



**WHICKHAM
SCHOOL**

Behaviour Policy

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Policy Review

Last reviewed	By who	Next reviewed
July 2020	S Maher	July 2021
July 2021	S Maher	July 2022
July 2022	S Maher	July 2023
July 2023	S Maher	July 2024

Behaviour Policy

At Wickham School we believe that

- Good behaviour is essential in order for pupils to make outstanding progress in their learning. All pupils should be able to learn in an environment free from disruption.
- Pupil wellbeing and safety are a fundamental responsibility of all stakeholders. All pupils should be free from bullying.
- All pupils, parents and staff should have high expectations of behaviour at all times.
- It is the responsibility of all pupils, parents and staff to develop positive learning behaviours in all pupils.
- High quality teaching and learning promotes good behaviour.
- Consistent application of lesson routines and behavioural systems is the key to establishing an environment where behaviour is good.
- Effective communication between staff, pupils and parents or carers is fundamental in ensuring a positive culture of excellent behaviour is maintained at all times.
- A culture of mutual respect between all stakeholders in school must be achieved.
- Excellent behaviour should be recognised and rewarded.
- Poor behaviour must be tackled and addressed. Where instances of poor behaviour occur it is vital that resolution is achieved so that the poor behaviour

All students are expected to:

- Be silent when a member of staff is talking
- Follow instructions at the first time of asking.
- Demonstrate respect for themselves, each other and all staff.
- Wear the school uniform with pride and ensure it is correct at all times including the journey to and from school.

- Have excellent attendance and punctuality.
- Be prepared for school and lessons by being fully equipped with learning materials.
- Complete all homework to the best of their ability
- Use appropriate language to all staff and pupils.
- Have their mobile phones switched off and in their bag.
- Be kind to everyone in the school community

These expectations apply both in school and when outside of school, in the local community.

Pupils should also demonstrate that they are;

Part of Whickham School by being excellent ambassadors, having excellent behaviour in line with the school qualities as follows;

ASPIRATION - Whickham students set aspirational goals that are ambitious and without limitations.

RESPECT - Without compromise, Whickham students demonstrate respect for themselves, others and their environment.

RESILIENCE - Whickham students persevere with challenges, especially when faced with setbacks.

EMPATHY - Whickham students strive to be kind, caring and understanding of each other's feelings and needs.

These expectations apply both in school and when outside of school, in the local community. Therefore appropriate sanctions will be applied with reference to the behaviour policy. (Behaviour expectations continue outside the school premises 'to such an extent as is reasonable'. - See appendix 1)

When pupils meet these expectations this should be recognised through rewards and when pupils fail to meet these expectations consequences should be expected beginning with a Restorative Approach.

Uniform Expectations

A Whickham School Student is expected to wear the school uniform correctly and with pride.

- Whickham School blazer.
- White shirt which fastens at the neck and is tucked in.
- Whickham School Year group tie clipped on correctly.
- Formal black school trousers or tartan Whickham School skirt.
- Plain black formal laced up or buckled shoes (no trainers, boots, vans, converse, Vivienne Westwood style).
- No caps, snoods or hoodies.
- No tattoos, acrylic nails, nail varnish or jewellery.
- Natural make up only.
- No extreme hairstyles. Natural hair colour only. No tramlines or carvings.
- No false eyelashes or eyelash extensions.

Further information is available in the Uniform Policy which is on the school website.

Positive and Negative Behaviour

It is the responsibility of the individual teacher to ensure that all incidents of positive and negative behaviour must be recorded on the school's Class Charts system.

Rewarding good behaviour

It is the aim of the school and all staff to recognise and reward pupils who demonstrate good behaviour. The stages that specific rewards are applied at is shown in appendix 4 of this document titled Behavioural Rewards. Good behaviour should be recognised and rewarded through the following:

- Verbal praise
- Positive feedback written on pupil work
- Positive comments on class charts
- A phone call home to parents or carers
- Postcards recognising achievement
- Subject and pastoral awards

Consequences of unacceptable behaviour

Where a pupil is not meeting the expectations detailed in this policy the following sanctions can be applied. The stage that specific sanctions are applied is detailed in behavioural expectations, processes and sanctions document. Levels of Behaviour and Sanction guidelines are detailed in Appendix 3. Staff are expected to apply these consistently:

- Verbal reprimand
- Movement of seat
- Staged approach for tackling low level disruption
- Restorative Chat
- Tutor report
- Faculty report
- Pastoral report
- Leadership report
- Phone call to parents or carers
- Confiscation of Inappropriate Items (see appendix 2)
- Meeting with parents or carers

Further sanctions available to Associate Deputy Headteacher Behaviour and Attitudes and other Senior Leaders are;

- Referral to Behaviour Inclusion Support (BIS)
- Suspension
- Permanent exclusion

- Any other sanction agreed by SLT

Expectations of Staff

All staff are expected to:

- Consistently apply the lesson routines and behavioural systems agreed to both reward good behaviour and address unacceptable behaviour.
- Ensure safe learning environments for all pupils.
- Approach behaviour management with a Restorative attitude and seek in the first instances of unacceptable behaviour to de-escalate situations through Restorative Chat.
- Ensure that learning is relevant and has an appropriate level of challenge for all pupils.
- Where instances of unacceptable behaviour occur, take part in the process of Restorative Approaches. This will involve meeting with the pupil and participating in a Restorative Chat or Conference following the school's chosen process of conflict management.
- Record all incidents of positive and negative behaviour onto the Class Charts System ensuring they enter and carry out the appropriate actions
- Any further concerns should initially be addressed through Faculty policy by the Head of Faculty.

The following related policies and appendices detail specific responsibilities of Governors, the Headteacher and staff in relation to managing pupil behaviour. These documents are:

- Lesson Routines
- Homework Policy
- Uniform Policy
- Exclusion Policy
- Searching, Screening and Confiscation – DFE 2014 and the appendices of associated documents
- Acceptable User Policy

Appendix 1

Pupils' Conduct Outside The School Gates

Pupils should always conduct themselves well outside of school. Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school, this includes whilst on buses or any form of public transport
- wearing school uniform
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school
- poses a threat to a member of staff, another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Appendix 2

Confiscation of Inappropriate Items

Also see Searching, screening and confiscation and the associated documents within the appendices – DFE 2014

Staff will confiscate items that lead to problems with the smooth running of the school, undermine the safety of pupils and staff on site or that contribute to poor pupil behaviour. Examples of these items are below.

- Fizzy drinks that have sugar in them including energy drinks (Yr7-11). Pupils are not permitted to bring these drinks on site. These drinks will not be sold in school to pupils in Yr7-11. If these items are confiscated they will not be returned to the pupil.
- Any item that a pupil is attempting to sell to other pupils on site without the permission of the school.
- Elastic objects that can potentially be flicked

- Chewing gum
- Laser pens
- Cigarettes / Lighters / E-cigarettes / vape pens - these items will be disposed of and not returned to the pupil.
- Any other item that could impact on conduct or teaching and learning

Pupils are not permitted to use mobile phones around the site before school after 8.35am and up to 3.15pm unless they have permission from a member of staff. From 8.35 am phones should be in bags and turned off. Where pupils are found to be using mobile phones without permission they will be confiscated and taken to the Main Office either by the classroom teacher or by the person on Restorative Duty. Pupils can collect these phones at the end of the school day from Reception in the Sixth Form Block.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated under the categories listed below will not be returned to the pupil or parent/carer (where appropriate they will be disposed of safely or, if necessary, handed into the police).

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes or smoking paraphernalia (including vape, electronic cigarettes or imitation cigarettes)
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, drugs and extreme or child pornography must always be handed over to the police.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Appendix 3

Levels of Behaviour and Appropriate Sanctions

BEHAVIOUR LEVEL	BEHAVIOUR TYPE	AVAILABLE SANCTIONS
B1 – 2 POINTS	B1 low level disruption Distracting others	<ul style="list-style-type: none"> • Verbal warning • Move seats • Time out (no more than 3 minutes)

<p>(dealt with by Classroom Teacher)</p>	<p>Talking over other Pupils</p> <p>Shouting out in class</p> <p>Talking over the teacher</p> <p>Getting out of seat</p> <p>B1 Behaviour (Behaviour within a lesson. Pastoral Leaders will respond)</p> <p>Inappropriate language</p> <p>Lack of respect for other students</p> <p>Lack of respect towards the teacher</p> <p>Misuse of equipment</p> <p>Name calling</p> <p>Not following instructions</p> <p>Not listening</p> <p>Playing internet games/Computer misuse</p> <p>Disruptive behaviour in lessons</p> <p>Late to lesson</p> <p>B1 Effort (Behaviour within lessons)</p> <p>Incomplete PLTS</p> <p>Incomplete work</p> <p>Not working to their best standard</p> <p>Pride and presentation of work</p> <p>Refusal to try tasks</p> <p>Slow to engage in work</p>	<ul style="list-style-type: none"> • Restorative Chat • Phone Call Home • Class Teacher / Form Tutor • Detention • Confiscation of items • Move to Work in Another Classroom • Phone Call Home • Letter Home • Parental Meeting • Call for Restorative Duty
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	<p>B1 Homework</p> <p>Copied Homework</p> <p>Incomplete/poor quality homework</p> <p>Missed homework</p> <p>B1 Out of lessons</p> <p>Chewing gum</p> <p>Energy drinks/Fizzy drinks</p> <p>Mobile phone out</p> <p>Jewellery</p> <p>Uniform issue</p> <p>Disruptive breaktime behaviour</p> <p>Lack of respect to another pupil</p> <p>Internal truancy</p> <p>Littering</p> <p>In out of bounds area</p> <p>Failed to attend break/lunchtime detention</p> <p>Detention issued for skirt/shirt untucked.</p>	
<p>B2</p> <p>-10 POINTS</p> <p>(usually dealt with by Pastoral staff)</p>	<p>Dishonesty or lies</p> <p>Theft</p> <p>Vandalism / Graffiti</p> <p>Fighting</p> <p>Smoking</p>	<ul style="list-style-type: none"> • Phone Call Home • Detention • Pastoral Detention • Head of Year Report • Isolation (PL/ AHT/SPL/ SLT only) • Referral to Behaviour Support (AHGT/SPL/ SLT only)

	<p>Intimidation / Threatening Behaviour</p> <p>Walking Away From Staff</p> <p>Inappropriate language Directed at Staff</p> <p>Serious Disruption</p> <p>Serious Verbal Abuse</p> <p>Truancy / Absconding</p> <p>Setting Off Fire Alarm</p> <p>Possession of Banned Items</p> <p>Missed (Faculty / Head of Year) Pastoral Detention</p> <p>Inappropriate behaviour in the community including on any transport to and from school</p> <p>Serious disrespect to staff</p> <p>Racist language used</p> <p>Cheating in assessment/coursework</p> <p>Failed test conditions</p> <p>Refusal to hand over mobile phone</p>	<ul style="list-style-type: none"> • Parental Meeting • Home Visit • Restorative Justice • Suspension Recommendation • Referral to Head of Key Stage Behaviour Panel • Behaviour Support Interventions • Re-Integration Strategies • CAF / TAF • Ed Psych Referral • Counsellor Referral • Referral to Outside • Community service • Charges for costs of damage caused by vandalism • Ban from using bus services
<p>B3</p> <p>-50 POINTS</p> <p>(usually dealt with by Pastoral / SLT)</p>	<p>Assault</p> <p>Possession of;</p> <p>Drugs, alcohol, offensive weapons</p> <p>Destruction of school</p>	<ul style="list-style-type: none"> • Suspension • Pastoral leader Reports • SLT Report • Referral to Behaviour Support • Ed Psych Referral • Counsellor Referral

	property Violence towards staff Substance misuse Sexualised behaviour	<ul style="list-style-type: none"> • CAF / TAF • Referral to Outside Agency • ALT Ed Referral • Referral To Governor's Behaviour Panel • Referral To Pupil Placement Panel • Community service • Charges for costs of damage caused by vandalism • Permanent Exclusion (Headteacher Only)
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The purpose of this table is to enable a consistent approach to behaviour management to be developed. It is not exhaustive and where staff, pupils or parents are concerned that poor behaviour has been inappropriately punished, either severely or too lightly, the Assistant Headteacher Behaviour and Attitudes should be consulted.

Appendix 4

Rewards Process

In order to ensure that all pupils receive positive points during their time at Whickham School Pupils can be awarded points by members of staff for a variety of reasons outlined on Class Charts under the appropriate Qualities headings.

Through the Class Charts Pupil Application pupils can redeem their points for a variety of items in the virtual school shop.

The Parental Class Charts Application allows parents to have instant access to their child's behaviour logs. Parents will be notified of any rewards and sanctions set in "Real Time".

Appendix 5

Behaviour, Inclusion, Support

Behaviour Inclusion Support will focus on removing barriers to learning. This is key to modifying behaviour and also to pupils understanding what is required of them.

Parental involvement at an earlier stage will ensure that being referred to Behaviour, Inclusion Support is seen as an escalation and is very serious.

METHODS OF INDUCTION

1. Planned Induction will usually be for a minimum of 2 days

Prior to the day of induction parents / carers to be contacted to discuss at the earliest opportunity on day of induction

Pupils will be expected to follow timetabled lessons.

2. Spontaneous Induction will usually be for a minimum of 2 days

Work to be requested via email - Behaviour and Inclusion Support staff

Pastoral Leader will contact parents / carers to discuss the referral on the day of induction

3. Agreed Phased Referral - Pupils to be out of Specified Lessons

Assistant Headteacher Behaviour and Attitudes to agree that a pupil will not go to a specific lesson and will instead go to the Behaviour & Inclusion Support for that subject for a number of lessons agreed by the Assistant Headteacher Behaviour and Attitudes. This is to enable the resolution of any issues in that particular lesson and allow other pupils in the lesson to learn. Following this period of time pupils and staff must participate in a Restorative meeting to resolve any conflict.

4. BIS Twilight

A pupil may be placed on BIS Twilight due to poor punctuality or truancy from lessons. This will run from 3:15 until 4:00pm, when issues are ongoing and persistent pupils may be required to remain in BIS Twilight until 5pm and parents will be informed

5. Return from Suspension

Any pupil returning from a suspension will be placed in Behaviour and Inclusion Support for a minimum of 2 days.

BEHAVIOUR & INCLUSION SUPPORT STAFF

Will request and deliver appropriate work

Will complete Pastoral Interventions (One to One and group work) working on the following issues

- Anger Management Intervention

- Disruptive Behaviour Intervention
- Bullying
- Attitude and Respect
- Re integration to main school with parental / SLT involvement.
- Behaviour and Inclusion Support staff to compile a report of the time spent in behaviour inclusion support and any interventions that may / can be applied to prevent further poor behaviour.

BEHAVIOUR & INCLUSION SUPPORT RULES

Behaviour & Inclusion Support is both a place of sanction and pastoral support. The silent working conditions ensure that effective calming pastoral support takes place for those who require it for a predetermined period of time.

- Time from 0840hrs to 1600hrs (1500hrs during SIH)
- All pupils will be checked for correct uniform and equipment
- Mobile phones will be handed to staff immediately upon arrival
- Learning equipment to be taken from bags and bags to be placed in “bag area”
- All pupils are to remain silent unless spoken to by a member of staff
- All pupils will be expected to behave in accordance with Whickham School behaviour policy during the day
- All pupils will be polite and respectful to staff and each other
- Breaks and lunchtimes will be completed at desks in silence
- Toilet breaks will be allocated at break and lunch times for the comfort of pupils. Pupils may also use the toilets briefly during 5 minute movement times.

All pupils should expect that a parent / carer will be informed of their behaviour at the end of the day. This is to maintain confidence and transparency in the school's procedures

1. Any pupil who breaches Behaviour & Inclusion Support rules will complete a

further day until no further breaches take place.

2. Any pupil whose behaviour consistently breaches Behaviour and Inclusion Support rules will receive further sanction. Parents will be contacted and invited into school to discuss further measures required to moderate persistently poor behaviour.
3. Any pupil who truants or absconds from Behaviour and Inclusion Support will return to complete a minimum of 2 days upon their return to school. A meeting will be arranged with parents / carers.

Appendix 6 - Codification of Behaviour Approaches 2022



Codification of Behaviour Approaches September 2023

Rationale Regarding Restorative Approaches

We are a restorative school. We believe in pupils being in classrooms receiving high quality teaching. With this in mind our approach to behaviour management has evolved from the traditional approach and we expect all staff, pupils and parents to buy into the restorative processes we have in school.

Expectations of Classroom teachers

Every teacher is expected to follow our lesson routines

- Lessons start as soon as the bell rings. Staff to greet students at the door of the classroom.
- Students enter the classroom and put equipment, planner and books on desks.
- Students stand silently behind desks until the teacher tells them to be seated.
- Uniform must be correct and checked.
- When the teacher addresses the class no student should be talking. The teacher should not accept any students talking when they are talking.
- The teacher must use the lesson rewards and sanctions process as agreed in the Behaviour Policy.
- Students must stand behind desks at the end of the lesson in silence before being dismissed. Teachers must ensure dismissal is orderly and they are present in corridors during lesson changeover.

If a student is misbehaving staff must follow the low level disruption procedures

- Stage 1 - Verbal warning
- Stage 2 - Restorative chat outside of classroom
- Stage 3 - Recorded on Classcharts and restorative meeting set
- Stage 4 - Restorative Duty called

If a student is late the member of staff must:

- Take some action. The student should make up missed time with the member of staff e.g.

- break detention or keep at the end of the lesson (if practical).
- Staff must record this on SIMS so that Pastoral Leaders can monitor this and track pupils who are persistently late.
- Pupils who are late to lessons three times in a week or for a total of 15 minutes or more each week, will receive a BIS Twilight detention for 60 minutes.
- Pupils who are late for school will receive a 20 minute lunchtime detention that day. Failure to attend will result in a 60 minute BIS Twilight detention.

Expectations of Faculty Leaders

Faculty Leaders must use QA and Class Charts data to support colleagues in their Faculties in the following ways

- Model expected performance
- Presence during assemblies, tutor and lesson time to reinforce expectations
- Identify classes of concern with regard to behaviour and support colleagues with regard to picking up their own tab.
- Lead on the use of Faculty reports to encourage positive behaviour
- Initiate support for colleagues when required

Pastoral Team Only

Stepped Approach to Behaviour Management for Persistently Poor Behaviour

STAGE	SANCTION	PASTORAL ADMIN ACTIONS	PASTORAL LEADER ACTIONS	ASSOCIATE DEPUTY HEADTEACHER ACTIONS
1	Behaviour Inclusion Support Referral 2 Days until 4pm (3pm during SIH)	Organise Behaviour Contract	Parental phone call home Parental Meeting Pastoral Leader / BIS Report Communicate to staff	Monitor through weekly meetings
2	PSP started - 3 weekly reviews	Send out Pastoral Support Plan letter Attend all PSP meetings and take minutes	Parental phone call home Record Parental Meetings on CPOMS	Monitor through weekly meetings

		Send minutes / actions home	Pastoral Leader Report Review every 3 weeks for a maximum of 3 instalments Communicate to staff	
3	SLT / Governors Behaviour Panel	Letter sent out Governor meeting arranged via Rebecca Campbell	Parental phone call home	2 weekly review for 3 instalments Associate Deputy Headteacher Report <i>Managed Move and RTMAT placements can be offered at this point</i>
4	Final Warning Meeting		Parental phone call home	Letter sent home regarding Final Warning via Rebecca Campbell Deputy Headteacher Report
5	Permanent Exclusion Decision Making Meeting			Meeting with Headteacher Paperwork completed