



# Behaviour Guidance

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<p><b>Name of responsible committee/individual:</b></p>	<p>Mrs H Handley (Deputy Headteacher for Care &amp; Achievement and Designated Safeguarding Lead) Local Governing Committee</p>
<p><b>Monitoring:</b></p>	<p>September 2025</p>
<p><b>Target Audience:</b></p>	<p>Pupils, parents/carers, staff</p>
<p><b>Related documents:</b></p>	<p>Safeguarding and Child protection policy. Behaviour Policy, Anti-bullying policy. Pupil uniform policy. Mobile devices policy. Online Safety policy. Acceptable use of I.T. policy.</p>

## Our School Mission and Values

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

**“Everything you do should be worthy of great merit, great character, and great value.”**

We encourage, celebrate and reward:

- **Acts of great merit: Act that are particularly good, or worthy, particularly deserving of praise.** *For example: great performance; academic success or excellence; the production of outstanding classwork, homework or impressive thinking in class.*
- **Acts of great character: The moral qualities that define an individual.** *For example, demonstrating kindness, resilience or determination.*
- **Acts of great value: The principles or standards of conduct we work to; or judgement of what is important in life.** *For example, embodying our British Values; or demonstrating readiness for the future by developing the skills and qualities that will lead to success in life beyond school.*
- **House points:** for participation in House Enrichment events and activities
- **Skills for life rewards:** To acknowledge and reward the demonstration of key skills which benefits pupils for the future

## Principles

Woldgate School is committed to developing each member of our school community to their fullest potential, within the context set out in our mission statement. We believe that a safe and ordered working environment, underpinned by good behaviour, and positive attitudes is an essential prerequisite to effective teaching and learning.

We also believe that positive personal relationships based on courtesy, kindness, co-operation and mutual respect are essential both to the smooth running of the school community and to the security, well-being, and fulfilment of the individuals within it.

Pupils should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are recognized and celebrated.

## General aims

We aim to ensure that:

- all pupils accept responsibility for high standards of behaviour, and are aware of the expectations for courtesy, respect, kindness to others and co-operation required by the school.
- all staff take responsibility for creating the conditions for the highest standards of conduct, recognizing that pupils are unique individuals with their own needs, modelling our

expectations of the community at all times. We will deal firmly with any unacceptable behaviour.

- all parents/carers support the school in these aims and support their children in meeting our expectations for engagement and conduct

With the support of parents/carers, we aim to ensure that:

- pupils/students are clear that **they** make a **choice** when deciding how to conduct themselves and understand the implications of poor behaviour choices on their own and others learning.
- pupils/students take responsibility for their behaviour both in school and within our local community and never seek to bring the school's reputation or that of other pupils/pupils, staff or parents/carers into disrepute through their words or actions.

## Introduction

Woldgate School seeks to provide an ordered and secure environment, based on positive attitudes to learning and good behaviour, underpinned by courtesy, co-operation, and mutual respect. Expectations of pupils are set out in the Code of Conduct, which all staff, pupils and parents are made aware of. Expectations of staff are set out in the Staff Handbook which is updated annually.

Where there is non-compliance with reasonable expectations, sanctions are used where necessary. Key to the School's approach, however, is to build on our mission statement, to **'ensure that everything we do is worthy of great merit, character and value'**.

For effective teaching and learning to take place, the school sees good behaviour in all aspects of School life as fundamental. It seeks to create a positive, safe and caring environment:

- promoting positive attitudes to learning and self-discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect and kindness, seeking fair treatment for all;
- promoting early intervention, where it is required
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive partnership with parents and carers in the implementation of the school's policy and procedures.

The Headteacher is responsible for policy and procedures. Implementation and day-to-day management are a key responsibility of all staff. Mutual support amongst all staff in the implementation of the policy is essential. Support for staff faced with challenging behaviour is a particular responsibility of Curriculum Leaders, Care and Achievement Coordinators, Heads of School, Deputy Headteacher for Care and Achievement and the Headteacher.

Everybody who is part of the school community – pupils, parents, teaching staff, support staff and volunteers – are responsible for implementing School policy and procedures consistently and fairly to set high standards of behaviour, support pupils in reaching the School's expectations, and create a high-quality learning environment where children can thrive.

The school seeks to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or

sexuality. Where a pupil has a recognised special educational need or disability that requires reasonable adjustments to be made, this will be provided. The school also seeks to ensure that the concerns of pupils are listened to and appropriately addressed.

## **Acknowledging and rewarding positive behaviour**

At Woldgate School we aim to create a positive, supported and motivated atmosphere, within which pupils can take pride in what they do and achieve their full potential. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, pupils will work harder and take more pride in themselves and their community.

To promote this aim and to create a positive school community we have developed a comprehensive rewards system:

- To promote a positive ethos through a culture of praise.
- To motivate and encourage pupils to always try their best in everything they do
- To recognise and celebrate pupils' effort and achievement, including through the Skills for Life programme and House enrichment days
- To recognise and reward pupils' contribution and commitment to the school.
- To foster our school ethos of kindness towards others and building positive relationships
- To develop self-confidence, self-esteem and promote personal development.
- To develop and foster positive working relationships between pupils and staff that are:
  - Equitable and inclusive
  - Fair and consistently applied
  - Easy to use and understood by all

It is important that the demonstration of our school values are recognised and rewarded whenever possible.

The vast majority of our pupils are generally well behaved and work hard to achieve. It follows from this that the number of pupils receiving recognition and reward should always be far greater than the number receiving sanctions. Almost all pupils respond to regular praise and encouragement. They like to know they are doing well.

### **Praise, encouragement, and reward will take many forms and includes:**

**Verbal praise** - Use of verbal praise is a constant feature in our interactions with young people in all areas of the school and in lessons. It is an essential foundation for building positive relationships and promoting good, respectful and courteous conduct.

**Written praise** – Positive approval and recognition through a written note or comment in exercise books etc.

**ClassCharts rewards platform** - The school has a comprehensive online system for rewards aligned to our values which should be regularly used for **all** pupils. This is essential in providing a common vocabulary for our community in relation to behaviour and reinforces our high expectations of each other.

Pupils can use their ClassCharts rewards to spend at the School Reward Shop.

**Display** – We aim to make full use of display boards in classrooms and corridors to display good work. Younger pupils and older pupils alike take pride in seeing their work on display, and this

acts as an incentive to produce work of a high standard.

**Presentation of work** – Teachers and support staff should bring particularly good pieces of work to the attention of the Curriculum Leader / Form Tutor / Head of Care and Achievement/ Senior staff / Headteacher to give appropriate praise.

**Subject postcards and certificates** – Individual departments are encouraged to provide their own additional rewards – e.g. postcards sent home; certificates presented in Assembly.

**Formal Awards** – Awarded at our presentation events as a public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

**Celebration Assemblies** – In addition to celebrating great acts of merit, character and value in regular assemblies, each term our Year Teams will lead rewards assemblies in recognition of the hard work, positive behaviour and attitudes to learning that their Year Group have demonstrated.

**End of Year Visits** – Pupils who work hard to meet our school expectations will earn the opportunity to be a part of our end of year rewards trips/events.

## **Expectations and Code of Conduct**

### **Expectations of staff**

The basis of the Code of Conduct is mutual respect and alignment with our school values. It is a core belief that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

To encourage this, staff will:

- Model exemplary behaviour and kindness towards others
- Explicitly teach behaviour and habits
- Always uphold the behaviour policy so that the school's response to misbehavior is fair and consistent
- Know each pupil as an individual and adapt approaches to best meet their needs
- Teach consistently routines and behaviour to pupils, so that they become habit
- Treat all children and adults with respect and kindness
- Speak politely to each other, and pupils
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Use the rewards system consistently
- Pay first attention to best conduct
- Keep parents informed about success, efforts and achievements, including the via the ClassCharts App
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve attitude to learning and conduct
- Be aware of the signs of SEMH-related behavioral difficulties
- When misbehavior occurs, ensuring pupils have a clean slate every lesson

**All staff** will proactively plan for positive attitudes and positive behaviour in advance of the lessons, as part of their everyday planning

Examples of this include:

- By ensuring seating plans are carefully considered, regularly reviewed, and updated when needed
- By knowing each individual pupil and their needs, to ensure they are supported as best as possible
- By ensuring learning plans, pupil passports, etc are read, fully understood, and planned for
- Ensuring group dynamics are well considered in lessons within a group; for example appropriate groupings during class group work activities
- Liaising with an appropriate colleague to gain further insight, such as Care and Achievement; Heads of School; SENCo; Head of Department to better understand a pupil
- Requesting support, and training when it is required (e.g. observing another colleague teaching a particular group, or pupil, to share good practice)

### **Expectations of the Form Tutor**

Daily Expectations

- **Register all pupils** accurately every morning
- **Check equipment** (full details outlined on the website)
- **Check all pupils are in correct uniform.** If not and can be corrected immediately issue a comment, if it cannot be corrected then liaise with the Care and Achievement Coordinator.
- **Share notices / information**
- **Inform of any consequences**, e.g detention that day
- **Support pupils** and analyse ClassCharts/PowerBI to be informed about which pupils require support

### **Expectations of parents/carers**

Parents and carers are both encouraged and expected to work in partnership with the school to assist the school in maintaining high standards of behaviour.

To support this, parents will:

- Work with the school to supporting the education of their child
- Ensure that their child attends school, is punctual and suitably equipped
- Ensure their child is in correct full school uniform on arrival to school
- Support the vision and values of the school community.
- Work in cooperation with staff to resolve issues and problems that may arise and let the school know of any issues that might affect my child's work, behaviour, or attendance.
- Encourage their child to be enthusiastic about learning, provide opportunities for home learning and support homework from school.
- Encourage their child to show kindness and consideration to others and to always behave appropriately, when in school uniform, on their way to, and from school.

## **Expectations of pupils**

Our ethos '**Of Great Merit, Great Character, and Great Value**' underpins everything we do. All pupils and staff from Year 7 through to Year 11 know and understand the ethos of our school and are reward for displaying positive attitudes and behaviour.

## **Code of conduct**

The basis of the Code of Conduct is mutual respect and alignment with our school values. It is a core belief that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

## **Our School Code of Conduct:**

At Woldgate School, everyone will:

### **Demonstrate Great Merit**

Engage with learning, and always try our best

### **Demonstrate Great Character**

Take responsibility for our conduct, organization, safety, time keeping and appearance

Be kind to others and build positive relationships

### **Demonstrate Great Value**

Respect our school community and facilities by following school rules and staff instructions

## **Great Merit**

*Engage with learning, and try your best*

- Work hard and engage in your lessons at all times
- Challenge yourself, try your best

## **Great Character**

*Take responsibility for our conduct, organization, safety, time keeping and appearance*

*Be kind to others and build positive relationships*

- Have all the relevant equipment for each lesson. Check equipment each evening.
- Move around the site in a safe and sensible way
- Only eat food in designated areas and use bins provided
- All mobile devices need to be in your school bag and turned off. We recommend mobile phones are not brought to school. These should not be seen on the School site.
- Wear the correct uniform, and wear the uniform correctly
- Complete homework on time

- You must register in both morning registration and all lessons
- Arrive on time to every lesson
- You must not leave the site without permission
- If you have an appointment during school hours, you must provide a note and sign out at Pupil Reception
- If you come into school after registration, you must sign in at Pupil Reception and go straight to your lesson
- At break and lunchtime, you must only go to the allocated areas where you can be supervised
- You are not allowed in any area on the site which is not under adult supervision
- Present yourself in a smart and purposeful way by complying with the school uniform expectations
- Be polite and respectful to other pupils and members of staff.
- Be polite and respectful to members of the public and their property
- Do not behave outside school in a way that will damage the reputation of the school
- Be sensible on public roads and follow the Highway Code if you are riding a bike
- Be polite and sensible on public transport

## **Great Value**

*Respect our school community and facilities by following school rules and staff instructions*

- If you are asked to do something by an adult, there will be a reason for this and it needs to be completed immediately, without challenging or questioning – failure to do so is defiance.
- If you do not understand why an instruction has been given, you must still follow that instruction, but ask an adult to explain at an appropriate time, which may not be there and then

**Respect** our school community and facilities

- Don't disrupt or distract learning in lessons – this is disrespectful to staff and pupils
- Use respectful and appropriate language to all pupils and staff
- Do not bully, harass or discriminate against others
- Report incidents that you know are wrong to an adult as soon as possible
- Respect everyone in School
- Always return equipment you have used to its proper place
- Do not shout or make excessive noise in the school building or in areas where it might disturb people
- Vandalism is a serious matter. You may be required to pay for replacements or repairs

We will **never accept** the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism and damage to school property
- Refusal to follow the direct instruction of members of staff

If unacceptable behaviour is repeated, **the school will:**

- Continue to challenge the behaviour in line with this policy
- Explain to the child / family what we find unacceptable and why
- Explore with the child how they could have behaved differently



- Try to find out why they are behaving this way
- Work with parents and external agencies where necessary
- Use the sanctions outlined, ensuring that justice, reconciliation and the restoration of positive relationships are at the heart of what we do.

## Addressing conduct that does not meet expectations:

### Sanctions:

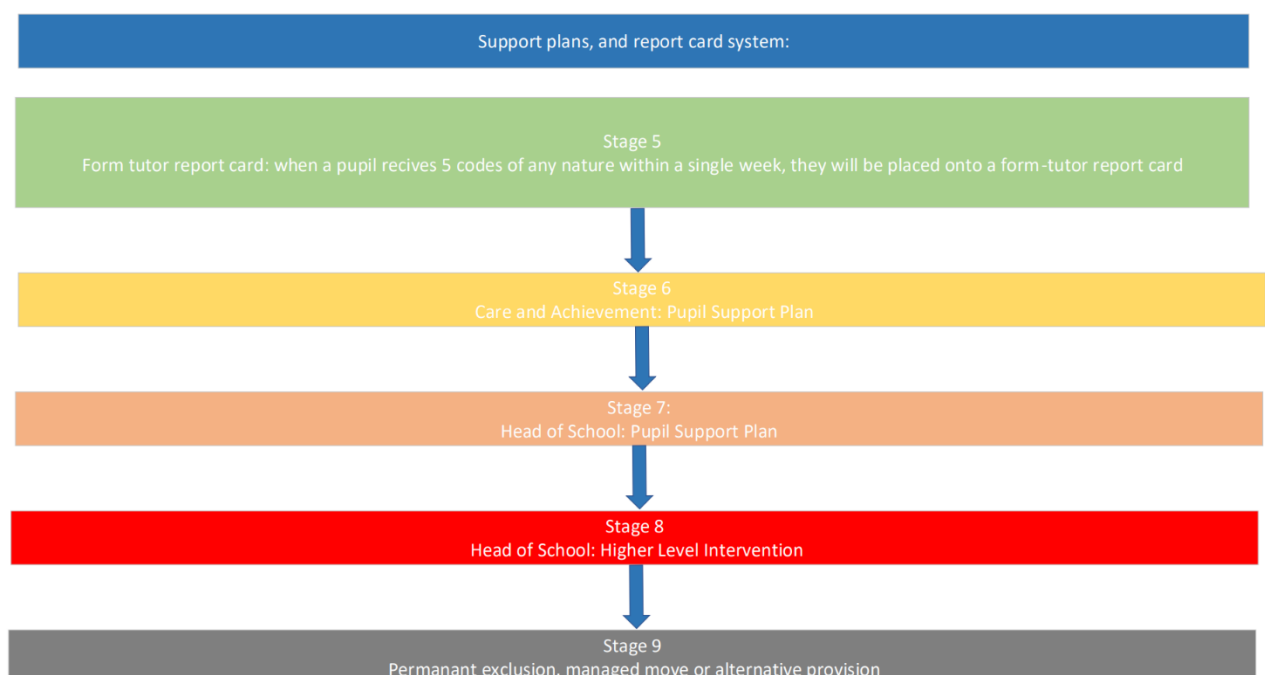
It is crucial that when any pupil makes a poor choice and demonstrates unwanted behaviour that the member of staff takes steps to ascertain the reason for the behaviour and support the pupil in preventing a recurrence.

The member of staff should, in most cases, issue a verbal warning to the pupil initially whilst taking steps at the earliest opportunity to speak to the pupil individually to ascertain the reason(s) behind the incident or behaviour. The member of staff should also clearly explain to the pupil why the behaviour was unacceptable.

An identified sanction or range of sanctions beyond a verbal warning may be unnecessary both in and outside the classroom. Once the member of staff has identified an appropriate sanction where required, the sanction is not open to negotiation or debate with the pupil. This is a key area of consistency.

Where a pupil has a recognised special educational need or disability that requires reasonable adjustments to be made, this will be taken into account. Members of staff should also consider whether the pupil's conduct may suggest a possible unidentified educational need.

The following staged warnings and consequences will be applied if a pupil fails to meet any of our expectations. A concern will be issued for poor conduct in, or outside of, lessons, or for poor punctuality, missing equipment, lack of homework, wrong uniform, or for not following our mobile device guidelines.



## **Behaviour for learning (In lessons)**

It is essential that our school and every classroom is a place where learners feel safe, secure and provides a productive and focused environment. Disruption to the learning of others will always be challenged at any level and will never be tolerated. Our behaviour policy ensures that pupils are guided to make positive choices, receive acknowledgement and praise when doing so, but also are held to account with appropriate sanctions if they fall short of our high expectations. Our staged response to behaviour is outlined below:

### **Stage 1: Verbal Warning**

The great majority of pupil/teacher contact will be positive and enthusiastic and pupils should become increasingly accustomed to operating within our high praise, high expectation learning framework. This will include settling to work quickly, listening respectfully to the ideas of others and participating constructively in discussion.

The VERBAL WARNING has two clear purposes:

1. To indicate to pupils that they have done or are doing something which is unacceptable and/or is disruptive to the learning of others
2. To allow the pupil to recognise and moderate their behaviour at an early stage
3. To alert the member of staff to possible issues that may be affecting the pupil's concentration and/or wellbeing.

The words 'VERBAL WARNING' will be used by the member of staff, and the VERBAL WARNING should not be given as a blanket warning to the full class.

### **Stage 2: Respect or Engagement Concern issued**

A pupil who continues to demonstrate unacceptable conduct despite being given a VERBAL WARNING will move into Stage 2 and be issued with an Stage 2 Respect concern on ClassCharts, or a Stage 2 Engagement concern. Pupils could also move into stage 2 as a result of continuing the conduct which led to their initial VERBAL WARNING or challenging the member of staff unacceptably.

### **Stage 3: Subject detention**

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a VERBAL WARNING and a Stage 2 concern. Such conduct will result in the pupil moving into stage 3. At this stage it is made clear to the pupil that any further indiscretion / low level disruptive behaviour will result in a temporary lesson removal to enable other learners to continue without distraction. A 30-minute Curriculum leader detention is automatically generated for pupils who reach Stage 3 in a given lesson.

### **Stage 4: Temporary removal from lesson**

Where pupils continue to cause disruption to a lesson then the 'Temporary Removal' request is triggered through ClassCharts and the member of staff on duty will remove the pupil from the lesson. This will result in a detention, and is immediately reported home.

All efforts will be made to ensure the pupil returns to the lesson as soon as possible, sometimes with another member of staff present to support. In some cases, a return to the lesson may not be in the best interests of the pupil or other pupils in the lesson. In these situations, pupils

temporarily removed from lessons will be placed in a classroom with another teacher. They will be provided with classwork from their lesson to complete.

In most cases, the pupil will return to their class at the next timetabled lesson. Members of staff should take the lead in seeking to repair the relationship between pupil and staff, and ensure that the pupil has a fresh start. Where necessary, additional support strategies may be required to ensure ongoing successful lessons.

### Stage 5: Subject report card, and/or Social inclusion

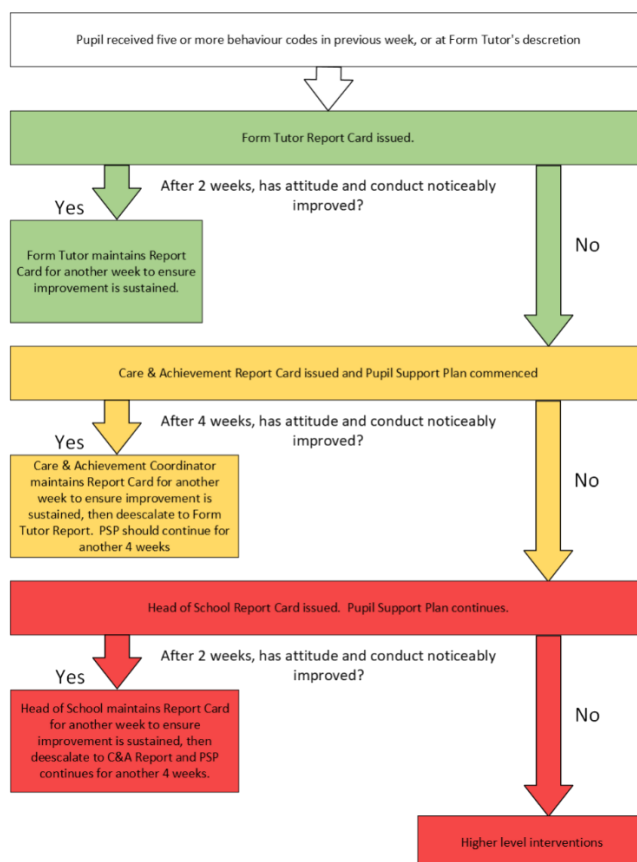
#### Subject intervention

If behaviour is isolated to a subject, or a small number of subjects, then a departmental support card(s) will be issued to the pupil. This will be monitored by the Curriculum Leader, and communication will be made with home. The progress and attitude of the pupil, including their behaviour, effort and engagement will be closely monitored and reviewed.

#### Social inclusion

In this context, a period of social times (break and lunch) will be spent in the inclusion room, and is considered a serious sanction. Break or lunch periods will be fully supervised and taken separately to the wider school population. Wherever possible all pupils in the inclusion room will be seen during their allocated time for a mentoring session and will at minimum reflect on their behaviour completing a reflection sheet. The highest standards of behaviour will be upheld at all times within the inclusion room.

### Stage 5: Report Card and Pupil Support Plan Process



### **Stage 5: Form tutor report card**

The Form Tutor Report card is triggered if a pupil accumulates 5 or more concerns, in a given week or at the discretion of the Form Tutor. These could be a combination of concerns, for different reasons. The form tutor report card is a support tool to highlight both the positives, and areas for improvement. Contact home should be made on a fortnightly basis to review the report card by the form-tutor, and the C&A coordinator will support them to do this. There should be a 2 week period before upscaling to Stage 6, unless there are very serious concerns about a pupils behaviour. Form tutors may choose to continue to monitor pupils' conduct via the Form Tutor report beyond two weeks.

### **Stage 6: Care and Achievement Coordinator: Pupil Support Plan**

A Pupil Support Plan (PSP) is used to address specific problematic behaviour, when a Form-tutor report card has not been successful or it is deemed otherwise appropriate to commence a Care and Achievement Pupil Support Plan by the School. This will consist of a C&A report card, and a PSP. They are designed to be supportive and to work with a pupil to understand and exercise what is appropriate behaviour. This process will help the pupil take responsibility for their behaviour but also communicate to all staff any additional guidance that might be required to address a pupil's specific additional needs. The PSP should be written with the pupil and, where possible, with parents' direct involvement. Behaviours to be targeted on the PSP should be specifically defined with clear strategies recorded for both pupils and teachers to help achieve targets. PSP should be reviewed at least every 2 weeks, for the duration as per the flow chart.

### **Stage 7 – Heads of School: Pupil Support Plan**

A Pupil Support Plan (PSP) with the Head of School is used to address specific problematic behaviour, when a Form-tutor report card, and the C&A PSP has not been successful. This will consist of a C&A report card, and a PSP. They are designed to be supportive and to work with a pupil to understand and exercise what is appropriate behaviour. This process will help the pupil take responsibility for their behaviour but also communicate to all staff any additional guidance that might be required to address a pupil's specific additional needs. The PSP should be written with the pupil and, where possible, with parents' direct involvement. Behaviours to be targeted on the PSP should be specifically defined with clear strategies recorded for both pupils and teachers to help achieve targets. PSP should be reviewed at least every 2 weeks, for the duration as per the flow chart.

### **Stage 8 – Suspension and Permanent Exclusion (also see Annex A)**

Suspension and permanent exclusions are sanctions of last resort and reserved for serious breaches of our behaviour policy. All efforts are made to avoid the use of these sanctions, and to find alternatives.

Any suspension or permanent exclusion and must be sanctioned by the Headteacher (or the Deputy in their absence). These measures will be considered when the severity of an incident demands the highest level of sanction available, and/or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This includes as a result of a pupil's extreme and unacceptable pattern of behaviour over time.

## **Preventative measures to fixed-term external suspensions**

Suspension from lessons should not be viewed as a 'soft' option and easy alternative to external exclusion. Suspension from lessons ensures that pupils have to tackle work, do not fall behind and have to meet targets. The school may use the following discipline and restorative approaches to this end:

- Social inclusions: a period of loss of breaks and/or lunch times
- Displacement: a short period within a school day where a pupil completes their classwork under the supervision of a teacher or other member of staff in a different class.
- An internal suspension

## **What behaviours will lead to displacement?**

Examples include:

- Failing to attend a Head of School detention
- Bringing a banned item into school (dependent upon banned item)
- Refusal to hand over a mobile phone
- Serious defiance, for example walking away from a member of staff
- Refusal to remove jewelry
- Persistent breach of the Woldgate Code of Conduct
- Persistent truancy
- Walking out of lesson without permission
- First offence of bullying another pupil
- Possession of smoking or vaping materials
- Vandalism of pupil or school property
- Theft, depending on the level
- Intimidation

## **What behaviours will lead to suspension (internal or external) or permanent exclusion?**

Examples include:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting, including pre-mediated fights and fights leading to injury to one or more participants
- Persistent bullying/abuse/intimidation of other pupils
- Unauthorised filming, photographing or recording in school
- Actions which put the pupil, or others, in danger
- Verbal abuse or threatening behaviour against pupils or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Sexual assault or misconduct
- Physical abuse of/assault against staff or pupils
- Malicious allegations against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against pupil or staff

- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Defiance and /or persistent refusal to accept school sanctions.

**The above lists are not exhaustive and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate sanction.**

In addition, where a pupil has assaulted or persistently bullied another pupil, the school will also consider restorative approaches and/or class moves, including moves of year half where appropriate, alongside other sanctions.

### **Preventative measures to suspension and permanent exclusion**

As a school and governing body, an Off-Site Direction may be considered where it is deemed that attending another education setting for a time-limited period will provide an opportunity for a pupil to improve their behaviour. This may include the use of Alternative Provision rather than a mainstream school.

In addition, and with the support of all parties, the school may consider working with another mainstream school to arrange for a Managed Move as part of a planned intervention leading to a permanent transition. For some pupils this enables a fresh opportunity to demonstrate improved behaviour and engagement in their learning in a new setting.

### **Training**

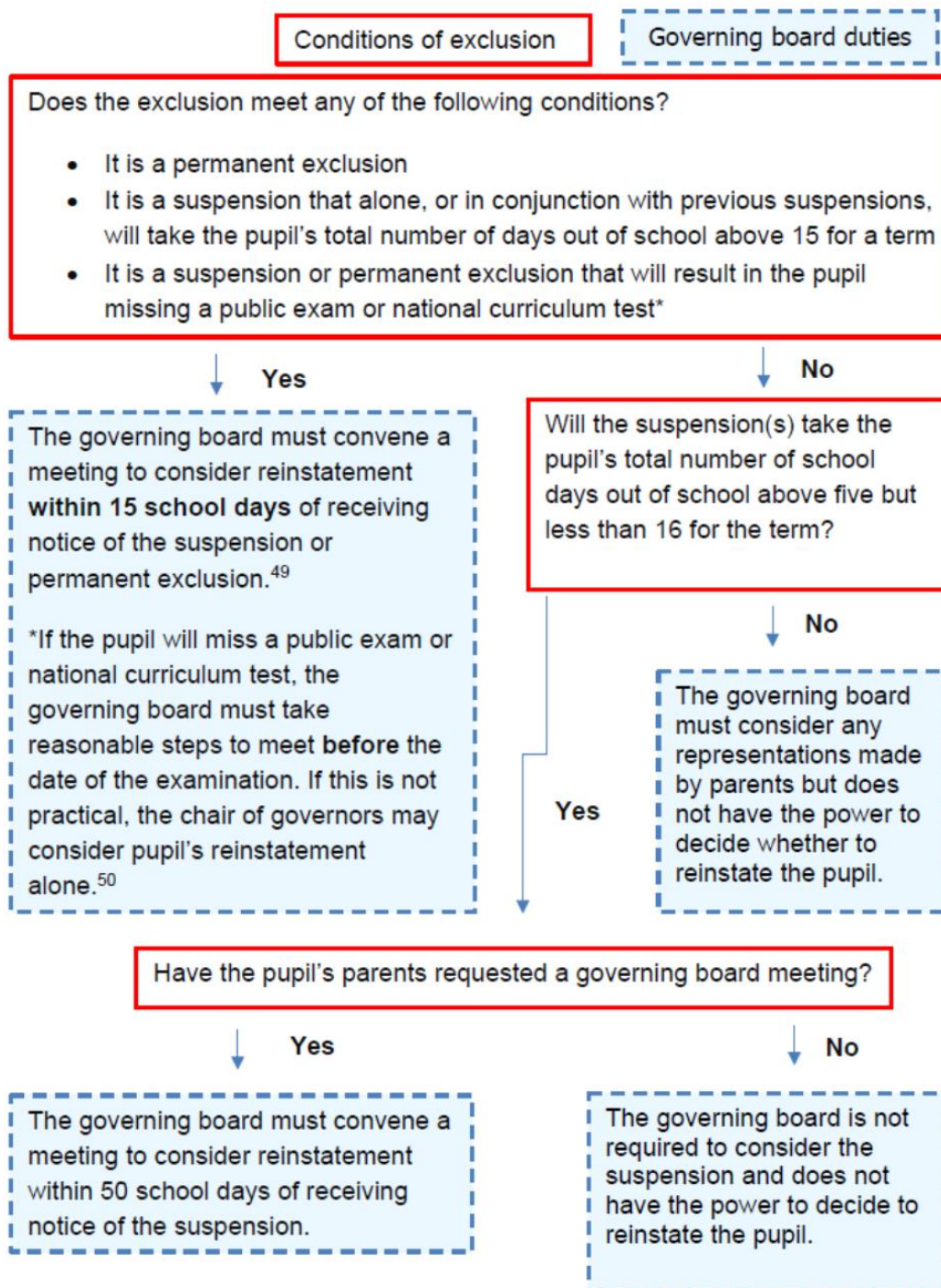
Training should be regular and should be included in staff induction and annually for all staff

### **Review and Evaluation**

The Behaviour Policy will be reviewed and evaluated annually by the Senior Leadership Team and the Headteacher. A termly audit of internal, external and permanent exclusions will be reported to the Governors' Body and to the Local Authority.

## Annex A: A summary of the governing bodies duties

### A summary of the governing board's duties to review the headteacher's exclusion decision



## **Annex B: Bus behaviour guidance**

Safe travel and good behaviour on busses are essential for the school's reputation in the community and with the bus companies. The school maintains close links with the bus companies and will investigate all incidences of misbehaviour or damage on busses using current school policy and procedures. These are centrally logged and are available to tutors, Care and Achievement Coordinators and Heads of School.

The school manages behaviour on the busses by knowing which pupils travel on which bus. By accepting a school pass, students and parents agree to abide by the school 'Bus Behaviour Code' and pass conditions. Any misbehaviour can then be followed up against pupils who breach this code. Bus drivers will check bus passes as pupils get on a bus

If a pupil misses the bus in the morning they should make every effort to attend school, but they should not walk to school. If busses are late at the end of the day, pupils are asked to wait, following the staff guidance, until they arrive. They must not walk off site and a member of staff will supervise pupil whilst they wait.

Staff on duty have no responsibility for collecting fares. That is the responsibility of the bus company. Pupils departing school without the correct fare and boarding a bus will be refused access by the driver. Provided that they do not do this on a regular basis and that a member of the duty staff will confirm this to the driver, a single journey should be agreed. However persistent infringements of fare avoidance will not be allowed and offending students referred to the relevant Head of School for further action to be taken.

### **Reporting of incidents**

To ensure that a consistent and informed method of reporting incidents is available to all, the Buswise programme has a single point reporting system that can be accessed via the ERYC Buswise website or telephone. This also ensures timely actions are taken. This may consist of warning letters, short or medium term bans, permanent ban, payment of damages or prosecution where justified and appropriate following a police investigation.

### **Bus Behaviour Code**

All pupils and students who travel on buses must follow the bus code to ensure safe travel.

1. Show your bus pass to the staff on duty/the driver. Please note you may only travel at reduced fare if you show the concessionary pass to the driver. You will be asked to pay full fare if you do not have your pass.
2. Keep your bus pass for inspection.
3. Remain in your seat until your stop
5. Do not sit on the ledge of the front window on the top deck of the bus.
6. Treat everyone using the bus with kindness and respect
7. Treat members of the public and other road users with kindness and respect
8. Do not open the emergency exits.
9. Do not lean out or throw objects out of windows.
10. Do not distract the driver.



SMOKING OR VAPING IS NOT ALLOWED ON ANY OF THE BUSES THE HEADTEACHER, EAST RIDING OF YORKSHIRE COUNCIL AND THE BUS COMPANY RESERVE THE RIGHT TO CONFISCATE YOUR PASS FOR ANY MISBEHAVIOUR OR MISUSE OF THE PASS

### **Annex C: Use of reasonable force**

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

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

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

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

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

We will not use force as a punishment – it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force will not be used to search for items banned under the school rules. Please see the school's policy on searching and confiscation for further information and guidance

Reasonable adjustments for disabled children and children with special educational needs (SEN) will be considered and made where necessary. The SEN leads should take a lead role in the process. We do not require parental consent to use force on a pupil. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the 'Inclusion Room and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension or exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

Please refer to the [Department of Educations - Use of reasonable force guidance](#) for further details and guidance.

## **Annex D: Searching and confiscation**

### **Searching**

Headteachers and staff they authorise may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. The person searching must be of the same sex and a witness must be present.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images

Permission should be sought from the pupil. If the pupil fails to consent to searching parents, they should be taken to the inclusion room and permission sought from those with parental responsibility and sanctions according to behaviour policy followed.

The member of staff should consider whether conducting the search will prevent the pupil harming

themselves or others, damaging property or from causing disorder. If so, reasonable force may be used to undertake a search that is unconsented. Prior the headteacher should be made aware.

The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches should be logged on the school safeguarding systems immediately after or on the same day.

Staff will consider individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability when undertaking a search. The SEN team should be present where possible.

An appropriate location for the search should be found. Where possible, this should 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.

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

Staff will not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A metal detector may be used to search.

Strip searches are strictly prohibited and can only be carried out by the police.

Any prohibited item found must be reported to the DSL and DDSL straight away and the pupil sanctioned according to the behaviour policy.

The DSL/DDSL and staff member should record the following information regarding the search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

The DSL and DDSL will track the number and type of searches and monitor the groups of pupils involved.

### **Screening**

Screening may be used provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

The school has the right to screen pupils without parental consent.

Screening may use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

If the Headteacher decides to introduce a screening arrangement, they will inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

Where a pupil has a disability, reasonable adjustments will be made to the screening process that may be required.

### **Confiscation**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

Controlled drugs will be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e., it is extreme or an indecent image of a child) in which case it must be reported to the police.

Stolen items, weapons which are evidence of a suspected offence or items used to commit an offence, cause personal injury or damage property will also be handed over to the police.

Other items - staff will consider all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In considering all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

Members of staff will use their judgement to decide to return, retain or dispose of any other items banned under the school rules.

Staff will consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In considering all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive **environment of the school.**

## **Electronic Devices**

Under statutory powers, the school has the right to examine an electronic device found as part of a legal search where there is good reason to suspect it has been or is likely to be, used to commit an offence or cause personal injury or damage to property. In this instance authorised school staff may examine any data files on the device and also delete data files, unless the device is to be handed to police. Detailed guidance on 'good reason' and circumstances where a device would be handed to police can be found in Searching, Screening and Confiscation (DFE July 2022).

## **Annex E: Use of Suspensions and Exclusions**

Please see the Trusts Suspension and Exclusion Policy

## **Annex F: Sexual Violence and Sexual Harassment**

Note: The Government released guidance in 2021 following increases of reported cases of Sexual Violence and Sexual Harassment in the UK

The anti-bullying policy makes it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Woldgate School does not tolerate sexual violence and sexual harassment. It can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This Key Procedure Appendix F – 302B of the Whole School Policy for Child Protection and Safeguarding considers guidance provided by the DFE in 'Sexual Violence and Sexual Harassment' and KCSIE 2022. To this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting);
- inappropriate sexual comments on social media; exploitation; coercion and threats.
- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond robustly, promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy, and Peer on Peer abuse including harmful sexual behaviours policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.