



# **WHICKHAM SCHOOL**

**Behaviour Policy  
September 2024**

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## Policy Review

| <b>Last reviewed</b> | <b>By who</b> | <b>Next review</b> |
|----------------------|---------------|--------------------|
| July 2024            | S Maher       | July 2025          |
|                      |               |                    |

## Rationale

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At Whickham School we believe staff, pupils, parents/carers and governors must work together to ensure that all pupils get the very best educational experience. Pupils learn effectively and develop into well rounded citizens within a culture where mutual respect, equality and clear boundaries are evident. Pupils must feel safe and comfortable in being who they are.

We believe that restorative practices are important in helping us learn. As children grow up it is natural to make mistakes and we believe it is our responsibility, together with parents and carers, to support pupils to learn from mistakes. Our practices aim to resolve conflict, establish positive relationships and ensure mistakes are not repeated. These practices help ensure pupils understand the difference between right and wrong and the impact of their actions. We use restorative approaches to support both pupils and staff. These approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. This approach is often a more effective response when implemented alongside traditional sanctions, enabling those who make a mistake to reflect upon this, repair damage and make changes so that the behaviour is not repeated.

Strategies employed by our school reflect our values and the latest evidence and research. Staff are regularly trained to ensure that the culture we aim to achieve is secured. The individual needs of pupils are taken into account through training and additional educational needs are considered when intervention, support and sanctions are put into place.

We believe that:

- Everyone should be celebrated as individuals and deserve to be treated with respect;
- Everyone should be able to learn effectively in a calm and orderly environment;
- Everyone should be free from bullying. We do not tolerate discrimination of any kind, including those on the grounds of ethnicity, gender, sexual orientation or disability;
- Everyone should respect the school environment and each other's property;
- Everyone should be an excellent ambassador for Whickham School reflecting the school qualities of Aspiration, Respect, Resilience and Empathy.

#### **ASPIRATION**



Whickham students set aspirational goals that are ambitious and without limitation

#### **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

## Behaviour Management Process

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The following processes aim to ensure that the school is a safe, orderly, happy environment where pupils can learn effectively:

- Expectations outlined in our [Home School Agreement](#) must be met by all pupils
- High standards of behaviour will be maintained in classrooms through teachers ensuring that they:
  - ❖ Understand individual pupil needs through developing positive relationships and using relevant pupil information e.g. applying guidance and strategies from EHCP and SEND Pupil Passports;
  - ❖ Rigorously apply classroom routines. All pupils are expected to start lessons standing silently behind desks with their equipment pack and books on their desk. Uniforms will be checked and pupils will be asked to be seated. Pupils will then remain silent and standing behind desks at the end of the lesson whilst uniform is checked and a staged dismissal takes place;
  - ❖ Teachers will ensure all pupils are silent when teacher explanations and new learning is taking place. Pupils are expected to raise their hand when they require attention or need help from the teacher;
  - ❖ Poor behaviour in lessons will be addressed through a staged approach:

| Low level disruption |  |
|----------------------|--|
| Stage 1              | Pupil verbally warned by teacher.  |
| Stage 2              | Restorative duty called to speak to the pupil and pupil is warned that continued disruption will lead to removal from the lesson.<br>If a pupil receives two Stage 2s in one day they will be placed in Behaviour & Inclusion Support (BIS) the following day until 4pm. |
| Stage 3              | Restorative duty is called a second time and the pupil is removed to BIS until 4pm.  |

- ❖ If a pupil reaches the end of the staged approach or behaviour is so poor as to require immediate escalation to stage 3, the Restorative Leader will use professional judgement and may remove the pupil to BIS until 4pm;

- ❖ Usually two Restorative Leaders (senior members of staff) are on duty during each period of the school day and will walk the site. These staff monitor the learning environment, visit lessons and proactively influence the school environment;
- Staff must use ClassCharts to record both positive and negative behaviours. This information is shared with pastoral leaders and parents and carers;
- Staff must follow our agreed restorative process and use the following agreed questions:
  1. What happened?
  2. What were you thinking/ feeling?
  3. What needs to happen to put it right?
  4. What will you do differently next time?
- Pupils are expected to be respectful to all staff at all times and address staff as 'Sir' or 'Miss';
- All staff are responsible for ensuring good behaviour within our school. This includes all teaching and support staff. Staff are expected to log any behaviour incident using ClassCharts. Where a situation is deemed very serious and requires Behaviour Inclusion Support intervention or involves safeguarding then the incident should be recorded on CPOMS;
- Pupils are expected to be respectful and calm during break and lunch periods, travelling to and from school, whilst moving around the school site and during visits, extracurricular activities and sporting fixtures. Staff are expected to apply the same behavioural expectations, rewards and sanctions used in lessons in these situations. Where a member of staff observes poor behaviour during break, lunch or movement times during the school day the pupil must be referred to Room 39 at lunchtime on the same day (if the incident happens before 1pm) or the next day (if the incident happens after 1pm);
- Pupils must be punctual at all times. This includes arriving at school and lessons on time. Where a pupil is late and does not have an appropriate reason that can be validated, staff are expected to ensure that the lateness is recorded (in SIMS) and staff must issue an appropriate sanction. These are detailed below:
  - ❖ When a pupil is late to a lesson during period 2, 3 or 5, the member of staff should keep the pupil at the end of the lesson to make up the learning time missed.
  - ❖ When a pupil is late to period 1 or 4, the member of staff should record the lateness and refer the pupil to Room 39 to make up the missed time at lunchtime. This should be recorded in ClassCharts.

## Rewarding good behaviours

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Behaviour at our school is excellent and we recognise that high standards of conduct, work and co-operation should be celebrated and rewarded. Where pupils meet staff's high expectations it is important to acknowledge this so as to boost self esteem and remind pupils of the standards that they can achieve.

Our rewards system is organised in the following way:

- Staff are expected to regularly update parents and carers via ClassCharts and use postcards and phone calls home. Staff will communicate many of the good behaviours pupils have demonstrated during the school day, including work in lessons;
- ClassCharts points are regularly reviewed and pupil performance is celebrated through the end of half term awards and certificates;
- Fortnightly, leaders celebrate pupil achievements through our 'Fab Friday' initiative. Pupils receive individualised certificates from staff where they have demonstrated one of our four Whickham qualities;
- Pupils will receive *Points Milestone certificates* in assembly when they reach one of the following milestones:
  - **Bronze** - 100 points - Pastoral Leader award
  - **Silver** - 250 points - Senior Leadership award
  - **Gold** - 500 points - Headteacher award

ClassCharts points can be exchanged to buy items of equipment from the Rewards Shop and are delivered to pupils through their form tutor.

## Prevention of bullying

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We do not tolerate bullying and child-on-child abuse both in person and on-line. The school aims to develop a culture where pupils understand that this behaviour is unacceptable and know what to do if it occurs. Preventative work is embedded in our Personal Development curriculum and reinforced through assemblies and tutorials.

Unfortunately bullying does sometimes occur in any large school and it is therefore important that action is taken. A range of sanctions, as detailed in the Behaviour Sanctions section of this policy, are available to leaders. Any incidences of bullying or child-on-child abuse must be recorded on CPOMS and the Designated Safeguarding Lead will ensure any safeguarding concerns are addressed.

Full details of our approach to bullying is detailed in our [Anti-Bullying Policy](#) and expectations relating to computer and social media use outlined in our [Acceptable Use of ICT Policy](#) . Our [Home School Agreement](#) also details expectations relating to pupil conduct.

## Behaviour Interventions and Sanctions

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Restorative practices help pupils understand the impact of their actions and refine behaviours. Where this does not have the impact that we desire it is sometimes important to put behaviour interventions in place and issue sanctions. A calm, safe and orderly school is essential in supporting pupil learning. Our responsibilities to pupils do not end at the school gate and pupils are expected to act appropriately in the community. Sanctions will be put in place for pupils where behaviour in the community e.g. on the school bus, local park or shops or walking to and from school, does not meet expectations outlined in this policy.

The following interventions are typically used to support pupils:

- Verbal warning
- Movement of seat in a lesson
- Pupil being asked to work in another area
- Contact with parent or carer by ClassCharts or telephone
- Referral to room 39 for some time-out (only during lunch periods)
- Break, lunchtime or after school detention
- Subject or Pastoral report (Green for tutor, yellow for Pastoral Leader and red for Senior Leaders)
- Referral to [Behaviour Inclusion Support](#)
- Pastoral Support Plan
- Senior Leader Behaviour Panel
- Governor Behaviour Panel
- [Off Site Direction](#)
- Suspension
- Permanent Exclusion<sup>###</sup>

<sup>###</sup>Note that the [Suspension and Exclusion Policy](#) outlines why this sanction could be deemed appropriate. The policy also outlines behaviours that are deemed to be inappropriate. Please note that this is not an exhaustive list of behaviours. A copy of this policy is detailed in Appendix B. The school also follows guidance outlined in [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) which is published by the DfE.

## Supporting pupils with SEND

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Whickham School is a highly inclusive environment where all pupils are supported through provision of an ambitious curriculum and bespoke support. This policy applies to all pupils but it is important to note that staff have a responsibility to ensure appropriate adaptations are in place for pupils with additional educational needs. This does not mean lowering expectations, however pupil behaviour will be considered in relation to any additional needs. When a pupil is identified as having additional needs, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

## Uniform

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Pupils must wear the full school uniform appropriately. Where a pupil is not wearing the correct uniform they will be expected to wear uniform provided by the school.

Uniform regulations are detailed [here](#).

## Equipment

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Each pupil must have a backpack in which to carry books, a phone pouch and equipment to and from school. Pupils must be properly equipped for every lesson including PE and practical lessons.

### Compulsory Equipment

- Black Pen
- Green Pen
- Pencil
- Ruler
- Eraser
- Green highlighter
- School Bag
- Scientific Calculator
- Phone Pouch
- Protractor
- Whiteboard Pen

## Site movement

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Pupils must:



- Walk and not run in corridors and on yards.
- Behave in a calm manner.
- Follow the one way system on corridors and staircases.
- Line up quietly and wait for their teacher before lessons start. Pupils must not enter classrooms without permission.

## **Mobile phones and other electronic devices (Y7-11)**

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Whickham School is a 'phone free' school. Pupils are not required to bring a phone to school. Where pupils choose to do this they must ensure mobile phones and electronic smart devices, such as smart watches, are switched off and placed into a lockable mobile phone pouch which will remain sealed all day. This must happen as soon as a pupil enters the school site. Pupils who require a phone for medical purposes will have a pouch with a velcro fastening. Pupils are responsible for their own mobile phone and/or smart device remaining in their pouch. If a pupil opens their pouch without permission to access their mobile phone and/or smart device they will be confiscated and can only be collected by parents or carers. Pupils will be able to open their pouches at the end of the school day (3.15pm).

When a pupil forgets their pouch they will be required to hand in their mobile phone and any other electronic smart devices to staff. These devices will be securely stored until the end of the school day.

Pupils may be searched if they are suspected of:

- Having an additional mobile phone or smart device
- Not placing their mobile phone or smart device in a pouch or handing them in to staff
- Using a mobile phone or smart device without permission

If a pupil is found with their mobile device and other electronic smart devices during the school day these devices will be confiscated. These devices will not be returned to pupils and must be collected by parents/ guardians. Where a pupil repeatedly does not secure their phone and smart devices in a pouch they will be required to hand in their phone at the start of the school day.

Any pupils who lose or deliberately vandalise their pouch will be required to purchase a new pouch at a cost of £25.

*Please note that the school does not accept liability for loss or damage to pupil property at any time. The school has legal protection from liability for confiscated items.*

## **Food and Drinks**

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The school operates a site with many buildings and significant outdoor space. Ensuring the environment is pleasant for pupils to learn in is of paramount importance. All food must therefore be eaten in the school canteen, packed lunch rooms or school yards. Litter must not be dropped and chewing gum is not allowed.

Where a pupil is seen littering or chewing gum they will be placed into a detention where pupils work on supporting our school environment.

Energy and fizzy drinks are also not allowed as they impact upon pupil behaviour. Water can be consumed in lessons but food must only be consumed at break or lunchtime unless a pupil has a medical condition that necessitates eating at other times.

## **Searching, Screening and Confiscation of items**

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### **DfE Searching, screening and confiscation guidance**

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 staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff will confiscate:

- Any items that lead to problems with the smooth running of the school
- Any items that undermine the safety of pupils and staff on site
- Any items that contribute to poor pupil behaviour
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

**Power to search without consent for prohibited items includes:**

- knives or weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- tobacco, cigarettes or smoking paraphernalia (including vapes 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, knives, drugs, drug paraphernalia, extreme or child pornography must always be handed over to the police. This will include mobile devices if they have been used within a potential criminal / crime context. Mobile phones can be searched by staff and they will be returned to the parents if they are not needed by the police.**

## **Reasonable Force**

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The Headteacher and authorised school staff (please see appendix C) may use such force as is reasonable 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.

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.

This will only apply when absolutely necessary and there are no other options available.

[DfE Use of Reasonable Force Advice](#)

## **Banned Items and Harmful substances (that are not included in DfE Searching, screening and confiscation guidance)**

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Under no circumstances must pupils bring the following into school (*or any other item that could impact on conduct or teaching and learning*)

- Elastic items that can be flicked
- Laser pens
- Vapes
- Chewing gum
- Fizzy / Energy drinks

***These items will be disposed of and not returned.***

If a pupil brings any of the above banned items into school then they could be subject to sanctions from the [Suspensions and Exclusion Policy](#)

## **Glossary of terms**

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| <b>Term</b>     | <b>Definition</b>   |
|-----------------|---|
| BIS             | <i>Behaviour Inclusion Support</i>  |
| Classcharts     | <i>Behaviour Management Software</i>  |
| CPOMS           | <i>Child Protection Online Management System</i>  |
| EHCP            | <i>Education Health and Care Plan</i>   |
| Pupil Passports | <i>Documents that contain specific information the staff must use to meet the needs of children with additional needs</i> |
| Room 39         | <i>Room allocated for lunch detentions</i>  |
| SEND            | <i>Special Educational Needs and Disabilities</i>   |
| SIMS            | <i>Schools Information Management System</i>  |

## Appendix A

| <b>Home-School Agreement</b>  |                         |              |
|---|-------------------------|--------------|
| <b>Collective responsibilities of all to ensure that all members of Wickham School community can be the best that they can be</b> |                         |              |
| <b>Pupils</b>   | <b>Parents / Carers</b> | <b>Staff</b> |
| <b><i>Behaviour</i></b>   |                         |              |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Demonstrate the Whickham School qualities of Resilience, Aspiration, Empathy and Respect</li> <li>● To accept and follow all expectations to enable the school to run effectively and ensure maximum opportunity for learning</li> <li>● Wear the Whickham School uniform with pride following the <a href="#">uniform policy</a></li> <li>● To be polite and considerate to all members of the school community and members of the wider community, including to and from school and on transport and online</li> <li>● Be silent and actively listening when a member of staff is talking</li> <li>● Follow instructions at the first time of asking</li> <li>● Mobile phones must not be seen at any point whilst pupils are on school site. Pupils must hand in mobile phones during tutor time, prior to this, mobile phones must be switched off and in bags.</li> <li>● Engage in Restorative Conversations</li> </ul> | <ul style="list-style-type: none"> <li>● To be aware of and support the school's qualities; Empathy, Resilience, Aspiration and Respect</li> <li>● To be aware of and support the school behaviour policy and high expectations of your child</li> <li>● Ensure your child wears the Whickham School uniform with pride and adheres to the <a href="#">uniform policy</a></li> <li>● Support Whickham School with the Restorative Processes and support us when necessary sanctions are implemented for your child</li> <li>● To speak to all staff and pupils in a calm and respectful manner</li> </ul> | <ul style="list-style-type: none"> <li>● To lead by example and be a positive role model at all times, embodying the school qualities.</li> <li>● Apply the school's behaviour policy and lesson routines</li> <li>● Provide a classroom environment that is safe and supports effective learning</li> <li>● Reward good behaviour and address unacceptable behaviour using the Class Charts system</li> <li>● Approach behaviour management with a Restorative Attitude using de-escalation and Restorative Conversation.</li> </ul> |
|--|---|---|

| <b>Attendance</b>   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Have excellent <a href="#">attendance</a> to school</li> <li>• Have excellent punctuality to school</li> <li>• Have excellent punctuality to lessons</li> </ul>  | <ul style="list-style-type: none"> <li>• To ensure that your child attends over 98% of the time and has excellent punctuality</li> <li>• Communicate absence every day your child is absent</li> <li>• To support the school's high expectations of attendance</li> <li>• Take holidays only in school holiday time</li> </ul>             | <ul style="list-style-type: none"> <li>• Complete all registers accurately within the first 10 minutes of each lesson.</li> <li>• Proactively monitor attendance and punctuality of all pupils both in and out of lessons</li> </ul> |
| <b>Learning</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Be prepared for learning by having the necessary equipment and bag</li> <li>• Pay attention in class and actively engage in learning activities</li> <li>• Complete all classwork and homework to the best of their ability</li> </ul> | <ul style="list-style-type: none"> <li>• To provide all necessary equipment and school bag to meet the high expectations of Whickham School and enable your child to begin learning</li> <li>• Monitor ClassCharts to support your child to be the best they can be</li> <li>• To support your child with homework and revision</li> </ul> | <ul style="list-style-type: none"> <li>• To adhere to <a href="#">Lesson Routines</a></li> <li>• To provide high quality teaching, learning and assessment</li> </ul>  |
| <b>Respect</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Demonstrate respect for all members of the school community at all times in the way they speak and in the way they act.</li> <li>• Staff must be addressed as 'Sir' or 'Miss'</li> </ul>   | <ul style="list-style-type: none"> <li>• Show respect for all members of the school community</li> <li>• Must not demonstrate any aggression or threatening behaviour towards any member of Whickham School community</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate respect for all members of the school community</li> </ul>  |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Demonstrate respect and consideration to all members of the school community at all times. This includes the journey to and from school, online and during visits where you are representing school.</li> <li>• Pupils must follow instructions at the first time of asking.</li> </ul> |  |  |
|--|--|--|

## Appendix B

### Suspension / Exclusion Policy

Only the Headteacher or Acting Headteacher of a school can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. In exceptional cases, usually where further evidence has come to light, a suspension may be extended whilst there is an investigation that could lead to a permanent exclusion. Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. *Lunchtime suspensions are counted as half a school day.*

At Whickham School there are three levels of Suspension / Exclusion;

1. Internal Suspension – in this instance the pupil is isolated in Behaviour and Inclusion Support typically, for a minimum of 2 days. The times of BIS are 8.40am - 4pm. Parents receive a phone call from the Pastoral Leader outlining the reasons for the internal suspension. At the end of the period of suspension parents meet with the Pastoral Leader, Assistant Headteacher Behaviour and Attitudes / Deputy Headteacher Pastoral Care. A reintegration agreement is made and signed by the pupil, parent and Associate Deputy Headteacher Behaviour and Attitudes.

2. Suspension - in this instance work is set for the pupil and parents are given the responsibility to supervise the pupil to work at home. At the end of the period of suspension parents meet with the Pastoral Leader / Associate Deputy Headteacher Behaviour and Attitudes, Deputy Headteacher and Headteacher. A reintegration agreement is made and signed by the pupil, parent and representative of the school. On return to school the pupil will be supported in their reintegration by the Behaviour and Inclusion Support, typically for a minimum of two days.

3. Permanent Exclusion - the decision to permanently exclude a pupil will be taken in response to the following criteria:

- A serious breach, or persistent breaches, of the school's behaviour policy;
- Where a pupil's behaviour means allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The Headteacher may consider a serious breach of the behaviour policy to be any of the following examples (*please note, it is not possible to foresee all possibilities and this list should not be deemed as exhaustive*):

- Arson
- Vandalism / Damage to property
- Theft
- Sexual abuse or inappropriate sexualised behaviour
- Sexual harassment or violence
- Assault
- Fighting
- Serious actual or threatened violence against another pupil or a member of staff
- Intimidation of others through verbal, virtual or physical means.
- Hate Crime
- Abuse against an individual or group of students due to their race, gender, sexuality, disability or other equality issue
- Being in possession of, under the influence of, or supplying an illegal drug
- Selling drugs including cigarettes and legal highs
- Misuse of legal or prescription drugs
- Misuse of alcohol
- Possession of a banned item
- Being in possession of drugs paraphernalia
- Being in possession of hazardous possessions – vape pens, lighters, cigarette etc
- Being in possession of an offensive weapon
- Endangering the safety of others
- Inappropriate use of IT and social media
- Breach of the school Acceptable Use policy
- Selling items on the school site
- Persistent non-compliance
- Refusal to conform to reasonable requests by staff
- Walking away from staff
- Verbal abuse
- Threatening behaviour
- Malicious allegations
- Serious disruption
- Setting off the fire alarm
- Exam Malpractice



- Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful
- If a student is outside of school, not on school business and there is a clear link between the behaviour and maintaining good behaviour and discipline within the school, exclusion will be considered
- Failure to comply with reasonable requests made by members of staff including senior members of staff and taking up an inordinate amount of time dealing with poor behaviour

**Any exclusion must be made in line with the principles of administrative law, in that it is rational, reasonable, fair and proportionate. The Headteacher will refer to DfE statutory guidance.**

### **Appendix C**

The Headteacher authorises the following staff to use reasonable force when conducting a search without consent.

- Senior Deputy Headteacher
- Deputy Headteachers
- Assistant Headteachers
- Senior Pastoral Leaders
- BIS Staff
- SENDCo