



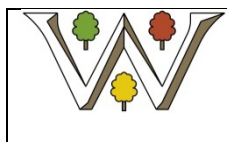
Behaviour Policy

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Statutory/Non-Statutory:	Statutory
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Statement to be submitted to Governing Body or committee	
Equalities Act 2010 this policy does not discriminate against any people on the basis of their protected characteristics.	Does the policy have any positive or negative implications for people with protected characteristics? Are there any inequality implications of this policy? Comment:

Version	Date	Page No	Details of Change
	01/09/2023	12	<p>Punctuality Should students arrive late to lessons, without a valid reason from a member of staff, this will be recorded and add to their accumulative minutes late for a Friday afterschool detention. Parents/Carers will be notified of the students, total minutes late on the Thursday before the detention is due to be sat.</p> <p>Students are expected to be in school from 8:20 am with their first lesson beginning at 8:30am. At 8:25am the school gates will be closed. Students will be required to enter school through the sixth form late entrance after this time. All students arriving after 08:30 will be marked as late to school. Unless parents/carers have contacted the school / pastoral team In Years 7 -11 with a valid reason for late arrival, students will have their minutes late to school</p>

			recorded and this will add to their accumulative minutes late total for a Friday after school detention. 10 late to school after registers have closed marks, in a 10-week rolling period could lead to Wokingham's Education Welfare Service issuing a fixed penalty notice.
		Page 13	<p>9.2. Waingels Uniform</p> <p>Where students are unable to be in the correct uniform parents must inform the child's tutor or Head of Year before the start of the school day of the reasons why. Duty staff based on the school gates or the students tutor may then issue a uniform exemption pass for that day if the reason is considered valid. If there is no valid reason for the student to not be in correct uniform, and there has been no parent communication, the student will be sanctioned with a same day afterschool detention of 30 minutes. You will be notified of this via Satchel One. A same day detention will be issued for everyday that the student fails to arrive to school with the correct uniform without a valid reason or discussion from parents/carers with tutor or Head of Year.</p> <p>The school uniform consists of:</p> <ul style="list-style-type: none"> • All students are required to have one piece of uniform that identifies them as a Waingels student. This will be either a grey blazer, a grey jumper or sweatshirt with the school logo on. If students choose to wear a blazer, they do not need to wear a jumper (but they can wear both if they like). • Black, knee length skirts; pleated, straight, or A-line. Tight fitting and elastic tube skirts are not to be worn. Plain black tights may be worn with a skirt or shorts. Should students wish to wear socks over tights, these should be plain black socks. • A plain white shirt with a collar, a plain white polo shirt or a plain white blouse should be worn under a blazer, jumper, or sweatshirt. Shirts should be tucked in at all times.
		Page 21	<p>Responding to misbehaviour</p> <ul style="list-style-type: none"> ➤ Loss of privileges – for instance, being unable to represent the school at an extra-curricular event

		Page 23	<ul style="list-style-type: none">➤ Internal Withdrawal / Internal Exclusion / Fixed Term Transfers➤ Offsite Direction
		Page 24	<p>Before carrying out any searches</p> <p>The member of staff may use a metal detector (sometimes known as a wand) to assist with the search.</p>



Principles and Objectives

This Behaviour and Attitudes policy sets out the vision for the culture that we want to see embedded at Waingels. It sets out the school's expectations, in relation to all behaviours of its students, and supports in the provision and establishment of pastoral care.

Review terms

This policy will be reviewed annually in July of each school year.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Expectations / Definitions

3.1 Waingels has created a behaviour management system, in line with student voice, to support in the management of behaviour and in supporting students in ensuring that they are **Waingels Ready**. The clear and easy to understand system gives clear boundaries and reminds students of the schools' high expectations. Students are given opportunities to **Make Things Right** and are made aware of the choices that they are making. The system is designed to support and praise those students who are **Waingels Ready** and to intervene with those students whose behaviour and conduct is affecting their learning and the learning of others.

In our drive to create a positive culture at Waingels our emphasis is supportive discipline. The aim of all staff is to build and grow a positive working relationship with all the students and the community. If something goes wrong, we reflect together, both staff and students, on the situation and take positive steps to **Make Things Right**. Every member of staff will have a range of behaviour management skills available to them and a firm understanding of the school's culture and values. Staff are encouraged to match techniques and ideas to situations and students, having an understanding that students are individuals and flexibility may be needed. However, clarity of consequence must remain and students are given clear explanations.

Effective and clear application of these strategies should mean that the majority of incidents are dealt with quickly and there will be few incidents that escalate.

3.2 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Defiance

3.3 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Truancy
- Video / Voice Recording
- Sales (without permission from a member of staff)
- Verbal / Physical Abuse
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
 - Theft
 - Fighting
 - Smoking/Vaping/ E-cigarettes
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and / or paraphernalia linked to the use or distribution of illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes and vapes
 - Fireworks, lighters or matches
 - Pornographic images
 - Abusive or inflammatory images or texts
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

If behaviour is recognised as Bullying, we will apply our anti-bullying policy, found here:

<https://www.waingels.wokingham.sch.uk/search/Policies>

5. Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Definitions of discrimination (adapted from the Equalities Act 2010)

Unlawful discrimination is when a person is treated less favourably than others in comparable circumstances, because of a special characteristic such as age, disability, gender, or race.

Indirect discrimination occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups of which the complainant is one and is placed at a disadvantage as a result.

Victimisation is unlawful when it is treating a person less favourably because they have taken action in respect of discrimination e.g., by bringing a complaint or giving evidence.

Harassment is also unlawful when there is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on the grounds of one of the relevant characteristics.

Sexual harassment Unwanted behavior of a sexual nature which has the purpose or effect of: violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Definition of a discriminatory incident:

Harassment on grounds of race, gender, disability, sexual orientation, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes, and graffiti. It may include use of technology such as mobile phones or email, instant messaging, or social networking websites.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

Actions following a discriminatory incident:

Behaviour identified as being discriminatory (*Not Waingels ready – respect*) is logged on SIMS by staff – this includes bullying, racism, homophobia, sexism, ableism, or other behaviour deemed as highlighting students due to protected characteristics. We will ensure that all stakeholders will be made aware that this behaviour is not tolerated within our community.

Investigations on the first occurrence will have the following process:

1. Sanction with corresponding appropriate intervention/education
2. Making it right
3. Letter sent home

A repeated offence will lead to an escalation of sanctions e.g., detentions, internal or external withdrawals.

If there are further incidents, then the school may seek further support from PCSOs and an external network of professionals.

***For more information, please find our Equalities policy:**

<https://www.waingels.wokingham.sch.uk/search/Policies>

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils,
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year transfers.

7. Waingels Ready values

It is our responsibility to ensure that our values, and the culture we seek, drive everything that we do. We want to create a dynamic environment where learning flourishes and learners thrive. We strive for the whole of the Waingels community to work together to create a strong and supportive team, always looking to grow.

Waingels Ready sets out the expectations that we have on everyone within the Waingels community. Read as a student, a teacher, a member of staff or a parent, these are the values we hold true.

These expectations form the basis of everything we do, and everything we believe in as a school and as a community.

- I am **prepared** to learn.
- I am **proud** of my achievements, efforts, and successes.
- I am a **positive** member of the Waingels community.
- I will **respect** myself, others, and our drive to learn and grow.
- I will build **resilience**, remaining focused and on task.
- I will be **responsible** for speaking and acting towards others in a **kind** way.

8. Mobile Phones and other Electrical Devices

Waingels believes that learning must be the priority of all its students and their welfare and safety are paramount. Therefore, the use of all electrical devices is carefully monitored and regulated.

8.1 Mobile Phones

Mobile phones are banned at Waingels and will be considered a prohibited item. As such if a mobile phone is seen during the school day it will be confiscated. There is a tiered approach to our response for students who are in breach of our “see it/hear it” mobile phone policy:

1. For the first offence, the phone will be confiscated and placed in the school safe until it can be collected by the student at the end of the school day
2. On the second instance of confiscation, the students’ parent/carer will be required to collect the mobile phone at their convenience
3. On the third instance of confiscation, the students’ parent/carer and Head of Year will agree a period of time that the mobile phone will remain confiscated for.

For repeat confiscations, phones will only be able to be collected by a parent, and the period of time in which the school retains the phone will increase and may be up to the end of the current term as determined by the head of year.

8.2 Electrical Devices

Devices which may be considered to be social devices, such as MP3 and 4 players, Smart Watches, Speakers and Headphones are banned at Waingels and will be considered a prohibited item. They will encounter the same tiered approach as mobile phones above. Devices which may be considered offering educational value, such as a laptop or tablet may be brought into school with the permission of a member of the school's SLT in consultation with our ICT technicians.

9. Responding to behaviour

9.1 Attendance and Punctuality

Attendance

We believe that regular school attendance is essential if students are able to succeed and thrive and is key in enabling students to maximise their time at Waingels. We therefore have high expectations of all of our students, expecting all students to attend on a regular basis. As a school we define 'regular' as a minimum of 97% attendance.

We will work with all students and families to identify and support unsatisfactory attendance of our students and work together to resolve any barriers or difficulties that may be affecting school attendance. Our Attendance and Punctuality Policy further details our approach to improving and supporting excellent attendance.

Punctuality

Waingels expects all students to attend school, tutor time and all of their lessons on time. Students who arrive late disrupt their own learning and that of other students and will not be considered Waingels Ready. Should students arrive late to lessons, without a valid reason from a member of staff, this will be recorded and add to their accumulative minutes late for a Friday afterschool detention. Parents/Carers will be notified of the students, total minutes late on the Thursday before the detention is due to be sat.

Students are expected to be in school from 8:20 am with their first lesson beginning at 8:30am. At 8:25am the school gates will be closed. Students will be required to enter school through the sixth form late entrance after this time. All students arriving after 08:30 will be marked as late to school. Unless parents/carers have contacted the school / pastoral team In Years 7 -11 with a valid reason for late arrival, students will have their minutes late to school recorded and this will add to their accumulative minutes late total for a Friday after school detention. 10 late to school after registers have closed marks, in a 10-week rolling period could lead to Wokingham's Education Welfare Service issuing a fixed penalty notice. In Years 12 – 13 all lateness will be monitored by the Head of Sixth Form and Heads of Year and will be sanctioned accordingly. Our Attendance and Punctuality Policy further details our approach to improving and supporting excellent punctuality.

***For more information, please find our Attendance policy:**

<https://www.waingels.wokingham.sch.uk/search/Policies>

9.2 Uniform

Waingels Uniform

All students are expected to wear the correct uniform at all times. Any student arriving at school in the incorrect uniform will be given the opportunity to correct this by putting on the correct uniform, taking off unapproved items, removing jewellery, or removing excess make-up. The school has a small selection of washed items of uniform available for students to wear in order for students to correct their uniform.

Where students are unable to be in the correct uniform parents must inform the child's tutor or Head of Year before the start of the school day of the reasons why. Duty staff based on the school gates or the students tutor may then issue a uniform exemption pass for that day if the reason is considered valid. If there is no valid reason for the student to not be in correct uniform, and there has been no parent communication, the student will be sanctioned with a same day afterschool detention of 30 minutes. You will be notified of this via Satchel One. A same day detention will be issued for everyday that the student fails to arrive to school with the correct uniform without a valid reason or discussion from parents/carers with tutor or Head of Year.

Where students are unwilling to be in the correct uniform the senior member of staff on duty will be called. Parents will be informed and students will be sanctioned by being withdrawn until the student is willing to correct their uniform.

Any student who persistently fails to wear the correct uniform will be considered to not be **Waingels Ready** and appropriate sanctions will be given.

The school uniform consists of:

- All students are required to have one piece of uniform that identifies them as a Waingels student. This will be either a grey blazer, a grey jumper or sweatshirt with the school logo on. If students choose to wear a blazer, they do not need to wear a jumper (but they can wear both if they like).
- Black, tailored trousers or shorts. Any form of skintight trouser, leggings, jeans, chinos or combat short cannot be worn. Shorts length must be on the knee.
- Black, knee length skirts; pleated, straight, or A-line. Tight fitting and elastic tube skirts are not to be worn. Plain black tights may be worn with a skirt or shorts. Should students wish to wear socks over tights, these should be plain black socks.
- A plain white shirt with a collar, a plain white polo shirt or a plain white blouse should be worn under a blazer, jumper, or sweatshirt. Shirts should be tucked in at all times.
- Plain black flat shoes suitable for a formal working environment should be worn. Any form of trainer is not to be worn. At Waingels we consider a trainer to be a sports shoe of any colour, that has a cushioned sole and is made of non-polishable material. Logos should not be visible.
- A sensible coat in cold and wet weather should be worn by students so that inclement weather does not affect learning. Hoodies are **not** acceptable and should **not** be worn at any time.
- Jewellery – Can be worn at the students own risk, we cannot take responsibility any items that students choose to wear. Any jewellery worn should be practical for a school

environment and jewellery must be removed for practical lessons or health and safety purposes.

- A student's hair style and makeup should be suitable for a formal working environment.

The Halo Code

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities and requires specific styling for hair health and maintenance.

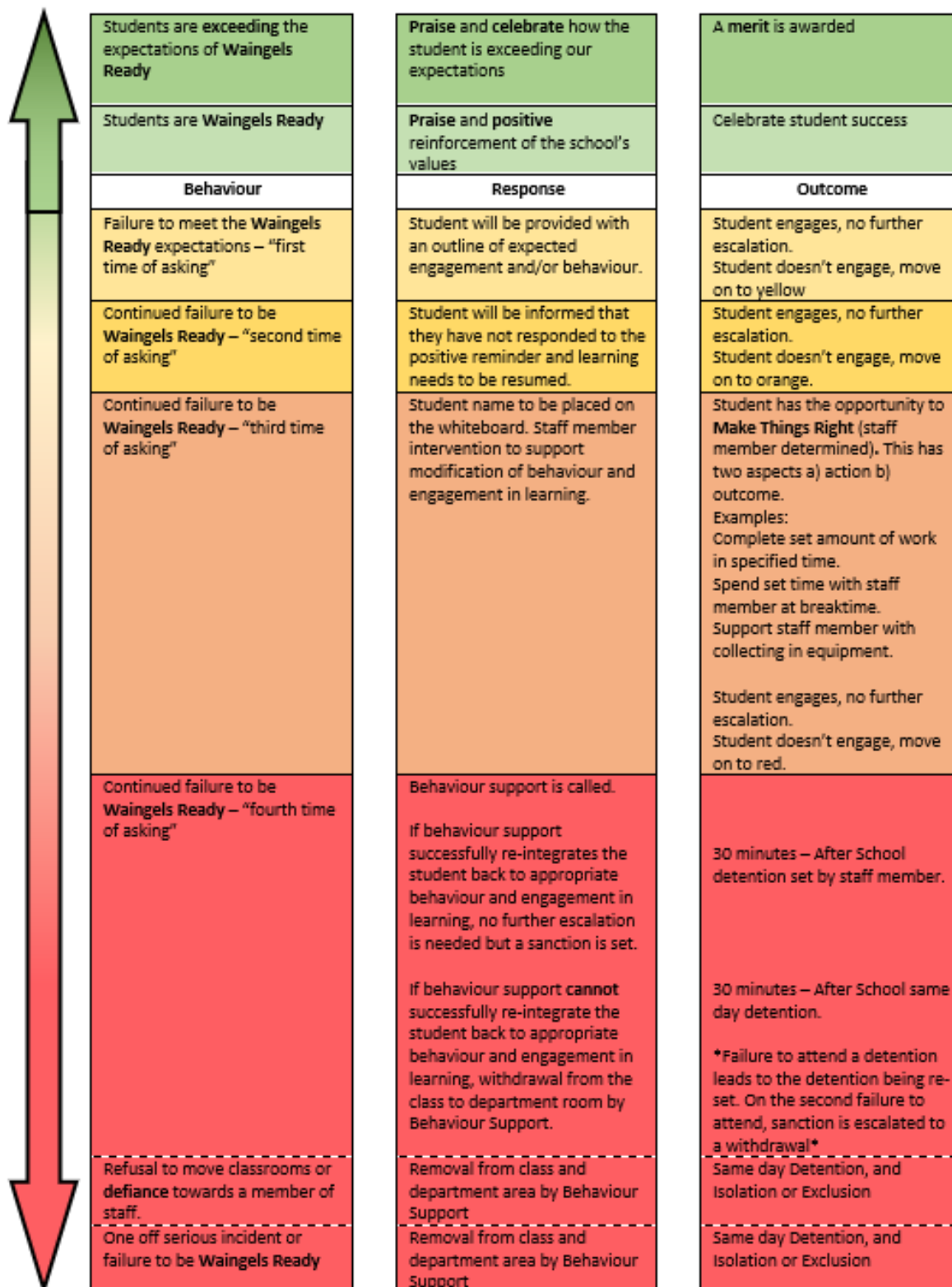
We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

Sixth form students should follow the dress code guidelines as set out in the Sixth Form Guide which asks that students be 'Office Smart'. Students who do not follow the sixth form dress code will be sent home to change.

9.3 Expectations within Lessons

The following diagram summarises the expectations and behaviour response within lessons. This will be displayed within all classrooms and teaching spaces within the school.



Red Response

Behaviour Support – Support

When a student reaches **Red** it may still be possible for Behaviour Support to attend and work in partnership with the classroom teacher and the student to 'make it right'. In this instance the

student will remain in the lesson with mutually identified and agreed support strategies. Should this not be successful, an escalation to a lesson withdrawal will take place.

Behaviour Support – Lesson Withdrawal

- 1- Behaviour Support is called to come and discuss the behaviour with the teacher
- 2- If teacher requests, the student is taken by Behaviour Support to the allocated department/zone withdrawal room.
- 3- The student is given work to complete for the rest of that lesson.
- 4- The student will serve a 30-minute centralised same day detention arranged through Mrs Jennings.
- 5- The staff member will contact home with further details and where possible attend the detention to hold a **Make Things Right** conversation. If the staff member cannot attend the detention, they will make alternative arrangements for this conversation to take place.

Departments should carefully consider the location of the allocated withdrawal space to ensure that this does not become an additional barrier to engagement.

Behaviour Support – Removal from circulation

If a student refuses to be moved classroom, does not meet the **Waingels Ready** expectations after being removed from lessons or there has been a serious one-off incident, then Behaviour Support will remove the student from the department or zone area. The student will be removed and withdrawn with a member of the SLT. **The member of Behaviour Support will triage with the Assistant Headteacher – Behaviour & Attitudes and an appropriate period of isolation will be issued, until that student is ready to return to learning in lessons.** This may also result in an internal exclusion depending on the severity of the incident and this could become a suspension or even permanent exclusion.

Serious one-off incidents may include:

- Swearing at a member of staff or student
- Rude or abusive behaviour towards a member of staff or student
- Violent or aggressive behaviour towards a member of staff of student
- Making a discriminatory comment of any kind
- Unsafe or dangerous behaviour
- Bullying
- Sexual Harassment, Sexual Assault, or other Harmful Sexual Behaviours

This list is not exhaustive and there may be other instances which are considered serious incidents by a member of staff at the time. Any behaviour or circumstance which negatively affects the ability for learning to take place within the classroom may be considered serious.

If a student misbehaves when in isolation or refuses to be withdrawn, then the student in most cases will be issued with a sanction escalation.

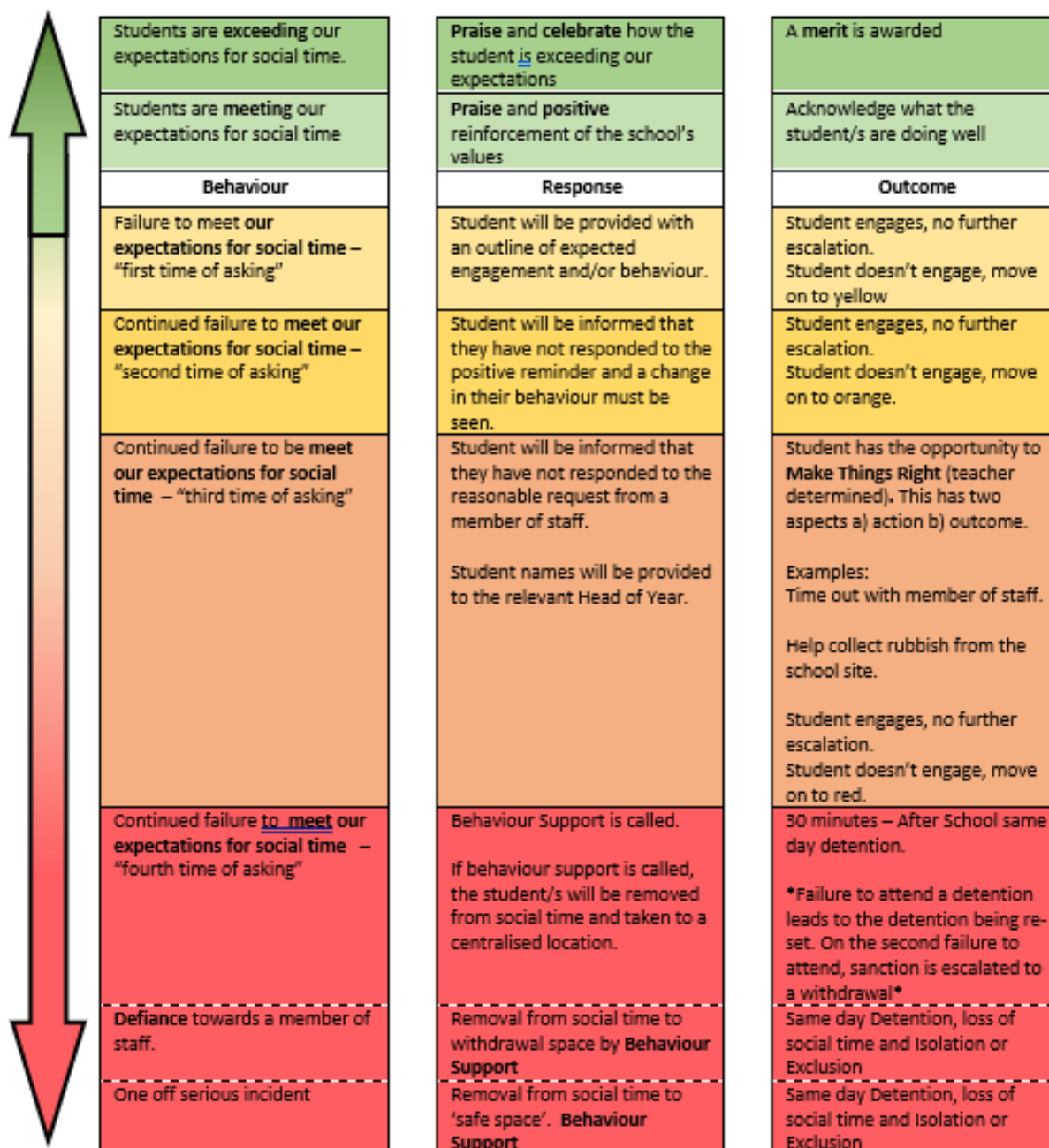
Reintegration Process following a lesson removal

All students who have been removed from lessons will be required to **Make Things Right** with the member of staff involved. For Behaviour Support removals the pastoral team and/or member of SLT will help to facilitate this to ensure that it takes place in a timely manner. In exceptional circumstances it may be appropriate for a student to not immediately return to that lesson. This decision will be made in consultation between the pastoral team, head of subject and SLT link. Parents must be informed of this action and why this is taking place. A timeline and plan for reintegration to the student's original class must be put in place and this is communicated to the student concerned and their parents. This period of removal should not exceed more than two lessons unless there are exceptional circumstances.

9.4 Expectations within social time

Our values and expectations of students being Waingels Ready is the same within lessons as it is at social times and before and after school. There is again a clear and simple system to support students.

The following diagram summarises the expectations and behaviour response outside of lessons and will be displayed in social spaces around the school.



Social Time Removal - Red

Behaviour Support – Social time withdrawal

- 1- Behaviour Support is called to come and discuss the behaviour with the staff member
- 2- If staff member requests, the student is taken by Behaviour Support to a withdrawal space.
- 3- The student will serve a 30-minute centralised same day detention arranged through a member of the administration team.
- 4- The staff member will contact home with further details
- 5- Should a student continuously fail to meet the expectations for social time, we will take a tiered response to escalating sanctions in line with our behaviour policy.

9.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://www.waingels.wokingham.sch.uk/243/policies-and-gdpr>

9.6 Celebrating Success

We should look to take every opportunity to celebrate the successes of our students and praise them for their positive contributions, efforts, achievements and behaviours. Staff should actively seek to celebrate the successes of students in every lesson and throughout the school day.

Merits

The currency for rewarding students is a merit. Merits can be awarded to all students from years 7 to 13. Merits can be awarded for anything that shows students **exceeding** the **Waingels Ready** expectations.

Students are rewarded for reaching merit milestones throughout the year.

Merits are to be recorded on SIMS by the member of staff. The tutor will review the merits of a tutor group on a weekly basis.

Verbal Praise and Positive Comments

Staff are encouraged to regularly praise students for meeting the **Waingels Ready** expectations through verbal praise of positive comments.

Phone Calls Home

Staff should aim to regularly communicate with parents and phone calls home to praise a student are actively encouraged.

Postcards and Letters

Postcards are available to send home when a student is deserving of praise. Staff pass completed postcards to the School Office who will arrange for postcards to be posted home. Heads of Department, Heads of Year, or members of SLT may want to more formally show recognition of students deserving praise by sending a letter home.

Achievement and Values Awards and Certificates

On a regular basis throughout the year students will be awarded a range of achievement and value awards and certificates through departments and the pastoral team.

Celebration Assemblies

Each term there will be a year celebration assembly where students are recognised for their excellent behaviours, attitudes, and successes and how they are embodying our school values.

9.7 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Removing the pupil from the classroom
- A verbal reprimand and reminder of the expectations of behaviour
- Asking for a written account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, being unable to represent the school at an extra-curricular event
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents

- Agreeing a behaviour contract
- Putting a pupil 'on report' (tiered reports)
- Internal Withdrawal / Internal Exclusion / Fixed Term Transfers
- Offsite Direction
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.8 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

9.9 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or the designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks, or lockers.

The member of staff may use a metal detector (sometimes known as a wand) to assist with the search.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The member of staff may use a metal detector (sometimes known as a wand) to assist with the search.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupils involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.10 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.11 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour (both inside and outside of school) when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.12 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.13 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://www.waingels.wokingham.sch.uk/search/policies>

9.14 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 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 accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

10 Serious Sanctions

10.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised in an alternative teaching classroom for the remainder of the lesson. Should it be required, the pupil may need more time and will therefore be asked to attend our REFLECT space where they will be removed until it is deemed suitable for them to return to lessons.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

10.3 Internal Exclusion

A student will be placed in the school's internal exclusion room (REFLECT). This will be continually supervised by a member of staff. Students will be placed in this room until they are able to show an understanding of their behaviours which led to this exclusion and have **Made Things Right**. The school day in the internal exclusion room is displaced from the main school and is considered

to be between the hours of 9:30am – 4pm. Work will be provided for students which they are expected to complete, along with a reflection discussion and in some instances some targeted intervention.

Following the decision that a student is ready to return to lessons a reintegration meeting will take place with parents, and the student may be placed on report to a member of SLT or the relevant Head of Year. A letter will be sent home by the Head of Year summarising all reintegration meetings.

10.4 Off Site Direction

A student will be required to attend a local school or alternative provision where they will be supervised and work in an approved withdrawal space. The work is provided by Waingels.

This is used as an alternative to a suspension where the school believes that a suspension would not be in the best interests and / or welfare of the student. This off-site direction allows the student to reflect on their behaviours in a safe and structured environment before returning to school.

On returning to school a reintegration meeting will take place with parents, and the student may be placed on report to a member of SLT or the relevant Head of Year. A letter will be sent home by the Head of Year summarising all reintegration meetings.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with SLT
- Use of teaching assistants
- Short term behaviour report cards
- Pastoral Support Plans
- Alternative Provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

10.5 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

10.5.1 Suspension

A student will be required to stay at home for one or more fixed periods up to a maximum of 45 days. Students will be expected to complete work set by Waingels. Students are required by law to stay at home during the hours of 9am – 3pm and be under the supervision of a parent / carer.

On returning to school a reintegration meeting will take place with parents, and the student may be placed on report to a member of SLT or the relevant Head of Year. A letter will be sent home by the Head of Year summarising all reintegration meetings.

10.5.2 Permanent Exclusion

Where there has been a serious breach, or persistent breaches of the school's behavioural expectations, and allowing the student to remain in school would seriously harm the education or welfare of the students or others at Waingels, the Headteacher may decide that permanently excluding a student is necessary.

Permanent Exclusion may be imposed for;

- All other steps to encourage and support the student to follow school expectations have failed
- Persistent and defiant behaviour
- Bullying, whether physical, emotional, verbal or involving any type of media
- Discrimination or harassment on the grounds of sex, race, religion or belief, disability, sexual orientation ,or gender identity
- Actual or threatened violence against a student or member of staff
- Sexual misconduct
- Drug and alcohol related incidents
- Grooming for any purpose including criminal exploitation, sexual exploitation and radicalisation
- Carrying a dangerous or offensive weapon

This list is not exhaustive and there may be other instances which are considered as grounds for permanent exclusion by the Headteacher.

The Department for Education's statutory guidance for expelling a student will be followed in all cases.

Please refer to our exclusions policy for more information

<https://www.waingels.wokingham.sch.uk/243/policies-and-gdpr>

11 Responding to misbehaviour from pupils with SEND

11.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Examples of how we can anticipate and remove triggers of misbehaviour below can be found below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

This list is not exhaustive and each student will be considered on a case-by-case basis

11.2 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 assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will 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.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

Information for Wokingham SEND: [Special Educational Needs \(wokingham.gov.uk\)](http://wokingham.gov.uk)

12. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

To pre-empt escalating behavioural concerns, we look at tracking and monitoring students closely. Our support and intervention phases assist us with this process. The list of support options is not exhaustive and all students must be considered as individuals when looking at the support that they might need.

Phase	Possible Support
1 A student is causing concern in a specific situation, subject or class.	Head of Subject Report Tutor Achievement Report Parental Meetings SENCo Observation
2 A student is causing concern in more than one situation, subject or class.	Tutor Behaviour Report Parental Meetings Intervention and Inclusion Team Support Daily contact with member of pastoral team
3 A student's behaviour is having a significant impact on their learning and the learning of others.	Head of Year Report Student Action Meetings (SAMs) Parental meetings Targeted intervention
4 In school support and interventions are having limited or no impact.	Pastoral Support Plan External Agency Support Programs Managed Move Explored Fixed Term Transfer Re-integration Meetings
5 A student is at risk of Permanent Exclusion	External Agencies Involved Managed Move Alternative Provision EHCP Application

It is essential that both students and parents are involved in every phase of support, and that clear targets and timelines are in place. The phases must allow flexibility and should not be used as a tick list of support and intervention measures.

13. Pupil Transition

13.1 Induction incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Equalities Policy
- Anti-bullying Policy
- Behaviour Policy
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Mental Health & Wellbeing

Behaviour management will also form part of continuing professional development.

15 Monitoring Arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Assistant Headteacher – Behaviour & Attitudes

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

16 Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy

- Child protection and safeguarding policy
- Exclusions Policy
- Attendance Policy
- Equalities Policy
- Anti-bullying Policy

Appendices

1. Written Statement of Behaviour Principles
2. Schools Vision and Values Document
3. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE 2022)
4. Travelling Expectations Agreement
5. Waingels Ready Partnership Agreement
6. Equalities Checklist

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an exceptional example to pupils at all times
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2

<http://www.waingels.wokingham.sch.uk/239/vision-values-1>

Appendix 3

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

Appendix 4

Waingels: Travel Expectations Agreement 2023/2024

At Waingels we want to actively encourage all of our students who live locally to walk or cycle to school. Such travel is hugely beneficial for both our local community, by reducing traffic congestion and in improving the quality of our local environment, and for our students, in encouraging a healthy and active lifestyle.

We do recognise that this is not always possible and that some students will be dropped off by car. We ask all parents to drop their children off and collect them from Ashenbury Park. The main site is very busy from 8:30am to 8:45am in the morning and from 2:50pm to 3:15pm in the afternoon. Please help keep our site free from traffic and safe for our students by avoiding the main entrance at these times.

It is our expectation that all of our students will travel to and from school in a **kind, considerate** and a **safe** manner. We value our place at the heart of the local community and we ask all of our students to **respect** the community as they arrive and leave the school site. We ask that you and your child commit to the following expectations when travelling to and from school and work with us to ensure all students travel safely to and from school.

Walking – We ask that all students walk sensibly along pavements, taking care to crossroads safely.

Cycling – We ask that all cyclists have an understanding of and abide by the Highway Code. That they only cycle on the road or designated cycle paths and at all times they are mindful of other road users. All cyclists must wear a cycle helmet and ask parents to support this. Recent research has found that wearing a cycle helmet reduces the risk of serious injury in cycle accidents by 70%. We also expect all bikes to be roadworthy.

Driving – We ask that all drivers be mindful of local traffic and help to reduce the risk of congestion by dropping off and picking up children away from the main school site.

We will continue to remind students of these **values** and **expectations** throughout their time at Waingels. In the rare occurrence that the school is made aware of students failing to uphold these expectations, they will be spoken with and sanctions may be put in place. For cyclists, this includes the possibility of having their bike confiscated and returned to parents at an agreed time, as well as losing the privilege of bringing their bike onto school site.

We thank you for your commitment, and agreement to support the upholding of these standards.

Student Name

Signed (student)

.....

.....

Signed (parent/guardian/carer)

Signed (staff member)

.....

.....

Are you Waingels Ready?

I am **PREPARED** to learn.

I will arrive on time to school and be ready to engage in my learning.
I will bring all the equipment I need for that day so that I can be fully involved in all my lessons.
I will be punctual to lessons and arrive with a growth mind-set ready to learn.

I am **PROUD** of my achievements, efforts, and successes.

I will always do my best, putting in levels of effort that I can be proud of.
I will seek opportunities to better myself and to grow because I want to succeed.
I will focus on progress, celebrating my successes and those of others within our community.

I am a **POSITIVE** member of the Waingels community.

I will be friendly and cooperative and follow the schools culture and expectations policy.
I will take care of my school and the learning environments and ensure others do the same.
I will wear the correct uniform with pride, ensuring that at all times I am a positive role model within this community.

I will **RESPECT** myself, others, and our drive to learn and grow.

I will put my learning first and ensure that I don't do anything to stop others from doing the same.
I will respect every member of our school and look to value the diversity of our inclusive community.
I will be thoughtful of others, working with them to improve ourselves and our school.

I will build **RESILIENCE**, remaining focused and on task.

I will aim to develop a growth mind-set approaching challenges and opportunities positively.
I will actively engage with all the learning opportunities I have.
I will arrive to my lessons ready to learn and prepared to work hard throughout the lesson.

I will be **RESPONSIBLE** for speaking and acting towards others in a **KIND** way.

I will take responsibility for my behaviours and attitudes and be prepared to be reflective of these.
I will think about the language I use and ensure that it is kind, positive and encouraging.
I will aim to be a supportive, proud and respectful member of the Waingels community.

*As a student and a member of the Waingels community I commit to strive to be the best that I can and will work hard to ensure I am **Waingels Ready**.*

Name

Signed

.....

.....



Are you Waingels Ready?

I am **PREPARED** to learn.

The family will support students arriving on time to school, being fully equipped and prepared, and ready to engage in their learning.

The school will provide suitable, differentiated, challenging and purposeful work for every student.

I am **PROUD** of my achievements, efforts, and successes.

The family will engage with student learning and help to grow and nurture a sense of achievement and pride.

The school will actively celebrate student achievement and successes, will reward effort and regularly report on student progress and learning.

I am a **POSITIVE** member of the Waingels community.

The family will ensure that students arrive at school in the correct uniform and help uphold high standards of behaviour within our community.

The school will be positive, encouraging and supportive of all students and will actively seek to improve themselves and the school.

I will **RESPECT** myself, others, and our drive to learn and grow.

The family will support students and the school in putting learning first and in upholding our expectations and policies.

The school will support students in putting learning first and will treat all members of the community with respect, upholding our expectations and policies.

I will build **RESILIENCE**, remaining focused and on task.

The family will ensure students do their best to complete work set and support students in discussing targets and progress, regularly engaging with and using the learning diary.

The school will help build resilience by providing regular feedback and engaging in learning discussions.

I will be **RESPONSIBLE** for speaking and acting towards others in a **KIND** way.

The family will aim to be supportive, proud and respectful members of the Waingels community.

The school will aim to be supportive, proud and respectful members of the Waingels community.

*As members of the Waingels community we commit to strive to be the best that we can and will work hard to ensure we are **Waingels Ready**.*

Signed (parent/guardian/carer)

.....

Signed (staff member)

.....



Appendix 6

Equalities Checklist for policy

At Waingels staff and governors will make sure that the equalities policy is applied to all policies. This checklist is used to ensure that we have fairly applied the equalities policy in the writing and ratification of this policy.

Policy:

Author:

Date:

Reviewer:

Policy checklist

Protected characteristics as outlined in 2010 Equalities Act

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race • Religion or belief
- Sex
- Sexual orientation

Does the policy have any positive or negative implications for people with protected characteristics?
Yes/ No

Comment:

Are there any inequality implications of this policy?

- whether or not they are disabled
- whatever their ethnicity, culture, national origin, or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Yes/No

Comment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)