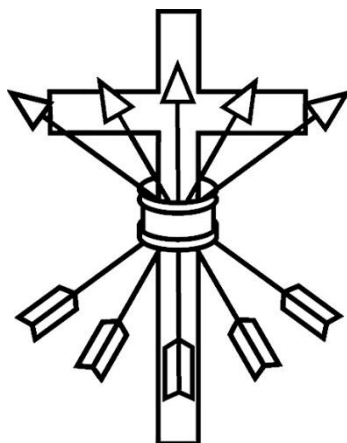


# WADDES DON CHURCH OF ENGLAND SCHOOL



## BEHAVIOUR POLICY

### Policy Statement

This policy outlines the ways in which we maintain safety, good order, and self-discipline at Waddesdon. In order that our students can live life to the full, we expect members of our community to uphold and respect high standards of behaviour so that everyone can learn, always behaving in a way which is dignified.

Clear boundaries and high standards for behaviour will enable our students to flourish now and in the future; they also enable our most vulnerable students to feel safe. These aims also support our staff in enjoying and thriving in their work.

STATUS OF POLICY	Statutory
Based on "The Key – Model Policy" approved by Forbes Solicitors dated Sept 2022	-
COMMITTEE RESPONSIBLE:	Curriculum & Student Wellbeing
GOVERNING BODY APPROVAL:	5 September 2023
REVIEW DATE:	Autumn Term 2024

## Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Core Values and principles .....	3
4. Definitions.....	4
5. Bullying .....	6
6. Roles and responsibilities.....	7
7. Expectations .....	9
8. Sanctions .....	11
9. Invoking sanctions.....	12
10. Reasonable force.....	12
11. Responding to misbehaviour from students with SEND.....	13
12. Confiscation and searching.....	14
13. Serious breaches of the school's behaviour policy.....	19
14. Malicious allegations.....	21
15. Complaints .....	21
16. Student transition and support.....	21
17. Training.....	22
18. Monitoring.....	22
19. Links with other policies.....	23
Appendix 1 Additional details surrounding permanent exclusions. ....	24
Appendix 2 Sexual Assault and Harassment Policy.....	27

## 1. Aims

This policy:

- Provides a **consistent approach** to behaviour management that is applied equally to all students
- **Defines** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outlines how students are **expected to behave** and the **consequences of their behaviour**
- Summarises the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outlines our system of **sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### 3. Core values and principles

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they live a life of value. As a community, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every child.

Our ethos is rooted and grounded in the Christian values of love, compassion, kindness and inclusion which foster dignity and respect for all. Students tell us that they feel safe at Waddesdon School. Self-confidence, self-belief and agency are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way'.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are a dedicated and motivated community which enables our students to work hard and achieve highly. However, our school cannot simply be measured by our outstanding outcomes alone; it is also measured the development and character of our young people.

Everyone involved with the school is expected to uphold the following Behaviour Principles:

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Every student understands that their fellow students have the right to feel safe, valued and respected, and learn free from disruption of others
- All students, staff and visitors are free from any form of discrimination, abuse or rudeness
- The behaviour policy is understood by students and staff
- Staff and volunteers set an excellent example to students at all times, complying with the principles and practices outlined in the Staff Code of Conduct
- Rewards, sanctions and reasonable force (when necessary) are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances and likely to lead to a permanent exclusion.

## 4. Definitions

**Behaviour** is defined as (Oxford English Dictionary):

- The way one conducts oneself, including the showing good manners
- The treatment of others
- Moral conduct

**Misbehaviour** is a departure from the above, and in a school environment includes, but is not restricted to:

- Rudeness, including tone and body language
- Minor disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards work, peers and staff
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Persistent breaches of the school rules
- Serious breaches of the school rules, including, but not restricted to:
  - Any form of bullying (see definition on p.7)
  - Racist, sexist, homophobic, religious or discriminatory behaviour under 2010 Equality Act
  - Vandalism
  - Theft
  - Fighting, including incitement to fight, or the involvement in the organisation of a fight
  - Violence, or the threat of violence towards a student or member of staff
  - Withholding information which may have prevented a serious incident from occurring
  - Smoking or vaping
  - Possession of any prohibited items (see 4.1 below), including the attempt to pass on, or sell items
  - Arriving on the school site in an intoxicated state
  - 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

#### **4.1 List of prohibited items**

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school requires parents and students ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought into school. In the majority of cases the application of common sense will easily determine what should not be brought into school. The list below is not exhaustive, but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought into school.

Serious sanctions under the Behaviour Policy will be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to permanently exclude students in extreme cases, or when students or parents have received warnings about banned items.

#### **FIRE LIGHTING EQUIPMENT**

Matches, lighters, etc.

#### **DRUGS and SMOKING EQUIPMENT**

Cigarettes

E-cigarettes and vapes

Tobacco

Alcohol

Solvents

Any form of illegal drug

Any other drugs except medicines covered by the Prescribed Medicines Procedure

#### **WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES**

Knives, including pen knives and craft knives

Razors

Catapults

Guns of any kind, including replicas and BB guns

Laser pens and LED torches

Knuckle dusters and studded arm bands, bracelets, etc.

Whips or similar items

Pepper sprays and gas canisters

Fireworks or explosives of any kind

Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

## OTHER ITEMS

Any form of liquid based correction fluid

Chewing gum

Energy drinks

Offensive material (pornographic, racist etc.)

Any aerosol (other than essential medication)

*Note: students should use non-aerosol deodorants*

## 5. Bullying

**Bullying** is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying differs from 'friendship fall-out', or other aggressive behaviour (usually one-off incidents).

Bullying can include:

Type of bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual

	gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body is responsible for reviewing and approving the behaviour policy. The governing body will also monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body.

The headteacher will ensure that the school environment promotes and supports positive behaviour and that staff deal effectively and efficiently with poor behaviour.

The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students and will ensure that all staff understand the positive behavioural expectations and the importance of maintaining them

The leadership team will provide new staff with clear induction into the school's culture and expected standards to ensure they understand its rules and routines, and how best to support all students to participate fully. They will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The headteacher will ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary and makes sure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.



### **6.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently, including the rewarding of positive behaviour
- Modelling positive behaviour and expectations
- Providing a personalised approach to the specific behavioural needs of particular students where necessary
- Recording behaviour incidents on SIMs

The leadership team, subject leaders and heads of year will support staff in responding to behaviour incidents.

### **6.4 Parents**

Parents are asked to:

- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- Ensure that their child abides by the behaviour standards set out by the school, even if these differ from personal views, so that all students can expect the same treatment irrespective of background
- Enable the school to carry out investigations before assuming that their child's version of events is factually correct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure that their child attends school regularly and punctually, with appropriate clothing and equipment
- Ensure that the school is notified of any absence by telephone and that this is confirmed in writing, when their child returns
- Have due regard for the Home-School Agreement, particularly concerning attendance and not take holidays during term time
- Ensure that suitable facilities are made available at home for their child to complete homework, or make sure of the facilities available in school.
- Underline the importance of homework completion by supporting any arrangements required should their child be in Period 6 for lack of homework
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour.

The school will work hard to build a positive relationship with parents and carers by keeping them informed about developments or changes in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 7. Expectations

Students are expected to:

- Treat fellow students with kindness, dignity and respect
- Be polite, well-mannered and co-operative at all times
- Dress smartly and in accordance with the school's requirements
- Attend school punctually and regularly
- Work hard and try their best so that they can fulfil their potential
- Complete and submit homework and other assignments on time
- Treat all facilities and equipment carefully, and with respect
- Move about the school in an orderly and quiet manner
- Not partake in any form of bullying (see **Anti-bullying Policy**)
- Not partake in any form of sexual assault or harassment (see **Sexual Assault and Harassment Policy** at Appendix 2)
- Conduct themselves with modesty and decorum. Close bodily contact between students is unacceptable i.e. the 'daylight rule'.
- Appreciate that the laws of the land apply in school which means that drugs, weapons and alcohol are strictly forbidden.
- Not bring chewing gum into school

### Mobile phones and other electronic devices

Students may bring mobile phones to school as long as they are switched off and in bags, or pockets before they enter the school site at the start of the day. They should remain there unless they are needed for an emergency and they have the express permission of a member of staff to use them. Similarly, students may wear smart watches to school, as long as they are only used as a watch. Mobile phones, smart watches and electronic devices must not be taken into exams. Please refer to guidance for exams published on the school website.

Students may switch on and use their mobile phones after Period 5 has finished and they have left the building in which their lesson during Period 5 took place.

If students are seen with their phone, or use their smart watches to read or send messages, these items will be confiscated for 48 hours and held in a secure space. Parents will be informed.

Students are expected to remove air pods/ headphones as they enter the school site, or these will be similarly confiscated.

**NB: It is the responsibility of parents and students to ensure mobile phones are properly insured. The school accepts no responsibility whatsoever for theft, loss or damage.**

## **7.1 Classroom Expectations**

Teachers are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain an environment that encourages student to be engaged in their learning
- Develop a positive relationship with student, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption and following the school behaviour policy should students not respond to requests to re-focus their behaviour
  - Using positive reinforcement

### **In the classroom students will be expected to:**

- Enter the classroom as directed and in an orderly way
- Sit down, remove coats, place bags on floor, have relevant books and equipment to hand
- Be silent and facing the teacher, when he/she is speaking
- Understand that no teaching or learning can take place until these conditions have been met
- Accept responsibility for their own learning
- Leave the classroom in an orderly manner, as directed by their teacher
- Meet deadlines for the submission of work
- Be silent and listen when other students or staff are speaking
- Not chew or eat in class

## **7.2 Safeguarding**

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## **7.3 Responding and rewarding positive behaviour choices**

The school expects that everyone can, and will, behave with dignity and respect within Waddesdon School, when representing the school and when in school uniform. Expressions of politeness, good manners, treating others with dignity and respect and hard work will be acknowledged and recognised.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos, as well as celebrating the Waddesdon Way.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. See Reward Policy.

## **8. Sanctions for unacceptable behaviour**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Spoken rebuke
- Loss of privilege or free time (lunchtime or after-school detention C1 or C2)
- Placement on report
- Letter home
- Discussion between parents, student and members of staff
- Period 6 (after school homework support sessions)
- Friday detention after school

- Withdrawal from normal lessons
- Reprimand from a senior member of staff
- Attendance at school during holiday time
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion (see exclusions policy)

## **9. Invoking sanctions**

Punishment should not be unduly harsh, but proportionate to the poor behaviour in question. Whenever teaching staff use sanctions, they are designed to support the child to correct their behaviour as well as to indicate to the school community that poor, or anti-social, behaviour is not condoned. Teaching staff may use a number of sanctions (as listed above).

Teachers formally record if homework is not handed in. Regular failure to submit homework will result in the school contacting home, and where necessary use of Period 6 to support completion of homework.

After-school detention is used for serious problems or persistent offenders. If a student is to be placed in after-school detention, parents are notified, usually by telephone. Detentions are usually held between 3.30pm and 4.30pm.

Period 6 – After school homework sessions are run on Mondays, Wednesdays and Thursdays until 4.30pm.

On some occasions a 'School Report' may be used, particularly if it is necessary to monitor a student's behaviour or quality of work. This procedure involves students being briefly assessed at the end of each lesson. Parents will be asked to review the resulting document each evening.

## **10. Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

The school's policy adheres to the DfE guidance on the use of reasonable force. See section 2 above for guidance link.

## **11. Responding to misbehaviour from students with SEND**

### **11.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school takes seriously its role in ensuring safety towards staff and other students and will take a balanced view of an individual student's needs against "the efficient and effective education of others" (SEND Code of Practice, 9.93)

## **11.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they 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.

## **11.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 12. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 12.1 Confiscation

Any prohibited items (listed in section 5) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

### 12.2 Searching a student

Searches will be non-invasive

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A DSL will be contacted and present at ALL searches

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.



A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, blazers or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

## **12.3 Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 5) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **12.4 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 5
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 5), including incidents where no items were found, will be recorded in the school's safeguarding system.

## **12.5 Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 5). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## 12.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 12.7 Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. **This action is highly unlikely to be taken unless there is a significant safeguarding risk towards a student.**

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate (this will be a DSL or a parent) for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

## 12.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **12.9 Who will be present?**

This subsection and the one directly following apply to strip searches that involve the exposure of a student's intimate body parts, but you may decide to follow these procedures for other searches.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **12.10 Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **13. Serious breaches of the school's behaviour policy**

Serious breaches of the school's behaviour policy, or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to suspension, or permanent exclusion. Suspension can be for a fixed number of days (up to a maximum of 45 school days in year). Sometimes, **exclusion can be permanent.** **See Exclusions Policy and Appendix 1 for further details.**

#### **13.1 Off-site misbehaviour**

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 the 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
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### **13.2 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

### **13.3 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **13.4 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.

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

Please refer to the Sexual Assault and Harassment policy (Appendix 2)

## **14. 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 consider whether to 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 consider whether to 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 (LADO), 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.

## **15. Complaints**

Students who feel that they have not been properly treated should report their complaint to the appropriate person (form tutor, pastoral head, prefect, parent or other adult), if they are unable to resolve the complaint themselves. External agencies, e.g. the Education Welfare Service, Psychological Service, Health Service, Parent Partnership, Police, Social Services and Careers' Service can be helpful in further supporting students and parents, if this is required.

## **16. Student transition**

To ensure a smooth transition to the next year, students have transition sessions. In addition, staff members hold transition meetings.

Information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

The school recognises its legal duty under the Equality Act 2010 to prevent student with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate whether a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, the school counsellor, 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.

## **17. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **18. Monitoring arrangements**

### **18.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.



## **18.2 Monitoring this policy**

This behaviour policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

## **19. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Authentic Praise policy

## **Appendix 1**

### **Additional details surrounding permanent exclusions**

#### **Possession of a weapon**

It is a criminal act for students to carry with them, or bring, a knife or other offensive weapon into school and such behaviour would normally result in permanent exclusion, even for a first or one off offence.

Although the law does not classify carrying a pen knife with a blade of less than three inches as carrying an offensive weapon, for the purposes of this policy Governors will regard a student carrying any knife, including a pen knife with a blade of less than three inches, as carrying an offensive weapon when deciding to take a decision to permanently exclude.

#### **Drugs and Alcohol**

Waddesdon School takes very seriously its responsibilities to ensure the school is a safe and secure environment for all students and therefore takes a very strict line in relation to all offences relating to drugs and alcohol. Parents and students will need to be aware that the policy at Waddesdon School is that all cases involving the following will lead to permanent exclusion:

- dealing, i.e. the supply, exchange or receipt of drugs or alcohol, or
- the use of illegal drugs or consumption of alcohol, or
- possession of illegal drugs or alcohol, or
- the misuse of prescription drugs, non-prescription drugs or volatile substances

*NB: Misuse includes smelling, sniffing and/or inhaling.*

Volatile substances are those substances that emit a gas or vapour and include butane and propane, aerosol propellants, glues, solvents, petrol and 'poppers' e.g. amyl nitrate and can be inhaled. This includes e-cigarettes and vapes.

Drug-related incidents include illegal drugs and/or misuse of prescription, non-prescription drugs or volatile substances as outlined above. It should be noted that aerosol deodorants are not permitted in school and are covered by this rule. No drug or volatile substance should be brought onto the school premises without the school's knowledge and approval. This approval must be sought from the Headteacher or School Medical Officer (in the case of medication) and will only be given following a written request from a parent.

Students will need to be aware that volatile substance abuse (VSA), the deliberate sniffing/smelling/ inhalation of volatile substances such as lighter fuel, glue, aerosols or 'poppers' (e.g. amyl nitrate) is responsible for more deaths in young people aged 10-16 in England and Wales than illegal drugs.

Drugs and alcohol incidents will include being in possession of, consuming or making available the substances listed above to other students on site and also on the way to or from school or in other respects within the school's jurisdiction. The only exception to this will be in relation to alcohol where an exception may be made in cases where the student or students in questions is/are (a) over the age of 18 and (b) legally, reasonably and responsibly consuming alcohol on the way home from school.

The policy is intended to protect the students in the school from the dangers of an illicit drug or alcohol culture.

The school will provide and promote access to specialist advice for students with drug or alcohol problems and referral, where appropriate, to other agencies.

Students, staff and parents have a duty to inform senior staff if they suspect that drugs or alcohol are present or are being used at school, or within the school's jurisdiction. Students and parents must realise that only limited confidentiality can be offered in discussions relating to the usage of substances which could be regarded as injurious to health or illegal.

Students taking, or under the influence of substances on school premises, will be given medical assistance, as appropriate. Staff have a duty to ensure the protection of other students and the fabric of the school. Where incidents occur, or where there is a reasonable suspicion of such incidents, the parents will be informed as soon as possible.

### **Sharing of highly inappropriate, sexualized images ('sexting'), or nudes**

'Sexting' is the exchange of self-generated sexually explicit images or video clips, via social networking sites over the internet. When such material is shared with others without the consent of the subject, it causes extreme embarrassment, humiliation and distress and constitutes an extreme form of bullying. Once an image or video clip is on the internet, it can be freely copied by anybody. This could include people who have a sexual interest in children. The Child exploitation and Online Protection Agency (CEOP) report that thousands of 'self-taken' images are appearing on paedophile chat sites and forums.

Children who are 'sexting' may actually be committing criminal offences. The police advise (<http://www.westmercia.police.uk/internet-safety/sexting/>) that if a teenager were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988. In addition, CEOP advise that "It is illegal to take, possess or share 'indecent images' of anyone under 18 even if you're the person in the picture." ([http://www.thinkuknow.co.uk/14\\_plus/Need-advice/Sex-and-the-law/](http://www.thinkuknow.co.uk/14_plus/Need-advice/Sex-and-the-law/))

If someone is prosecuted for these offences, they may be placed on the sex offenders' register, potentially for some considerable time, in addition to receiving other very serious sanctions as part of our criminal justice system.

We take the safety and security of our students very seriously indeed and work with parents, the Police, child support agencies and our students themselves when incidents involving our students and sexting occur. We do not tolerate the sharing of such images and video clips. All cases where students share with others highly inappropriate sexualized images or video clips of students on roll at this school, causing distress and humiliation, will be considered as grounds for permanent exclusion from school, even for a first or a 'one-off' offence.

## Appendix 2

### Sexual Assault and Harassment Policy

#### 1. Key definitions:

- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting (sending nudes)

#### 2. Reporting incidents

Our aim at Waddesdon is to create a culture and ethos of respect, tolerance, acceptance and diversity, making it easier for students to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

'Lower-level' incidents are far more frequent than severe incidents and can underpin a problematic 'normalised' culture of acceptance. Our aim as a school is to dismantle this by encouraging students to call out and report **anything** that makes them uncomfortable, no matter how 'small' they think it is.

In all cases we will:

- Take student safety and wellbeing seriously
- Listen to students
- Act on their concerns
- Not tolerate or accept abuse

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

#### 3. Responding to reported incidents

All incidents reported will be taken seriously by the school and considered from a safeguarding (involving the DSL) and a behavioural perspective.

Following risk assessment of all reported cases, a decision surrounding the following actions will be taken:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

The school's response will always be:

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

#### **4. Involvement of both parties' parents**

Parents will **always** be informed of any incidents, and we will work collectively to:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the student and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

Phone calls to parents will happen **immediately** and **every time** staff have concerns about their child's behaviour.

#### **5. Sanctions**

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

Whilst we follow a 'zero-tolerance' to sexual assault and harassment, we also stress that the nature of punishment reflects the level of activity. This can range from permanent exclusion to school led detentions and opportunities for education and pastoral support.

Depending on the seriousness of the event, the following sanctions will be used:

- A verbal warning
- Keeping the student behind after a lesson to apologise to their peer
- A letter or phone call to parents

- A meeting with parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- Police response

The response to each incident will be **proportionate**. 'Lower-level' incidents such as sexist comments may be addressed through education, but have also led to the application of a range of sanctions.

Calling out behaviour as it happens will help all students understand what is and isn't OK. If the incident is very 'low level' – for example, a student making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the student to apologise to the victim on the spot.

In all cases the school will balance the importance of safeguarding other students, with the need to support, educate and protect the alleged perpetrator(s).

The following will also be taken into consideration:

- The age and developmental stage of the alleged perpetrator(s) Including SEN needs.
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

The use of permanent exclusion from school will be considered in the most severe cases.

Whilst we do not tolerate any behaviour related to sexual assault and harassment, the school does not demonise students. Our approach is to support and listen to all of those involved. Alleged perpetrator(s) will always be offered support so that they can change their behaviour.

## **6. Support for the victim**

Every effort will be made to keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises.

The school will listen to the victim(s) and ensure that their wishes help inform our response. The school will always make the final decision.

## **7. Promoting appropriate sexual behaviours**

As well as focusing on what's inappropriate, our RSE curriculum aims to help students understand what good and healthy sexual behaviour means. This includes coverage of the following topics:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

See the school's RSE policy for further information.

## **8. Support for the alleged perpetrator(s)**

Sometimes when students demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

Alleged perpetrators will always be offered a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We aim to gently but firmly condemn the behaviour, not the student – otherwise they won't feel safe to open up about their own experiences.

The school will make necessary plans to help perpetrators modify their behaviour – this may involve counselling or clinical care.

In some circumstances, the school will engage in relevant outreach programmes where students can hear first-hand about the impact of behaviour such as theirs.

For example, the Lucy Faithfull Foundation's Inform Young People programme offers training and support for young people in trouble with the police or their school for inappropriate online behaviour, including sexting (sending nudes). It can be free of charge in certain situations –contact the organisation to find out more.