



Walthamstow School For Girls

"Neglect not the gift that is in thee"

Policy Document

Positive Behaviour for Learning Policy

Author(s):	Kristine Pratt
Ratification Date:	Autumn 2023
Next Review Date:	Autumn 2024
Reference:	PBfL Policy_V2.0

	PAGE
1. Rationale	3
2. Legislation and statutory guidance	4
3. Roles and responsibilities	4
4. Sanctions	8
5. Suspensions	10
6. Offsite incidents	11
7. Rewards	13
8. Zero tolerance approach towards sexual harassment and sexual violence	14
9. Malicious allegations	15
10. Physical restraint	15
11. Links with other policies	16
Appendix 1: Behaviour Principles	16
Appendix 2: PBfL Staff Handbook	16
2a Behaviour Strategies Flowchart	
2b On Call	
2c Duty System	
Appendix 3: Rewards and Sanctions	17
Appendix 4: Restorative Practice Guidance	17
Appendix 5: DfE Reasons for Exclusion	18

I. RATIONALE

We believe that every student at WSfG has the right to learn, the right to be respected and the right to feel safe. With this in mind, we aim to provide a safe, supportive and inclusive school environment in which everyone feels welcomed, valued and respected.

Our Positive Behaviour for Learning policy (PBfL) and practice underpin these rights by ensuring that the behaviour of all students maximises learning. We recognise that this is a challenge for some students who may have social, emotional and mental health needs and that we have a responsibility to support these students in being able to manage their own behaviour.

This links to our whole school values of Courage, Compassion Aspiration and Integrity: we have the courage to challenge ourselves and each other to 'do the right thing' and to be the best that we can be.

We believe that Positive Behaviour for Learning is a shared responsibility and that all members of the community have the right to be able to fulfil their role effectively, be treated with respect and have their needs considered, thus promoting the achievement and wellbeing of students. We aim to create an environment which encourages and rewards good behaviour in order to promote learning and wellbeing.

WSfG adopts a restorative and nurturing, rather than an authoritative approach, to resolving any behaviour difficulties. We recognise that human beings make mistakes, but the expectation is that when this happens, students readily engage in the restorative process in order to help them to modify their behaviour.

By ensuring that there are no interruptions to lessons, as a result of behaviour either in or out of lesson time, we provide a safe and happy learning and working environment. This provides the right conditions for academic, emotional and behavioural development for the whole school community. The importance of our Positive Behaviour for Learning policy will be established with each tutor group at the beginning of every academic year when they revisit the school's expectations for learning and behaviour. In this way, we aim to create a calm, safe and supportive environment.

The Education Endowment Foundation has analysed the available research on learning behaviours and makes 6 recommendations for improving behaviour in schools. These are:

- Know and understand your students and their influences
- Teach learning behaviours alongside managing misbehaviour, Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individual students in your school
- Consistency is key

In our work with students in tutor groups and through training with staff, we aim to establish this evidence-based, restorative approach which will be of benefit to the whole school community. We do this through our pastoral curriculum, including assemblies, registration activities, PSHE and Citizenship.

Expectations and Ethos:

We have high expectations for all our students, regardless of their background, ethnicity, culture, gender identification, being differently abled, or varied educational needs.

We aim to consistently:

1. Provide a safe, supportive and inclusive environment for all.
2. Welcome, value and respect all who come to WSfG.
3. Provide every student with the knowledge, behaviour for learning skills, self-belief and motivation to be successful and maximise learning.

4. Support all students in developing their social, emotional and mental health (SEMH) and wellbeing needs in order to become successful learners.
5. Recognise that additional support for students with SEND might be required so that they better understand their behaviour as a result of the appropriate support they receive.
5. Build a community based on service to others and personal responsibility.
6. Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.

2. LEGISLATION AND STATUTORY GUIDANCE

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [KCSIE 2022](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. ROLES AND RESPONSIBILITIES FOR ALL

Students:

Each student is expected to make a personal contribution towards upholding the school's Behaviour Code. When they arrive at the school, they are expected to:

1. Be in full uniform, wearing the school blazer and lanyard, following the school's expectations regarding jewellery.
2. Have their fully equipped school bag.
3. Remove chewing gum and dispose of it in the bin.
4. Consume any externally purchased hot food and drink before entering school grounds.
5. Phones should be handed in to the school office. Students are required to switch off and remove earphones or earbuds and put them away into their bag or locker as these are banned on site during the school day. This means that they must not be seen or heard on the school site during the school day including before-school and after-school activities. See Mobile phone policy 2022.
6. Know, understand and follow the VSFg Student Code of Conduct which is displayed in all areas of the school (Appendix 2d.)

7. Behave in a way that is a credit to the school and as a role model to others when on and off site.
8. Communicate respectfully, politely and effectively with each other, staff, members of our local community and visitors.
9. Understand that our culture is one of collective responsibility and that we all have a role in encouraging everyone to 'do the right thing', including those who might find this challenging as a result of their SEND needs.

Walking around the school site and to/ from lessons:

1. Follow instructions from any staff member first time, without comment.
2. Move to lessons directly when the bell sounds or when the five-minute warning signal is given
3. Hold doors open for others, e.g. for the person behind you.
4. Always walk calmly and never run in the school building.
5. Walk on the left-hand side of the corridors and stairways.
6. Keep quiet on corridors, being mindful not to shout or disrupt others.
7. Keep the school and the environment clean and tidy and not to leave rubbish behind for others to tidy up.

All students must follow the same routines for entering and leaving classrooms:

1. Students enter the classroom promptly, sit according to the class seating plan immediately and put their equipment and planners on their desk and their bag on the floor, ready to learn.
2. All students complete the 'Do Now' or starter activity as soon as they are ready to learn, while the teacher takes the register. Students should be silent during the register and answer 'Yes Sir/Ms' or 'Here Sir/Ms'. This is a sign of respect and also ensures registers are taken correctly to avoid inaccuracies.
4. At the end of the lesson, students should stand behind their chairs in silence and wait to be dismissed by staff.

All teaching and non-teaching staff have the responsibility to implement the school's Behaviour for Learning policy, for setting high standards for behaviour and having high expectations of students in classrooms, corridors and around the school grounds. This includes, for classroom-based staff, implementing the WSfG Learning Principles.

All staff must be positive role models, teaching, monitoring and responding to student behaviour by using the agreed PBfL strategies. (Appendix 2a). Staff should be calm and assertive with students who demonstrate unacceptable behaviour and should avoid confrontation. Staff are encouraged to seek support if they are experiencing challenges in implementing the PBfL strategies such as Faculty Parking or use of the On Call system.

Parents, Carers and families have a responsibility to support the WSfG Behaviour for Learning policy by ensuring their child adheres to the WSfG Behaviour Code as detailed in the Home/School Agreement. Parents are expected to inform the school of any changes in circumstance that may affect their child's behaviour. They should also be proactive in discussing any behavioural concerns with the class teacher, form tutor or SPL promptly, emailing using the info@ email.

Senior Staff:

The Headteacher (HT), along with members of the **Governing Body**, ensures the Behaviour for Learning policy and other relevant policies are communicated clearly to all members of the school community. S/he should ensure that the strategies in this policy which will enable high standards of behaviour are consistently achieved throughout the school. They include positive reinforcement, such as Green reward points and use of the reward system (Appendix 3)

The Headteacher decides on external suspensions and exclusions, unless delegated to a Deputy Headteacher, and attends Fair Access Panel (FAP) meetings.

Members of SLT with strategic oversight for behaviour at WSfG and for supporting members of staff, are directly responsible for managing the implementation of the PBfL policy on a daily basis. They will review the strengths and areas for development within the school's behaviour systems and decide on both immediate and long-term strategies for managing behaviour, including positive reinforcement, acknowledgement and use of the reward system.

The Senior Leadership Team models the use of the BfL policy for all staff and monitors its implementation through the direct line management of middle leaders to ensure consistency. This includes support with the implementation of the policy and how this is communicated with staff within their faculty, subject area or year team.

The AHT (Pastoral: Safeguarding and Behaviour) has strategic oversight for students on Pastoral Support Plans (PSPs). PSPs are action plans containing personalised targets and strategies for students who struggle to adhere to the school's behaviour code or improve their behaviour. The AHT is available as a source of advice for all members of the school community in relation to behaviour. The AHT is also responsible for strategically planning both interventions and preventative strategies, using available data and information.

The AHT (Pastoral: Wellbeing and Community) has strategic oversight for the pastoral curriculum where students are taught the school's expectations regarding behaviour, including being routinely inducted and reminded during tutor time.

Middle Leaders

Middle Leaders/Heads of Faculty are responsible for promoting high standards of behaviour for learning by ensuring that learning is interesting and challenging and that students' emotional and learning needs are met. They will encourage colleagues to use rewards to support good behaviour, where appropriate. Middle leaders support colleagues who are having difficulty with students, following the PBfL strategies. Middle leaders will make appropriate referrals via SPLs and Intervention Meetings, where it is felt additional support is needed and communicate clearly with parents in relation to any learning or behaviour concerns for their child. If a referral to the Duty Room has been made, middle leaders must ensure that all the appropriate steps have been taken before the student returns to lessons.

All staff

Class teachers are responsible for promoting high standards of behaviour for learning through interesting and challenging lessons and by ensuring they follow the PBfL strategies.

Student Progress Leaders (SPLs) behaviour in the specific year groups assigned to them. They will communicate closely with parents / carers in relation to any behaviour concerns and will monitor behaviour improvements. Strategies to promote positive behaviour will include rewards, as well as appropriate sanctions. They are, along with form tutors, the first point of contact for parents / carers and students, when additional support is needed. This includes identifying students with SEMH needs and appropriate interventions to support students to manage their own behaviour effectively through Intervention Meetings and / or the Wellbeing Hub. SPLs should use data and information, such as

attendance data and SIMs behaviour and rewards data, to plan bespoke support for students in their year group and will measure the impact of any interventions.

Form tutors are responsible for supporting the good behaviour of students in their form. This includes keeping staff informed of any specific issues, such as friendship difficulties which could have an impact on students' ability to behave appropriately and learn. They are, along with SPLs, the first point of contact for parents / carers and students, when additional support is needed.

Staff in the Wellbeing Hub and in the Language and Learning Development teams

All staff are responsible for students with identified learning and SEMH needs. However, staff in the LLD teams and Wellbeing Hub have specific responsibilities for students with SEND. Where SEND needs are identified, the Assistant Headteacher/ SENDCO coordinates and advises staff on any relevant provision. All staff are responsible for informing the SENDCO if they feel a student may have an unidentified learning need and for ensuring that the learning needs of students with SEND are effectively met in the lessons that they teach. The school has a fortnightly Interventions Meeting which meets to discuss students who have been raised as a concern in relation to their learning, to share ideas for how to support them and make any relevant referrals either to interventions available within the school or to relevant external agencies with the consent of the student's parent(s) or carers.

On Call staff are responsible for ensuring the highest standards of behaviour throughout the school day. This consists of a rota of members of the Senior Leadership Team who circulate the school site during lessons and are available to respond to Call Outs.

Learning Support Assistants

(LSAs) have responsibility for supporting the class teacher through use of PBfL strategies and promoting positive behavior in class through their support for students with SEND.

Midday Supervisors

Midday Supervisors are responsible for providing a general presence around the school and site at lunchtimes, ensuring that students behave safely and according to the school's code of conduct and expectations

Expectations of Staff and Students throughout the School Day at WSFG

Expectations of students at break and lunch time

- We expect students to remain safe and to be respectful of others during break and lunch time, including by respecting the school environment. Students should follow our Code of Conduct which is displayed around the school. (Appendix 2d)
- KS3 students are expected to remain outside of the building during break and lunchtime, unless they are using the toilets, the Learning Resource Centre (LRC), or the dining hall. If there is to be a 'wet' break or lunch there will be a tannoy announcement to let students and staff know. Students may then spend break or lunch in their form room. They may only eat in the dining room and must not eat or drink in the classroom.
- Students are only allowed to eat or drink in the dining hall or outside the building and must clear away any rubbish. WSfG provides a range of healthy food and drinks. If students need assistance during their break, they can speak to one of the members of staff on duty.

- There are clear procedures in place for student lunches which students are expected to adhere to. If students do not follow lunchtime routines, they will be issued with a sanction which may include losing their lunchtime privileges such as sitting with their friends or completing an after-school detention.
- We expect the same high standard of behaviour from students at after-school activities or clubs as we do throughout the school day. Students must be registered on the assigned club register list in order to take part. Students who do not adhere to the school's behaviour code during after-school activities may lose the privilege of attending the activity and their parent / carer will be contacted. Students are expected to make sure they have completed any detentions before attending any after-school activities. Students who are not in an after-school activity supervised by a member of staff must leave the site immediately at the end of the day and be offsite by 4pm. Unless given permission to change for a specific activity, students remain in school uniform at all times when on school site.

Expectations of staff

Throughout the day, including at break and lunchtime, staff are expected to:

1. Reinforce the expectations the school has of students at all times of the day.
2. Be proactive in dealing with infringements of school policies, including the Behaviour for Learning policy and support others doing the same.
3. Know how the school's sanctions for unacceptable behaviour work and apply these consistently to all students, being mindful of unconscious bias and ensuring that no group or individual is unfairly targeted.
4. Refer more serious incidences of poor behaviour to the correct members of staff within the school in a timely manner using the procedures outlined in the school staff handbook, including recording any infringements on SIMs and emailing SPLs and / or SLT / HoFs, as appropriate, so that they are aware.
5. Consistently reinforce positive behaviour for learning through using rewards and incentives and Green points in SIMS.
6. Be aware of any particular learning or SEMH needs of the students in their care, read their individual student passports and plan for quality first teaching which meets the needs of all students.
7. Be proactive in referring any student whose behaviour is of continuing concern. In the short-term, this should be to On Call or using the BfL support strategies. bring to the next Interventions team meeting
8. Adopt the school's restorative approach to addressing behaviour concerns with students. Staff are expected to remain calm in the face of confrontation and to deal with students in a compassionate manner, in order to de-escalate situations.

4. SANCTIONS

The Positive Behaviour for Learning Policy is only effective if systems are applied consistently.

Learning is disrupted if there is persistent low-level disruption and/or failure to respond to the PBfL expectations, which will be managed appropriately according to the PBfL strategies.

Preventative Work

We recognise that if learning is disrupted, sanctions should be applied. However, the school has an emphasis on promoting positive behaviour. We do this through a number of methods:

- Targeted support for students who display challenging behaviour through both internal and external interventions
- Use of the Wellbeing Hub as both a 'safe space' and a learning space where restorative interventions are carried out
- Support from learning mentors, key workers and counsellor
- Use of the external mental health team
- Partnership work with parents
- Use of the On Call system and Faculty Parking to prevent exclusion from lessons and to attempt to resolve issues quickly
- Partnership work with external agencies
- Rewards to encourage good behaviour
- Star cards to encourage personal responsibility for behaviour and self-regulation

Lesson Truancy (being out of lessons without permission):

If a student does not arrive to their lesson but was marked as present earlier in the day, the class teacher will use Teams to alert the On Call members of staff so that they can check that the student is safe and may trigger a callout using the tannoy system. Once the student is located, if it is established that there is no valid reason for them not being in their lesson, they will be issued with an appropriate sanction which might include an internal suspension or a lunchtime in the Duty Room.

Persistent defiance and rude behaviour towards an adult: If a student's behaviour is dangerous or interrupts the learning of others, or if a student demonstrates extreme rudeness or defiance towards a member of staff, the member of staff will use Teams to request the member of staff who is On Call to visit the classroom. In most cases, the student will be removed from the classroom and placed in the Duty room, Faculty Parked or supervised by a member of SLT if the Duty Room is closed to allow the student time to reflect. Where situations involve less serious behaviour, it may be possible to resolve the issue and return the student to the classroom but in the case of extremely poor behaviour such as defiance, extreme rudeness, disruption the learning of others or dangerous behaviour, the student will always be removed from the lesson and placed in the Duty room, Faculty Parked or supervised by a member of SLT.

Confiscation of Mobile Phones, Music Devices, Headphones and banned items: Please refer to our separate Mobile Phone policy for details on the school's rules and expectations in relation to the use of mobile phones, electronic devices and headphones. Any other items listed as not allowed within our uniform policy or which are listed as unsafe within other relevant policies, will be confiscated and, depending on the nature of the item, either handed to the police or a parent will be asked to come and collect them from the school. This includes badges with political slogans which include a 'call to action' in the form of a verb, e.g. 'vote', 'free', or 'ban'.

Smoking, including use of e-cigarettes and vaping products

Smoking will not be tolerated at WSfG, or when dressed in the uniform of the school. The definition of 'smoking' includes any tobacco-based products, e-cigarettes and vaping products. Smoking, being associated with smokers or being found in possession of smoking paraphernalia in school could lead to a fixed-term suspension.

4.1 Detention System

Detentions at WSfG are used with the intention of supporting students to rectify any mistakes and to seek support from staff to resolve any difficulties which led to the detention being issued. To achieve this, staff are expected to support students to engage in a restorative conversation with them during their detention, to ensure that any difficulties arising from the lesson have been resolved before students return to their next lesson, and to avoid the same problem recurring in the future.

4.2 Refusal to comply Every effort is made by staff to de-escalate situations where students are not behaving well and to support students to manage their own behaviour effectively. Where poor student behaviour persists despite support having been offered, parents will be contacted and asked to attend a Serious Concern meeting as a matter of urgency. At this point, exclusion is possible unless working with parents/carers brings about a significant and immediate change in behaviour.

5. SUSPENSIONS

Internal Suspensions:

We aim to prevent and minimise exclusion wherever possible but in some extreme circumstances, immediate removal from the classroom will be necessary.

The Duty room is used to provide a calm, reflective learning environment where students who have not met the high expectations of the School Behaviour Code may be internally excluded for a fixed period of time. This means that students are still able to attend school but are not allowed to attend lessons, have social time at break or lunch or attend any extra-curricular events and are placed in the Duty room instead. Students may be internally excluded for a number of reasons. If the internal exclusion is to last one day or more, parents will be notified via letter and/or telephone call. A student may also be placed in the duty room if On Call staff have been called to a lesson because a student is disrupting the learning of others.

If it is felt that the student is unable to return to the lesson without causing further disruption, they will be placed in the Duty Room in order to allow the student to reflect on what went wrong and the learning of others to continue. Students who have been readmitted from an external exclusion will spend time in the Wellbeing Hub on return to the school to ensure that they are ready to return to lessons without further difficulties occurring.

If a student with a PSP does not meet the behaviour targets on their behaviour report card while in the duty room, they complete an additional day there. However, if a student with an PSP uses the time to reflect on their mistakes and to resolve any issues from the previous lesson, they are allowed to return to lessons after one day.

Students may also be placed in the Duty Room or the Wellbeing Hub, depending which is most appropriate, for a specified amount of time, following an On Call. The length of the placement will be decided by the senior member of staff on duty following investigation of the reason for the call-out. The purpose of this placement is to allow the student time to reflect on their behaviour in a quiet, reflective environment.

The Wellbeing Hub is used as an additional learning space for supporting students with emotional and behavioural difficulties who require support and / or are at risk of disengagement or exclusion if they attend their usual lessons. In cases where students are placed in the Hub as a preventative measure by agreement with the relevant members of staff, the extended day does not apply.

Persistent poor behaviour in the Duty Room is likely to lead to a Fixed Term Suspension (the student is externally suspended and not allowed to come into the school). See also the school's suspension policy.

Students may be temporarily placed in the Duty Room to write an account of something they have witnessed or been involved in. If it is established that the student did not contribute negatively to the incident in any way, no sanction will be given and the student will return to lessons.

External Suspensions:

DfE categories are followed when a student is externally suspended from school for either a fixed period or is permanently excluded. Some of the additional reasons for exclusion are not mentioned explicitly in our Positive Behaviour for Learning policy. These include:

- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity or abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

These offences will not be tolerated at WSFG and will result in a serious sanction which could include a fixed-term suspension.

The full list of DfE categories is listed in the appendices.

The school reserves the right to apply sanctions, including fixed-term suspensions, for any other offence which the Headteacher considers detrimental to the health and safety of the school community.

Reintegrations from internal or external suspensions:

Whether the suspension has been internal or external, the school will operate a thorough and supportive reintegration meeting with parents and students. This includes a discussion of the incident which led to the exclusion, as well as action for parents, students and the school in order to support the returning student to improve their behaviour in the future and prevent a recurrence of the incident. Every student will also receive restorative support from Wellbeing Hub staff and will assess whether this should be short or long-term.

Reintegration from Faculty Parking:

Faculty leaders are responsible for facilitating a restorative conversation between the student and the member of staff.

6. OFF SITE INCIDENTS

6.1 Limits of the school's responsibility

The school expects the same high standards of behaviour from students offsite as on site. The legal position of the school in respect of off-site incidents is during the school day the Headteacher is in loco parentis (i.e. acting as a reasonable parent). If a child is allowed out of the school during school hours, they are the Headteacher's responsibility; if they leave without permission, they are the responsibility of the parent. Parents will be contacted as soon as the school is aware of a student leaving site without permission by using the emergency numbers on the school database.

The legal position of a teacher or member of the support staff in relation to students outside of school hours is the same as that of any other member of the public unless it is an organised school activity. However, we believe that the school's responsibility for incidents arising offsite should extend beyond the narrow legal limitations.

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

6.2 Procedures for responding to off-site incidents

a) If an off-site incident takes place any member of the school who was a victim, or who witnessed it, should report it immediately to the school. The report should initially be made to the school receptionist, who will alert the Senior Member of Staff on Duty or the Headteacher (or member of the Leadership Team in charge in the event of the Headteacher's absence from the site).

b) In the event of a violent or threatening incident off site, senior staff are expected to do all they can to ensure the safety of students and members of the public. However, senior staff are not expected to intervene or take any action that puts themselves in danger. This also applies to other staff who may be on the scene.

c) Following the initial report, the follow-up actions for the incident will be completed by the relevant member of the Senior Staff who is On Call, the Line Manager or the appropriate SPL, in line with normal procedures which may include the school's Safer Schools police officer or the police.

d) The Duty Room supervisor and SPL referring the student to duty should ensure that the incident is recorded in the Duty Room log as 'bringing the school into disrepute outside the school premises'.

6.3 Monitoring and Evaluation:

The procedures supporting the Positive Behaviour for Learning Policy should be followed at all times. Students and teaching staff will be engaged in discussions regarding them at the beginning of every academic year. Students and adults new to the school mid-term should receive information or training as part of their induction.

The Behaviour for Learning Policy and procedures will be formally reviewed by the Leadership Team, along with other related documents, every Summer Term. Staff will be involved in discussions related to these procedures at different times of the year through the usual ongoing meeting cycles and through training as part of INSET days and / or the school's CPD offer.

Heads of Faculty/Subject Leaders are responsible for monitoring data relating to student behaviour within their faculty/subject area, identifying any students with high numbers of behaviour points or On Calls. Heads of Faculty/Subject will discuss any students who are a cause for concern with the relevant subject teacher and put relevant support in place, such as calling the student's home to talk to parents/carers, emailing parents, placing the student on faculty report and providing ongoing support and guidance to staff on Behaviour for Learning strategies. SPLs and Form Tutors should be informed so they are kept up to date on actions being taken by Heads of Faculty/Subject Leaders.

Student Progress Leaders (SPLs), in conjunction with tutors, are responsible for monitoring student behaviour in all aspects of the school. They are responsible for monitoring behaviour and rewards in their

year group, using the SIMS behaviour module, and for referring students to Intervention Meetings where there are patterns or concerns.

Full School Reports are colour- coded to show the level of sanction.

- Orange = Faculty report
- Green = Tutor
- Yellow = Student Progress Leader
- Blue = Senior Leadership Team Line Manager /Head teacher

Monitoring Incidents

Incidents should be monitored in the following ways:

- **SIMs:** Classroom teachers and form tutors log incidents and record the appropriate level of sanction as a behaviour point. Incidents will then be monitored by middle and senior leaders for their areas. SPLs will be aware of patterns and trends so that appropriate action can be taken, e.g. report issued, an appropriate sanction, Intervention meeting referral or PSP. The SENDCO and Assistant SENCO will also monitor incidents recorded on SIMs for SEND students, both those with EHCPs and K students. As part of this process, the school SENCO will also evaluate whether a student who exhibits challenging behaviour may have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. Incidents which include an aspect of student safety should also be logged on the school's Safeguard system. These incidents will be monitored by the Safeguarding Team.
- Incidents logged through the On Call system will be monitored by the Leadership Team including analysis by ethnicity and Special Educational Need and detailed data of disruptive incidents will be the subject of discussion at Leadership Team, Year Teams, Middle Leader meetings and Line Management meetings as well as at the school's Intervention Meeting. The school places importance on working with a range of agencies to identify any underlying causes for repeated and persistent poor behaviour, and to measure the impact of any interventions put in place, to ensure that students are effectively supported to improve. This includes a commitment to understanding and minimising the reasons for any students or student groups who are disproportionately represented in the school's behaviour data.

7. REWARDS

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Green reward points
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges

- Non-uniform days
- 'Golden Tickets' for first lunch
- Praise in SPL Award Assemblies
- Love2Shop gift vouchers
- Emails to parents/carers (students who received 7+ Green points in a week, 15+ Green points over a fortnight)
- Reward trips: these take place at Christmas ('top 20' Green point winners in each year groups) and in the Summer term (all students other than those with high numbers of behaviour points or specific behaviour concerns.)

8. ZERO TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

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

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Child-on-child abuse

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include fixed-term or permanent exclusions.

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

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

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

9. MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

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

10. PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Please refer to Positive Handling Policy

11. SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.³⁵ 125. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. 126. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- PBfL Policy.
- Restraint Policy
- Educational Visits Policy

Appendix 1: Written statement of behaviour principles

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

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

Appendix 2: For Inclusion in Staff Handbook

PBfL in the Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom by following the Learning Principles and the school's Code of Conduct.

Partnership with Parents:

Staff at WSFG work collaboratively with parents, letting them know their views are valued. In order to create a partnership with parents which will support positive behaviour for learning in our school, all staff will:

- develop positive relationships with parents, explaining the importance of partnership working
- clarify the school's expectations which are set out in the home-school agreement
- contact parents about positive, as well as negative behaviour – regularly let parents know when their child has behaved or achieved well
- keep a reasonably detailed and factual record of incidents on SIMs eg “Student A left her seat, went across the classroom and hit Student B on the back”, rather than “Student A disrupted the lesson”

- if you are concerned, ask another teacher to be with you when you talk to parents initially in order to have an accurate record of an exchange seek advice from your line manager on school procedures for meeting parents, if you are unclear.

2a Behaviour strategies flowchart and detentions system

[Behaviour flowchart November Vertical.docx](#)

2b On Call system

[WSfG ON CALL SYSTEM BFL appendix - Copy.docx](#)

2c Duty Room protocol

[Duty Room System BFL Appendix - Copy.docx](#)

2d WSfG Code of Conduct

[Code of Conduct.docx](#)

Appendix 3 Rewards and Sanctions Grid

[Rewards system November.docx](#)

Appendix 4: Restorative Practice guidance

NEU guidance:

<file:///C:/Users/Staff/Downloads/NEU986%20Positive%20behaviour%20management.pdf>

Full EEF guidance: [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1635355216](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF%20Improving%20behaviour%20in%20schools%20Report.pdf?v=1635355216)

Figure 8: Elements of a whole-school approach for wellbeing interventions (PHE 2015)⁴⁴



Appendix 5:

DfE Reasons for Exclusion

The DfE expects schools from the beginning of academic year 2020/21 to **cease** the use of “**Other**” as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	<p>Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,</p> <p>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</p> <p>Use of an offensive weapon</p>
LG	Abuse against sexual orientation and gender identity	<p>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</p> <p>Homophobic, biphobic and transphobic bullying</p> <p>LGBT+ graffiti</p> <p>LGBT+ taunting and harassment</p> <p>Swearing that can be attributed to LGBT+ characteristics</p>
DS	Abuse relating to disability	<p>Derogatory statements or swearing about a disability</p> <p>Bullying related to disability</p> <p>Disability related graffiti, Disability related taunting and harassment</p>
MT	Inappropriate use of social media or online technology	<p>Sharing of inappropriate images (of adult or pupil)</p> <p>Cyber bullying or threatening behaviour online</p> <p>Organising or facilitating criminal behaviour using social media</p>

PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment

		<p>Derogatory racist statements</p> <p>Swearing that can be attributed to racist characteristics</p> <p>Racist bullying</p> <p>Racist graffiti</p>
SM	Sexual misconduct	<p>Sexual abuse</p> <p>Sexual assault</p> <p>Sexual harassment</p> <p>Lewd behaviour</p> <p>Sexual bullying</p> <p>Sexual graffiti</p>
DA	Drug and alcohol related	<p>Possession of illegal drugs</p> <p>Inappropriate use of prescribed drugs</p> <p>Drug dealing</p> <p>Smoking</p> <p>Alcohol abuse</p> <p>Substance abuse</p>
DM	Damage to property	<p>Damage includes damage to school or personal property belonging to any member of the school community</p> <p>Vandalism</p> <p>Arson</p> <p>Graffiti</p>
TH	Theft	<p>Stealing school property</p> <p>Stealing personal property (pupil or adult)</p>

		<p>Stealing from local shops on a school outing</p> <p>Selling and dealing in stolen property</p>
DB	Persistent or general disruptive behaviour	<p>Challenging behaviour</p> <p>Disobedience</p> <p>Persistent violation of school rules</p> <p>Raising of fire alarms falsely</p>