



Behaviour Guidance

2025-2026

Important: This document can only be considered valid when viewed on the school website to ensure it is the most recent version.

Name of responsible committee/individual:	Mrs H Handley (Deputy Headteacher for Care & Achievement and Designated Safeguarding Lead) Local Governing Committee
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Date of next review:	September 2025
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Contents

Our School Mission and Values

Principles and our Code of Conduct

Aims

Acknowledging and rewarding positive behaviour

Roles and responsibilities

Addressing behaviour that does not meet expectations

Bullying, Sexual Violence and Sexual Harassment

Addressing disruptive or disengaged behaviour in lessons

Interventions

Use of reasonable force, searching and confiscation

Internal Suspension, External Suspensions and permanent exclusions

Review and Evaluation

ANNEX A: Managing disruptive behaviour and/or disengagement in lessons flowchart

ANNEX B: Related and linked documents which support this behaviour guidance

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 we 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.

Principles and Code of Conduct

Woldgate School is committed to establishing a culture with high expectations of behaviour and a calm, safe and supportive environment which benefits both staff and pupils and is conducive to learning and wellbeing.

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

Members of Woldgate School should be able to develop in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are recognised and celebrated.

Expectations of all members of Woldgate School are set out in our Code of Conduct, which all staff, pupils and parents are made aware of. Staff model the behaviours they expect from pupils and students as detailed in this policy. Further expectations of staff are also set out in the Staff Handbook which is updated annually. Appropriate training is included in staff induction and renewed annually for all staff.

Pupils and students are taught explicitly what good behaviour looks like. Some require additional support to reach the expected standards of behaviour and where possible this support is identified and put in place as soon as possible to prevent issues.

If a pupil's behaviour is inappropriate, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment and consider how such behaviour can be prevented from recurring.

Where pupils have SEN, we will make reasonable adjustments as appropriate.



Aims

We aim to ensure that:

everyone accepts responsibility for high standards of conduct, and are aware of the expectations for kindness, courtesy, respect and co-operation required by the school.

- all staff take responsibility for creating the conditions for the highest standards of engagement and behaviour, always modelling our expectations of the whole community. We will deal with any unacceptable behaviour.
- all parents/carers support the school in these aims and support their children in meeting our expectations.
- All members of the school community recognise their responsibilities for positive conduct in school, the local community and online and do not bring the reputation of our school community into disrepute.

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, good behaviour in all aspects of School life is fundamental. We seek to create a positive, ordered environment by:

- promoting positive attitudes to learning and self-discipline.
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect, 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 (C&As), Heads of School 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 considered. The school also seeks to ensure that the concerns of pupils are listened to and appropriately addressed.

Parents are encouraged to work in partnership with school to assist the school to maintain high standards and have opportunities to raise with school any issues arising from the operation of this policy.

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 try their best
- To recognise and celebrate pupils' effort and achievement.
- To recognise and reward pupils' contribution and commitment to the school.
- 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.

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

The vast majority of our pupils are 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 behaviour.

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 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, attendance 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.

House points: for participation in House Enrichment events and activities.

Skills for life rewards: To acknowledge and reward the demonstration of key skills

Roles and responsibilities

Roles and responsibilities of the Classroom Teacher



Our Teachers Charter

Educate all pupils by modelling only the highest learning behaviours; accepting nothing less than pupils' best endeavours in all aspects of curriculum and school life.

1. Children enter the classroom calmly and are greeted by the teacher at the door. The title and date should be on the board. The Prepare task should be ready for children to complete immediately upon entering the classroom. No time is wasted.
2. Teachers use signal-pause-insist to ensure that all pupils are listening and engaged. This signal is used to ensure that classrooms are calm and that teachers do not use a raised voice.
3. Teachers front-load expectations to ensure calm transitions between lesson phases.
4. Teachers actively monitor their classes at all phases to ensure that high standards of presentation and work are maintained.
5. The classroom environment is inclusive, free from clutter, with relevant high-quality displays that support learning.

Educate pupils to the highest possible standard, irrespective of starting point, through adaptive teaching techniques and challenging pupils' thinking.

6. Lessons are planned using the instructional framework and associated indicative content.
7. Oracy is used to enable successful discussion and develop pupils as effective communicators.
8. Every pupil will be known as an individual. Teachers will apply the strategies from the universal provision map, departmental SEND and more able provision maps and individual plans, where relevant.

Empower pupils to have a clear understanding of the progress they are making and where they need to improve through the innovative and accurate use of assessment information.

9. Teachers will lay the foundations for effective feedback.
10. Teachers will use excellent questioning and will systematically check for understanding throughout the lesson, making sure that responses are taken from a large number of pupils.
11. Feedback will focus on the task, subject and self-regulation strategies.
12. Live feedback will focus on moving the learning forward and targeting specific learning gaps. Teachers should offer personalised live feedback every lesson.
13. Teachers provide opportunities for pupils to use feedback.

Empower Teaching Assistants to work with pupils effectively at all times.

14. Teaching Assistants (TAs) are valued in all classrooms. Teachers understand that the role of Teaching Assistant is to 'supplement, not replace, the teacher'. The expectation should be that the needs of all pupils must be addressed, first and foremost, through excellent classroom teaching.
15. Teachers should provide Teaching Assistants with clear direction for how they can best support learning
16. Teachers support TAs to use the least help first model.

Engage proactively with pupils who struggle to regulate their behaviour so that learning spaces are an oasis of calm that nurtures successful learning for all.

17. Teachers develop positive relationships with all pupils by:
 - a. Establishing and maintaining clear classroom expectations
 - b. Communicating with kindness and respect
 - c. Combining assertiveness and warmth
 - d. Always being the adult
18. Behaviour expectations will be established and maintained through the use of positive reinforcement, praise and rewards.
19. Teachers will know pupils, including their specific needs and associated strategies to support them to regulate their behaviour.
20. Use the language of choice and consequence, maintaining the principle of certainty over severity.

Roles and responsibilities of the Form Tutor

- **Register all pupils** accurately every morning
- **Check equipment**
- **Check all pupils are in correct uniform.**
- **Share notices / information**
- **Encourage attendance through positive relationships, conversation and support.**
- **Follow the form time activity programme** to support the development of positive character and resilience in their tutees.
- **Inform tutees of any consequences**, e.g. detention that day
- **Support pupils** and analyse ClassCharts/Power BI to be informed about which pupils require support

Roles and responsibilities of parents/carers

Parents and carers are expected to work in partnership with 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 school 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 and school, provide opportunities for home learning and support homework completion.
- Encourage their child to show kindness, respect and consideration towards pupils and staff.
- Encourage their child to behave appropriately, when in school uniform, on their way to, and from school.

Roles and responsibilities of pupils

Of Great Merit

Engage in learning, and try your best

- Work hard and engage in your learning
- Challenge yourself and always try your best

Of Great Character

Take **responsibility** for your own conduct and learning

- Have all the relevant equipment for each lesson. Check equipment each evening.
- Move around the site in a safe and sensible way
- Follow the school uniform expectations and wear uniform correctly and with pride
- Only eat food in designated areas and use bins provided
- We strongly advise that mobile phones/technology are not brought to school. If brought into school, they should be switched off and in school bags, so they are not seen or used.
- Complete and hand homework in on time
- Arrive on time to every lesson
- Do not leave the site without permission
- Sign out at Pupil reception if you have an appointment during school hours and your parent/carer has logged this on ClassCharts.
- If you come into school after registration, you must sign in at Pupil Reception and go straight to lessons
- Remain in areas of the school site which are under adult supervision. At break and lunchtime remain in these allocated areas.
- Be polite and respectful to members of the public and their property
- Behave outside school in a way that will maintain the good reputation of the school
- Be sensible on public roads and follow the Highway Code if riding a bike
- Be polite and sensible on public transport and school buses.

Of Great Value

Follow our school community rules always

- *Follow all rules and routines communicated in school*

Follow staff instruction

- If you are asked to do something by an adult, there will be a reason for this and it needs to be completed.
- 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 everyone in it*

- 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
- Treat everyone with respect and kindness
- 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
- Treat school buildings, equipment and resources with respect.

We will **not accept** the following behaviour:

- Disrupting the learning of others
- Rude, disrespectful 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
- Arriving late to lessons/form time without good reason
- Truanting lessons/form

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 behaviour that does not meet expectations:

It is essential that our school is a place where people feel safe, secure and provides a productive and focused environment. Unsafe behaviour, and disruption to learning will be addressed. Our behaviour policy guides pupils to make positive choices, receive acknowledgement and praise for doing so, but are also held to account with appropriate sanction when required.

Where a pupil has a recognised special educational need or disability that requires reasonable adjustments to be made, this will be considered.

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. Our expectations are clearly displayed around school, in classrooms and in the Code of Conduct.

A concern will be logged on ClassCharts for inappropriate behaviour in, or outside of lessons, or for poor punctuality, missing equipment, incorrect uniform, or for not following our mobile device guidelines. Logging concerns on ClassCharts is a means to communicate issues so patterns can be recognised, and appropriate support or intervention be put in place. If a pupil receives 5 or more of such concerns in a week, this may lead to detention and consideration for additional support (such as report card etc) at the discretion of the C&A, SENCO or Head of School.

Failure to complete homework

If homework is not completed a concern will be logged on ClassCharts and a Curriculum Leader detention may be set at the discretion of the classroom teacher, in line with the appropriate departmental policy. This 15-minute lunch time session would be to support the pupil to catch up the work missed and to enable the Curriculum Leader to provide appropriate support if required.

Uniform Concerns

Pupils must always wear the correct school uniform correctly. Minor issues, such as untucked shirts, should be corrected immediately. Issues that cannot be corrected immediately, such as missing items, should be logged on ClassCharts and where possible missing items loaned from our uniform store. This will be shared with parents on ClassCharts, and the missing item should be replaced by parents as soon as possible. All loaned uniform must be returned to the Uniform Store or parents may be charged.

Mobile phones/technology such smart watches and earbuds

We strongly advise that mobile phones and other mobile devices, such as smart watches and earbuds, are not brought to school. If parents choose to allow their child to bring such technology into school, it must be always turned off and kept out of sight whilst on school site. The school is not responsible for loss or damage.

Mobile technology must not be used whilst in school and will be confiscated and returned to the pupil at the end of the day if seen by staff or if it interrupts lessons in any way. If a pupil continues to use their mobile technology in school, despite previous incidents, it may be confiscated, and a parent/carer may be required to collect from school.

Late to school/lessons and truancy

Attendance to all lessons is an important part of our school expectations and essential to safeguarding as pupils must be always supervised and accounted for.

Punctuality is an important life skill that pupils need to learn to prepare them for the world of work. If a pupil is late to school without an acceptable reason, a lunchtime detention will be issued this is supported by our Attendance and Wellbeing Co-ordinator and C&A who will speak with the pupil to check if there are any barriers to attendance or safeguarding concerns and support with solutions to help improve and monitor punctuality.

If a pupil is late to lessons without an acceptable reason, a lunchtime detention will be issued.

If a pupil does not arrive to their lesson, the Care & Achievement Team will be notified on ClassCharts so they can find the missing pupil and support them back to class as soon as possible.

If a pupil's punctuality and lesson attendance does not improve over time, further sanctions and intervention such as contact home, after school detentions, lesson displacement, pastoral report card with an attendance focus, PSP, suspensions or other measure will be implemented at the discretion on the C&A or Head of School.

Detentions

If a pupil receives 5 or more behaviour, engagement, uniform, equipment concerns per week a detention may be issued at the discretion of the Head of School and/or C&A.

Detentions have greater impact if they are served as soon after the incident as possible so the pupil can be supported to learn from their mistake, have appropriate repair conversations and begin their fresh start. To achieve this we run the following detentions every school day:

- Pastoral detention/community Service
- Break time detention (10 minutes) with appropriate C&A/Head of School from 10:25 until 10:35
- Curriculum Leader detention from 12:40 until 12:55 (15 minutes).
- Punctuality detention from 12:40 until 13:10 (30 minutes)
- Deputy Headteacher detention from 12:40 until 13:10 (30 minutes)
- After school detention with a member of the Senior Leadership Team from 15:25 until 16:25 (1 hour)

The Education Act gives all schools the legal right to keep pupils in school at the end of the school day provided they give 24 hours' notice. Detention notifications will be shared with pupils and parents/carers on ClassCharts and any after school detentions will be for the next day to allow notice to organise transport etc. Pupils must attend their detentions on time and remain for the duration of the detention (or until given permission to leave by the member of staff on duty). We do expect parent

and carer support in this.

Pupils have adequate time to eat their lunch and visit the toilet after lunch time detentions. If a pupil is late to or does not attend a detention, this will be escalated to a longer detention, which may include an after-school detention as appropriate. If a pupil is late to or does not attend an after-school detention a further sanction will be issued at the discretion of the C&A and/or Head of School. This may include after school detention, time in displacement lessons, Internal Suspension or external suspension.

Bullying, Sexual Violence and Sexual Harassment

Our Behaviour Policy and Anti-bullying Policy make it clear that bullying, sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up or 'banter'.

Woldgate School does not tolerate sexual violence and sexual harassment, and we follow the guidance provided by the DfE in 'Sexual Violence and Sexual Harassment' and the current KCSIE.

See our Anti-Bullying, Sexual harassment and Sexual assault strategy documents for more detail.

Addressing disruptive or disengaged behaviour in lessons:

Stage 1: Remind

Pupils may require nonverbal cues or reminders to focus on their learning and positive behaviour. We use relational approaches and trauma informed practice to provide opportunities for pupils moderate their behaviour. Strategies might include non-verbal cues, positive reinforcement of the appropriate behaviour of other members of the class, regular check-ins, quiet reminders to those not meeting expectations with appropriate take-up time provided. If the pupil has SEND, staff should check that adaptations and strategies stated on the Pupil Passport are being followed. It is not usually necessary to record such support and intervention on ClassCharts.

Stage 2: Caution/move

If the reminder does not have the required impact, then a more formal caution is issued with a brief explanation, so it is clear which behaviours need to change. Strategies might include providing movement breaks, moving seats in the room to be away from peers, up to three minutes outside the classroom door for take up time. If necessary, a verbal caution can be issued to inform the pupil that if their behaviour is not modified a concern log will be added to ClassCharts.

Stage 3: Respect or Engagement Concern

If the behaviour or disengagement continues or escalates or challenge the member of staff will be issued a Stage 3 Respect or Engagement concern which should be recorded on ClassCharts. The Head of School/C&A may choose to sanction.

Stage 4: Subject detention

Occasionally, pupils will continue to behave in an unsatisfactory manner despite stages 1-3 intervention. At this stage it is made clear to the pupil that any further disruption/ poor behaviour will result in lesson removal to enable other learners to continue without distraction. A 15-minute Curriculum Leader detention should be logged on ClassCharts so the pupil can meet with the Subject Leader and discuss what went wrong and how to avoid this in the future. This is an opportunity for restorative conversations. Detentions begin at 12:40 and pupils should eat their lunch after detention.

Stage 5: Temporary removal from lesson - Curriculum Support

If a pupil continues to cause disruption, then a 'Curriculum Support' should be logged on ClassCharts and the pupil directed to the room and member of staff on the department displacement timetable, where possible with classwork to complete. Issues such as non-arrival to the department displacement room or any disruption in the new classroom must be escalated to Stage 6: Lesson Alert. A Deputy Headteacher detention will be logged on ClassCharts.

Stage 6: Lesson Alert

If the behaviour is severe or the pupil is dysregulated and unable to join another class without further disruption, then a 'Lesson Alert' should be logged on ClassCharts. The C&A team will remove the pupil from the lesson, and they will be placed with a senior member of staff or at the discretion of the C&A or Head of School. Incidents reaching Stage 6 will result in interventions, including a restorative conversation to reflect on the incident and to support the pupil to better regulate their behaviour in future.

Interventions

Subject and Form Tutor Report cards

Curriculum Report Card:

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

If a pupil has 5 or more behaviour, engagement, uniform, equipment concerns per week a Pastoral report Card should be considered at the discretion of the Head of School, C&A or Form Tutor.

Pastoral Report Cards

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. There should be a 2-week period to enable time to evidence improvement. If sufficient improvement is not made, then an extension to the report card period or a move to a Care and Achievement or a Head of School report card will happen. Pupils will then report to the appropriate C+A Co or Head of School for a 2-week period, and they will review progress and report home.

Pupil Support Plans

A pupil support plan is used to provide more intensive support. They are designed to help the pupil to understand what appropriate behaviour is. 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 and can last 6-8 weeks if appropriate. Pupil Support Plans may be supported by the Care and Achievement Coordinators, Heads of School or members of the Senior Leadership Team.

Heads of School: Higher Level Intervention Plan

The Head of School HLIP is a school based high level programme of intervention designed to help pupils manage and improve their behaviour, by identifying clear precise behavioural outcomes; supported by the school, parents, carers and external agencies and overseen by a key staff member who can ensure that all staff play their part in supporting the pupil and applying appropriate strategies. The HLI planning meeting will set clear SMART short-term targets; and the HLIP is time limited and may involve the Deputy Headteacher- Care and Achievement.

Internal Suspension, External Suspensions and permanent exclusions

These measures 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 will also be considered where a pupil displays an extreme and unacceptable pattern of behaviour over time.

- Internal suspension may involve time in the Inclusion Room or being displaced into appropriate lessons for a planned period. Pupils will complete appropriate work, have restorative conversations and intervention to support them.
- External suspensions involve a period when pupils are not permitted to attend school and must work from home. A return from suspension meeting, involving the pupil and parent/carer should occur prior to their return to school so appropriate support can be put in place to ensure a successful return.
- Permanent exclusion may be considered by the Headteacher in response to a serious breach or persistent breaches of the school's behaviour policy when such action is necessary to protect the education or welfare of others in school. Please refer to our Suspensions and Exclusions Policy for more information.

Preventative measures as potential alternatives 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.

Behaviours which may lead to Internal Suspension, External Suspension or Permanent Exclusion:

- Arson
- Bringing a banned item into school
- Carrying an offensive weapon
- Defiance and/or persistent refusal to accept school sanctions
- Deliberate unsafe behaviour which potentially causes risks to others
- Indecent behaviour
- Intimidating behaviour
- Malicious allegations against staff
- Persistent breach of the Woldgate Code of Conduct
- Persistent bullying/abuse/intimidation of other pupils
- Persistent defiance around attending detentions and following whole school behaviour systems
- Persistent truancy
- Persistent walking out of lesson without permission
- Physical abuse of/assault against staff or pupils
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Possession of smoking or vaping materials
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Repeated or serious breach of our mobile technology rules
- Repeated/severe disruption to the learning of others
- Serious actual or threatened violence against pupil or staff
- Serious defiance/refusal to follow instruction
- Sexual assault or sexual harassment
- Theft
- 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
- Unauthorised filming, photographing or recording in school
- Vandalism of pupil or school property
- Verbal abuse or threatening behaviour

The above list is not exhaustive and there may be other situations where the Headteacher makes the judgement that suspension or exclusion is an appropriate sanction.

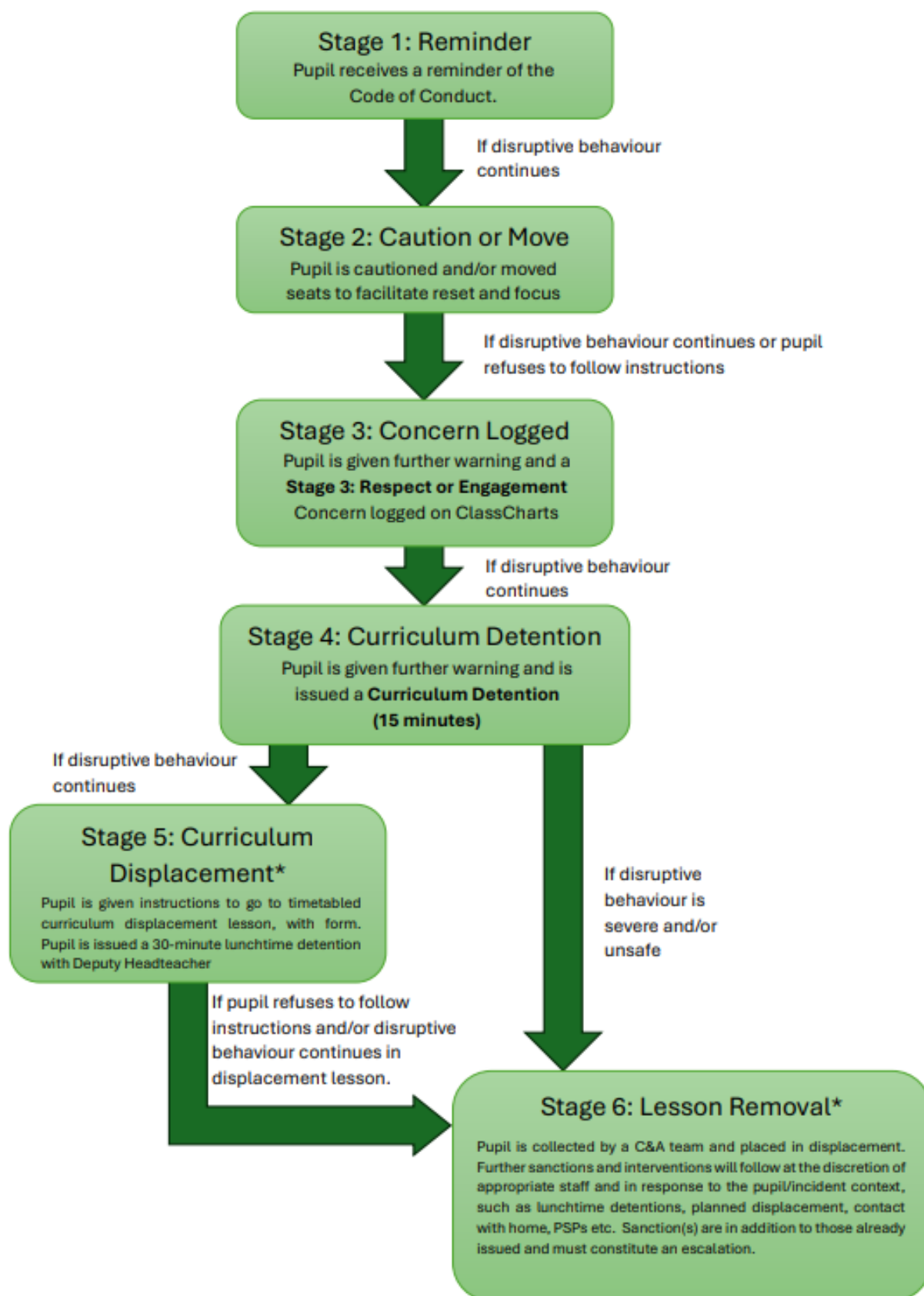
Use of reasonable force, searching and confiscation

Please see our Physical Intervention Policy for detail on how we use relational approaches to de-escalate situations and where possible prevent physical intervention with a pupil. We have a legal right to use physical intervention, searching and confiscation- see our policy for more information.

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: Managing disruptive behaviour and/or disengagement in lessons



*Curriculum Leaders may also choose to put in place additional interventions, on a pupil-by-pupil basis, to ensure the pupil fills any gaps in knowledge as a result of their disruptive behaviour. These interventions may take place at lunchtimes and/or after school. Curriculum Leaders will inform parents, carers and the appropriate Care & Achievement Coordinator and Head of School as to the arrangements of interventions.

ANNEX B: Related and linked documents which support this behaviour guidance

Alternative Provision statutory guidance for local authorities. DfE 2013

Anti Bullying Strategy

Behaviour in Schools- Advice for headteachers and school staff. DfE. 2024

Keeping Children safe in Education 2025

Mobile devices policy

Online safety and acceptable use of I.T policy

Physical Intervention policy

Pupil Uniform Policy

Safeguarding and Child Protection Policy

SEND Code of Practice

Suspensions and Exclusions Policy

Suspensions and Permanent exclusions from maintained schools and academies and pupil referral units in England. DfE. 2022

Searching, screening and confiscation advice for schools. DfE. 2022.

The Equality Act 2010

Use of reasonable force in schools.

Wonder Learning Partnership Teaching & Learning Policy