear on the whole-school approach to behaviour. When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the school's policies or practices (Equality Act 2010).

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

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long periods.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as ASC, ADHD, ODD.
- Use of our learning support unit where students can regulate their emotions during a moment of sensory overload.

If a student has an Education, Health and Care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies with the elements of this plan.

Any preventative measure should consider the specific circumstances and requirements of the student concerned.

Adapting Sanctions For Students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour. The school will therefore consider whether reasonable adjustments to the sanction are required.

Considering Whether a Student Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parent/carers to create the plan and review it on a regular basis.

Students with an Education, Health and Care Plan (EHCP)

If the school has a concern about the behaviour of a student 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.

Searching, Screening and Confiscation

The school follows Department for Education guidance on searching, screening and confiscation (2022). I n line with WGSP values, the school balances the need to safeguard all students by removing harmful, illegal or disruptive items with the rights and wellbeing of individual students.

Any search carried out by staff will be lawful, reasonable and proportionate. The school recognises students' right to privacy under Article 8 of the European Convention on Human Rights, and any interference with this right will be justified and necessary.

Staff are expected to remain vigilant to potential bias in decision-making. The Headteacher will ensure that searching practices are safe, proportionate and applied consistently.

Full details of prohibited items and procedures can be found in Appendix D.

In addition to the use of sanctions, the school places strong emphasis on early intervention and support to address the root causes of behaviour

Preventing Recurrence of Misbehaviour

The Walderslade & Greenacre Schools Partnership adopts a range of intervention strategies to support students in managing their behaviour and to reduce the likelihood of suspension or permanent exclusion.

These interventions are designed to help students understand and meet behavioural expectations, while providing targeted support for those who require it. Some students will need more intensive support than others, and this will be implemented proactively where possible.

Support may include small group work, one-to-one intervention, pastoral support, or external agency involvement, and may take place both within and beyond the classroom.

Support and Interventions

Students will be supported with managing their behaviour through interventions such as:

- Frequent and open engagement with parent/carers, including home visits if deemed necessary.
- Providing mentoring and coaching.
- Emotional Literacy Support (ELS).
- Anger Management and Strengthening Minds
- Access to Mental Health First Aiders.

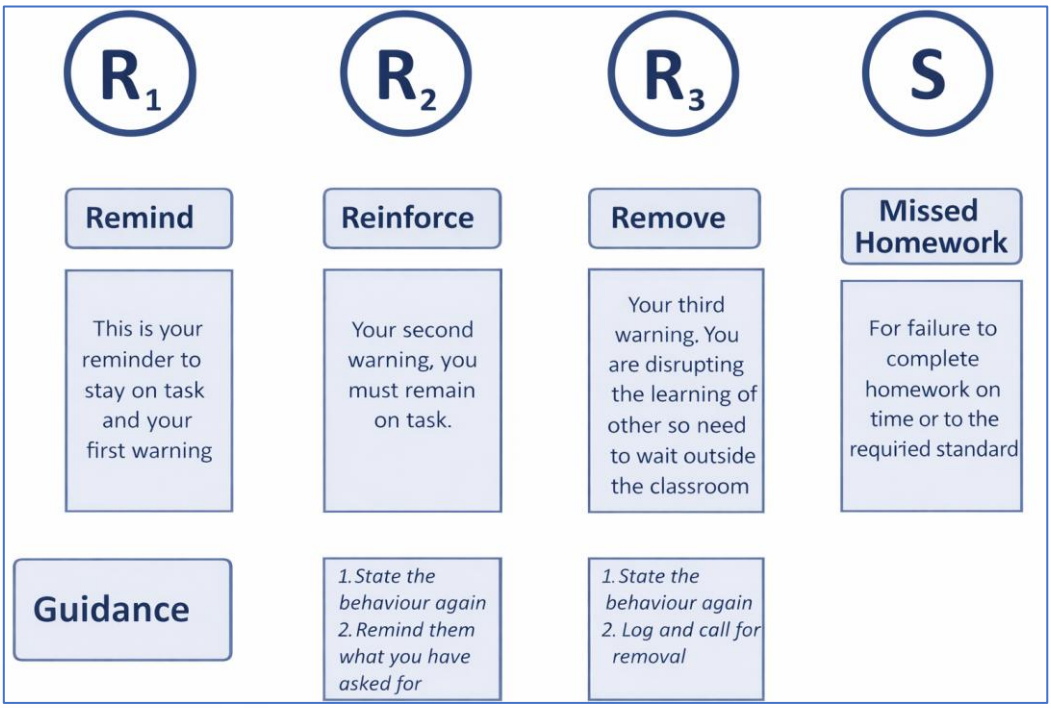
- Counselling.
- Social skills intervention.
- Alternative Provision sessions.
- Student support plans.
- Behaviour action plans and reports.
- Pastoral support.

Initial intervention to address underlying factors leading to misbehaviour can include an assessment of whether appropriate provision is in place to support any SEND that a student may have.

Where a school has serious concerns about a student's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

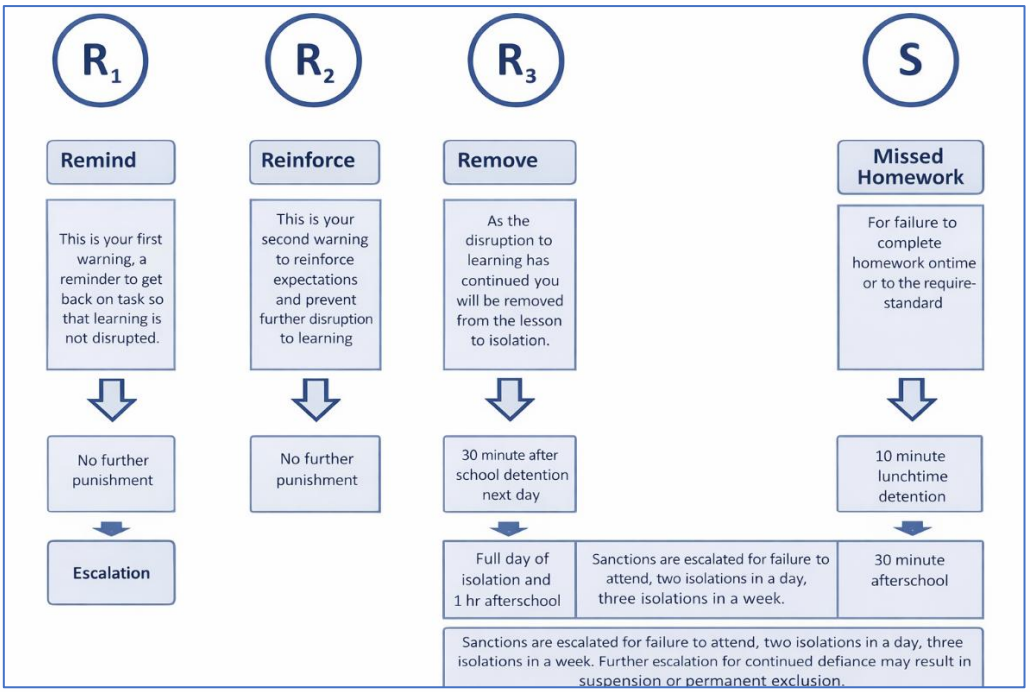
Appendix A - WGSP Behaviour System

In Class Procedure



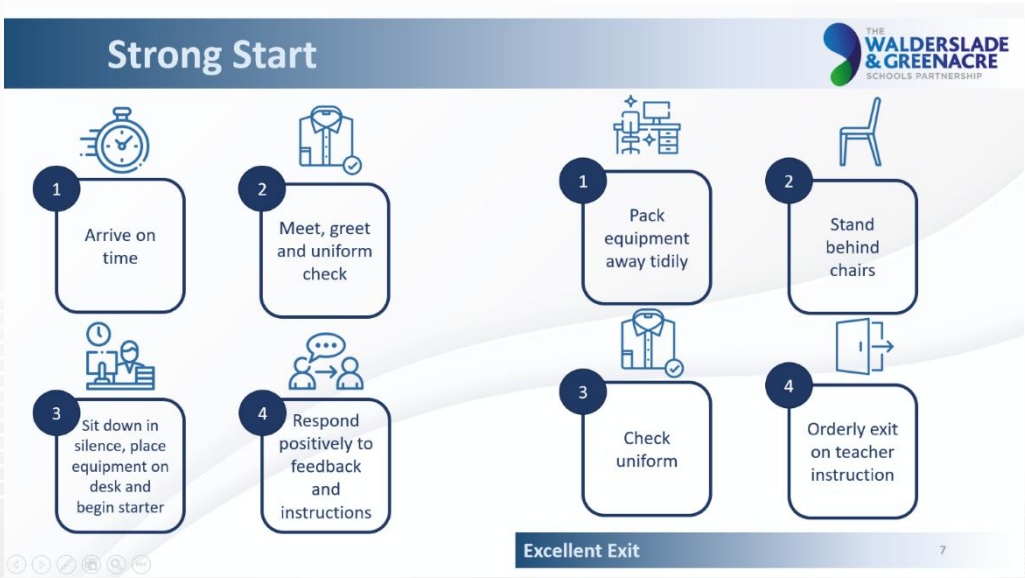
Class teacher records ***all*** poor student behavior at R3.

Escalation in Lessons



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. Through these repeated routines students will understand behavioural norms and the expectations on them.



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

11

Delivery Guidance

A low-level response to low level disruption.

"It is the certainty of punishment, not it's severity, that deters unwanted behaviours"

The following examples are provided as guidance to support consistent language when addressing behaviour. Staff should use professional judgement and adapt language as appropriate to the context and individual student.

- State the behaviour clearly — "You're talking over instructions."
- Acknowledge — "You need to be listening."
- Give the instruction — "Thank you."
- State the consequence calmly — "This is a reminder."

Appendix B - WGSP - The Rules

The WGSP Rules

- We use polite language at all times; we do not use prejudice or derogatory language.
- We conduct ourselves appropriately and quietly around school; we attend every day and arrive promptly to lessons.
- We respect the school, staff and our local community; we listen, we care, we enjoy.
- 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.
- 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.
- We understand that everyone in the school has a responsibility to safeguard us. We will not tolerate bullying, violent or aggressive behaviour.
- 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.
- We wear full school uniform (including PE kit & protective wear in practical subjects) and ensure we have all of our basic equipment.
- We do not bring or use banned items in school. Smoking and Vaping will not be tolerated.
- We do not tolerate theft or vandalism within school or in the local community.

Appendix C - Department Behaviour Procedures

Truancy

If a student truants a lesson, the following procedures will apply:

If a student arrives late to the lesson after truancy (e.g. within the lesson after 10 mins into the lesson):

- The class teacher must set a detention
- Parent/carers must be informed
- The incident must be logged on Arbor
- If a student refuses to attend a lesson after being directed to do so:
- This will be treated as a serious breach of the Behaviour Policy
- The student will receive a Half Day Isolation (2 periods and social time, including break and/or lunch)
- Continued or repeated refusal will result in a Full Day Isolation
- Parent/carers will be informed on the same day via e mail

Staff must ensure that all incidents are logged and that the appropriate pastoral team are informed where necessary.

R3

If an R3 is issued and a student is removed from lesson / parked in another lesson, then the class teacher must set a detention and phone parent/carers to inform them. *Calls must be logged on Arbor.*

Homework

KS3 - if a student fails to complete homework in a standards detention must be issued.

KS4 – if a student fails to complete homework the following procedure should be followed:

1st Incident – Standards Detention
2nd Incident – 30 Minute Detention
3rd Incident – 60 Minute Detention

This will be tracked by class teachers and then QA'd by HoDs.

Homework detentions will be scheduled to take place alongside all other detentions however, class teachers and HoDs may wish to supervise students themselves within their own departments.

Subject Behaviour Incidents

This process should be followed for incidents in lesson that result in teachers logging an R2 or R3 for behaviour. All incidents must be logged on Arbor.

1st Log - Discussion
Class teacher discusses the incident with the student.

2nd Incident - Contact Home
The class teacher must phone home to discuss with parent/carers.
Call must be logged on Arbor.

3rd Incident - Teacher Meeting
Support, intervention and behaviour repercussions discussed.
Meeting must be logged on Arbor.

4th Incident - Teacher and HoD Internal Meeting
HoD to meet with class teacher and discuss the strategies and interventions that have been put in place since parent/carer meeting.
HoD to offer suggestions and support.

5th Incident - Head of Department
The Head of Department must phone home to discuss with parent/carers.
Call must be logged on Arbor. Subject Behaviour Report to be issued.

6th Incident - Parent/Carer Meeting
Parent/carers invited in for meeting with class Teacher and HOD.
Support, intervention and behaviour repercussions discussed.
Meeting must be logged on Arbor.

7th Incident - SLT Intervention
SLT Line Manager of the Department to meet with parent/carers.
Meeting must be logged on Arbor.

***Incidents 'reset' each term.*

Appendix D - Procedures for Searching, Screening and Confiscation

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 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 do not 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 is 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:

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

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 and 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 student) 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 students 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.
- Sharp objects such as Demablades and tweezers.
- Sweets and drinks bought in with the intention of selling them.
- Catapults, snap bangs.

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 Student 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 have 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 bag in the presence of the student and another member of staff (except in cases as detailed above).

Screening

Screening can help provide reassurance to students, staff and parent/carers that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on student behaviour and their duties as employers in relation to the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Screening would involve the use a hand-held metal detector (arch or wand) to scan students for banned items. Where a student has a disability, the school will make any reasonable adjustments necessary to the screening process that may be required.

If a student refuses to be screened, the member of staff should consider why the student is not co-operating, and make an assessment of next steps.

How Should a Search Be Recorded?

All searches should be recorded on CPOMs, our safeguarding platform using our 'Searches form'. The record of a search should include:

- The date, time and location of the search.
- Which student was searched.
- Who conducted the search and any other adults or students 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.

Parent/carers 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 parent/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Parent/carers 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.
Vapes or vape liquid	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.

Items discovered during a search can be confiscated, retained or disposed of as a disciplinary measure where it is 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

Staff may confiscate an electronic device if they suspect there may be images/information or data that could:

- Cause harm.
- Poses a risk to staff or students.
- Evidence in relation to an incident.
- Undermine the safe environment of the school or disrupt teaching.
- Commit an offence.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the members of staff conducting a search suspect they may find an indecent image of a child (sometimes known as nude or semi-nude images), they should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. They will then contact the police for further guidance on next steps. Further information on this can be found in our Safeguarding and Child Protection Policy.

Appendix E - Misuse of Fire Alarm

Purpose

The purpose of this Appendix is the set out the risks and consequences of a fire alarm being set off maliciously and address the misuse of emergency systems, enabling the provision to effectively respond to an emergency swiftly and appropriately.

Prohibition of False Alarms

Students are strictly prohibited from tampering with emergency equipment, setting off false alarms, or making false reports.

Risks

When a fire alarm is falsely raised it can present a number of risks and disruptions to both Students and Staff. These include:

- Disruptions to exams.
- Disruption to lessons and the schedule of the school day.
- Risk of real fire / emergency action being delayed.
- Risk of emergency services attending unnecessarily.
- Damage to fire alert systems.
- Risk to reputation of the school.

Control measures are in place to help identify any misuse of equipment. These include:

- Regular servicing of emergency equipment.
- Routine Fire Drills undertaken on site.
- Weekly checks on Fire Doors.
- Weekly Fire Alarm Checks.

Consequences for Violations

- A First Offence - This will result in a suspension, along with possible referral to legal authorities.
- Subsequent Offences - These can lead to longer suspensions or permanent exclusion, and mandatory referral to legal authorities.

Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	☑	☑	☑	☑	☑

Status of the policy or process:	New policy or process	Existing policy or process
	☐	☑

Analysis				
Protected Characteristic	Impact analysis			Explanation of impact analysis
	Positive	Neutral	Negative	
Age:	☐	☑	☐	
Disability:	☐	☑	☐	
Sex:	☐	☑	☐	
Gender reassignment:	☐	☑	☐	
Race:	☐	☑	☐	
Religion or belief:	☐	☑	☐	
Sexual orientation:	☐	☑	☐	
Marriage or civil partnership:	☐	☑	☐	
Pregnancy and maternity:	☐	☑	☐	
Student groups (PP/SEN/CLA):	☐	☑	☐	

Evaluation and decision making	
Summary of action taken:	
Final decision:	