



# The Wilnecote School

**Title of Policy: Behaviour and Discipline Policy  
(including Code of Conduct and Anti Bullying Policy)**

Member of leadership team with lead responsibility for oversight and update of policy	Mr S Adams
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Approved at Governing Body	
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# Behaviour and Discipline Policy (including Code of Conduct and Anti-Bullying Policy)

## 1. INTRODUCTION

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To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Wilnecote School. It includes our *Code of Conduct for Students* and our *Anti - Bullying Policy* which outline the rules and guidance which we expect everyone to follow. It concludes by summarising the rewards and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



## 2. CODE OF CONDUCT FOR STUDENTS

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At The Wilnecote School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Wilnecote School, including on the way to and from school, whether walking, cycling or using the bus.

### In Class

- Arrive at lessons punctually and enter the room in an orderly way using the 'Meet, Greet, Neat, Seat' procedure.
- Leave the room in an orderly fashion, following the 'Neat, Feet, Smart, Depart' procedure.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions.
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views.
- Work to the best of your ability and aim to complete all the tasks you have been set.
- Take a pride in the appearance of your work.
- Ask for help if you do not understand or if you are not sure what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and co-operate with fellow students.
- Complete and hand in all your homework on time.
- Be aware of the actions and targets your teachers have set to improve your performance and push yourself to achieve them.
- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a pleasant atmosphere for learning.
- Depart lessons in an orderly way following the 'Neat, Feet, Smart Depart' procedure.

## Around School and in the Community

- Enter and leave school sensibly; do not run out of the drive.
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road. Once on school site you should not be on your bike and should walk it when moving around the site with it.
- Walk in a sensible and safe manner in corridors following the one way system and take care, especially on stairways.
- Leave toilet areas clean and tidy and encourage others to do the same.
- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- Finish eating and drinking before going to lessons. You may drink bottled water or clear flavoured water during lessons, except in areas where this may create a Health and Safety concern. Teachers will inform students if there are such restrictions in their classrooms. All energy and fizzy drinks are banned from the school site and will be disposed of if seen. The school catering service will sell only drinks in line with healthy eating guidelines. No chewing gum is allowed on the school premises.
- The selling or supplying of items to other pupils on the school site is not permitted. Students should not be purchasing or receiving items to sell to other students and should this happen, the items will be confiscated and sanctions applied.
- All students are expected to speak to other members of the school community in an appropriate manner. Unacceptable verbal abuse to peers will be dealt with seriously and appropriate sanctions issued, ranging from a detention to an exclusion. Should students swear at members of staff within school they should expect to receive a minimum of a fixed term exclusion and are in grave danger of receiving a permanent exclusion as no adult should have to come to work in any establishment and be verbally abused.
- Smoking is not allowed anywhere on school premises and students should not smoke on the way to or from school as they damage their health and bring the reputation of the school into disrepute. Such behavior comes with a high risk of receiving a fixed term exclusion. Smoking materials will be disposed of if found in school and sanctions applied. Both traditional and all electronic types of smoking materials are included in these expectations.
- Fighting and physical assaults are unacceptable in a civilized environment where all members of our school community have a right to be safe. If a student or students exhibit such behavior, they should expect to receive serious sanctions ranging from internal isolation up to and including a permanent exclusion when deemed appropriate.
- Should students bring the reputation of the school into disrepute or harm members of the school or wider community outside of school hours, we reserve the right to sanction students as we deem appropriate. Fighting, physical assaults, antisocial or

dangerous behavior that involve our students, both on and off school grounds and before or after school hours, will either be dealt with by the school and/or referred to the police as is deemed appropriate on a case by case basis. As when dealing with incidents inside the school, sanctions ranging from internal isolation up to and including permanent exclusion can and will be applied to maintain the reputation of the school and to keep members of the school and wider community safe.

- If students are involved in or witness an unacceptable situation where they choose to 'close-ranks' and not work with the school to resolve it, they should expect to receive sanctions as deemed appropriate by the school, as they have a duty and a responsibility to keep the school safe and orderly for all who attend it.
- Should a student choose to leave the school site without permission from the school they will likely receive a fixed term exclusion for putting themselves at risk and creating a major safeguarding concern.

### **Personal Appearance and Property**

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school. Refer to the school website and planner for uniform guidelines when purchasing shoes and other clothing to ensure you are meeting school expectations.
- Follow the guidelines on jewelry, makeup and hairstyles as found in the Uniform Code. If you are not sure what will be acceptable, ask your Pastoral Manager or Head of House.
- Outdoor coats, scarves or gloves should not be worn around school and hoodies and sweatshirts are not part of our school uniform so should not be worn to, from or in school.
- Please refer to uniform guidelines and expectations found on the school website and in planners for further details before purchasing items that may be deemed inappropriate.
- Look after your own belongings and respect those of other people.
- Mobile phones and MP3 players should not be seen in school between the hours of 8:30am to 2:40pm. Should they be seen, they will be confiscated and then can only be collected by an adult after 4pm in line with school procedures. Should students choose to bring a phone to school to enable them to communicate with parents on the journey to and from school, this should be kept out of sight and is their responsibility to look after. Parents and Carers are asked to contact School Reception should important messages need to be relayed to their child during school hours. The school will not take responsibility for damaged or stolen property.
- The bringing to school of items including those that could be dangerous, construed as weapons, knives, imitation weapons, matches or fireworks is prohibited. Bringing items of this nature to school carries the serious risk of receiving a permanent

exclusion from school to ensure the safety of our school community. We will liaise with the police as appropriate should such issues occur.

- If you bring medication to school, hand it in to your Pastoral House Manager. Remember that the school can only give you medicine, such as painkillers if they have first received written permission from a parent/carer. These forms can be obtained from the House Office.
- If caught in possession of illegal narcotics when in school, serious sanctions will be applied as well as direction to external organisations to provide appropriate support. Should a student be suspected of or known to provide illegal narcotics to other students from our school community either in or outside of school, they place themselves at likely risk of receiving a permanent exclusion as we have a duty to keep all members of our school community safe. We will liaise with the police as appropriate should such behavior occur.
- We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach in a safe and supportive environment.

### **3. REWARDS**

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We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Wilnecote School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school.
- Give positive encouragement to students to succeed and to contribute.
- Enhance staff-student relationships within the school.
- Improve students' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

#### **Verbal praise**

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

#### **Postcards and letters of Praise**

Staff will acknowledge student attitudes through postcards that praise their contribution to school life, both in and out of the classroom. Both pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

### **Celebration Assemblies and Events**

Celebration Assemblies and Events are held at the end of each term to promote positive attitudes demonstrated in the areas of attendance, behaviour and effort.

#### **Assemblies**

- Heads of House should use the weekly assemblies to celebrate individual and/ or group achievements and positive activities.
- Heads of House should review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week.
- Attendance certificates should be awarded half - termly to those students with 100% attendance.

#### **Display of students achievements**

- Classroom displays - students' work should be praised and displayed to their class at time of completion. All staff should display students' work in their classroom area.
- Newspaper coverage - outstanding or unusual achievements should be referred to Mr Handford, in order that the local newspaper can be invited to cover the story, to acknowledge the achievement of individuals and to reinforce the positive profile of The Wilnecote School.

#### **SLT Recognition**

Every House has a member of SLT who are linked to that House. Tutors can refer members of their group to their SLT link for praise and recognition of achievements. This is an opportunity for young people's hard work, attainment or acts of kindness to be recognised by senior members of staff and for students to receive praise for what they have achieved.

#### **Phone Calls Home**

Every term members of SLT telephone the parents of students who have achieved highly in terms of progress, attainment or behaviour, as indicated through the school's data collection. The top twenty in every year group will receive a telephone call, congratulating the students for their achievements.

#### **House Celebration Assemblies**

This termly event is an opportunity to praise students on their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.

## Annual Presentation Evening

Outstanding progress and achievement are recognised at our annual presentation evening, which is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including their academic and sporting achievements, 100% attendance for two or more years as well as for significant contributions to the life of the school.

## 4. HOME AND SCHOOL COMMUNICATION

The huge majority of our students receive rewards throughout their time at The Wilnecote School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage we can usually sort out the problem.

When we are concerned about a student's behaviour in class, they may be placed on 'Daily Report' so that we can monitor this and keep parents informed. Similarly, if our concern is unauthorised absence an Attendance Report will be issued. These are completed by each teacher and reviewed with the Head of House or Head of Department at the end of each day. Parents are asked to read and sign reports each evening. Departments also make use of Subject Reports, if the problem is confined to a particular area. These are reviewed with the Head of Department. Heads of Department and Heads of House will liaise closely in these circumstances to monitor the situation, working together on solutions.

## 5. CONSEQUENCE SYSTEM - OVERVIEW

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

When students behave inappropriately staff will provide them with what students don't want - a cool, mechanical, emotionless response. This reserves emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately.

### **Setting the scene for positive behaviour is key.**

**Staff will always use their Professional Best by (ref. Ensuring Excellence):**

- Implementing the assertive discipline policy
- Implementing agreed school routines.
- Being consistent in the context of an understanding of the students' emotional and social backgrounds

- Building positive relationships with young people and being relentlessly optimistic
- Appreciating that one professional's actions can impact on the work of others - positively or negatively
  - Use the 'lighthouse effect'/eyes in back of head, remaining vigilant and knowing what students are doing all of the time
  - Take direct and prompt action on inappropriate behaviours in line with behaviour policy
  - Insist on courtesy and politeness and model this
  - Keep things in perspective
  - Do not back children physically or figuratively into corners.
  - Contribute to ensuring the highest standards of behaviour and manners outside lessons
  - Practise and encourage mutual respect, fairness and friendliness
  - Always take opportunities to challenge prejudice
  - Never hold grudges
- Modelling our expectations
- Being a role model on duty and use this time as an opportunity to praise good behaviour and reinforce expectations
- Applying school policies fairly and consistently

#### **Staff will:**

**Be positive role models** - smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with their frustrations and create a calm atmosphere.

**Recognise and acknowledge achievements and give praise** - give praise with care - staff must be sure that they have explained why a student has received the praise and recognition as some students may feel that individuals are given praise unjustly.

**Start each day with a clean slate** - ensure that incidents have been dealt with from prior lessons. (Consequences Boards must be wiped clean at the end of every lesson and at the end of the day).

**Be consistent** - This approach will be used with **all** students as they must perceive this as a predictable, reliable and consistent pattern. Staff will state the facts when they describe behaviour. They will not invite discussion by phrasing comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Staff will ensure that students know it is the teacher's priority to maintain the pace of their lesson for the benefit of all students.

The Consequences System does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because Ensuring Excellence is lived by all.

'Our Professional Best' exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequences system.

Consequences/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;"><b>Warning - Rule Reminder</b></p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> <li>• Swinging on furniture</li> <li>• Shouting out</li> <li>• General unsettled atmosphere</li> </ul> <p>Where the behaviour is particular to one student a blanket warning cannot be given. For example:</p> <ul style="list-style-type: none"> <li>• Poor levels of work and not working to their full potential</li> </ul>	<p>“Jenny, you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>Staff do not have to write the student’s name on the board at this point.</p>
<p style="text-align: center;"><b>C1- First negative behaviour</b></p> <p>The student’s name <b>must</b> be written on the board at this point.</p>	<p>“Jenny, you have continued to talk across the classroom. You are now on a C1.”</p> <p>Staff should mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Staff should raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;"><b>C2 - Second negative behaviour</b></p>	<p>“Jenny, you have again continued to talk you have now moved to a C2”</p> <p>When a staff member has given the verbal comment they should try speaking privately to the student. Getting down to the student’s eye level; being more personal can help diffuse whole class communication. This will keep the class calm. Additional signals or non-verbal refocusing is useful.</p>
<p style="text-align: center;"><b>C3 - Third negative behaviour</b></p>	<p>“Jenny, you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Staff should remind the student that it is their choice to break the rules and the rule they are breaking. They should offer them solutions on how they can alter their behaviour:</p>

	<ul style="list-style-type: none"> <li>• Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.</li> <li>• Moving seats - if this is possible</li> <li>• Offer different activities</li> <li>• Ask them to take a minute to think about their behaviour.</li> <li>• Ask the student if there are any pastoral support strategies they would like to use to prevent a further escalation e.g. think and return card.</li> </ul>
<p style="text-align: center;"><b>C4 - Fourth negative behaviour or accelerated C4 or C4 Health &amp; Safety –for more serious incident</b></p>	<p>“Jenny, you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the Department Room which is in ...”</p> <p>At this point the student must leave the room to the identified <i>DEPARTMENT</i> Room. The student needs to leave with the consequences sheet filled in and will be given a reflection task in the Department Room. STUDENTS WILL ALSO RECEIVE A ONE HOUR DEPARTMENT DETENTION AFTER SCHOOL AS SOON AS POSSIBLE AFTER THE INCIDENT.</p> <p>A students can also receive an accelerated C4 for demonstrating total disobedience or in response to choosing to demonstrate repeated disruptive behaviours across a number of lessons.</p> <p>When behaving in a manner that is deemed a Health and Safety concern, teachers are at liberty to issue an instant C4 Detention for Health and Safety.</p> <p>When they return to the classroom, before or at the start of the next lesson the teacher should discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>If a student does not attend a detention because they are ill the detention will be rescheduled by the Gatekeeper when they return.</p>
<p style="text-align: center;"><b>C5- Fifth negative behaviour or immediate C5 for:</b></p> <ul style="list-style-type: none"> <li>• Health and Safety</li> </ul>	<p>Fifth misbehaviour (in THE DEPARTMENT ROOM or when returned to room) or an immediate C5 means that the student is sent to the Consequences Room until the issue is resolved. Depending on the reason a student is issued an immediate C5, a full day in the Consequences Room or an increased sanction of a C6 may follow once an</p>

<ul style="list-style-type: none"> <li>• Violence or threatening behaviour towards others</li> <li>• Walking away from a member of staff</li> <li>• Refusing to hand over items which are not allowed in the school</li> <li>• Swearing</li> <li>• Smoking</li> <li>• C4/5 Escalation</li> <li>• Incorrect School Uniform</li> <li>• Truancy</li> <li>• Rudeness</li> <li>• Using ICT in manner that causes Safeguarding concerns</li> <li>• Not attending a C4/C4 OTHER detention</li> </ul>	<p>issue has been investigated. Remaining in the Consequence Room until an incident has been fully investigated is often in the best interests of the student and other members of the school community to ensure any decision that is reached is the correct one.</p> <p>Should a student choose to not attend a detention they will automatically be placed in the Consequences Room for the following day and the detention be re-set.</p> <p>An SMS message will be sent at the end of the day to inform parents of the C5. The Gatekeeper will arrange a one hour detention in addition to a full day in the Consequence Room when a C5 has been issued.</p>
<p><b>C6 referral</b></p>	<p>A C6 can only be given when a student has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term exclusion will be issued.</p>
<p><b>The Consequences Room</b></p>	<p>Staff will be emailed a list of all pupils who are in the consequence room the following day. This will be received by 8am.</p> <p>The rule, when in detention and in the Consequences Room, is OCCUPY AND IGNORE. They must sit up.</p> <p>Work will be provided but staff are welcome to send specific additional work directly to the Consequences Room if they so choose.</p>
<p style="text-align: center;"><b>C4 OTHER</b></p> <p>Students do not leave the lesson if they are given a C4 OTHER. They also fall outside of the reporting protocol, unless repetitive.</p>	<p>Examples of possible reasons for a C4 OTHER:</p> <p>Using a mobile phone, or any smart technology without permission</p> <p>Out of bounds</p> <p>Inappropriate behaviour in the canteen</p> <p>Being late to the lesson with no note from a member of staff (3 minutes)</p> <p>Rudeness in a lesson</p> <p>Uniform issues</p> <p>Extreme make-up/Nail polish</p> <p>Jewellery</p>

	Behaviour in the canteen and between lessons Eating in a lesson Using ICT inappropriately - games etc.
<b>C5 Truancy (Consequences Room)</b>	This is given for a student not attending your lesson even though they are in school. Staff must ensure lesson-to-lesson registration is accurate and completed timely. Staff are expected to check registers to identify whether absent students have been absent all day. A C5 can also be issued if a student leaves a lesson without permission, or if a student is seen around the school anywhere they should not be.
<b>Re-integration meeting</b>	Reintegration meetings are held between the Headteacher and/or a member of SLT, or any other pastoral staff as appropriate, the student and the parent/carer when a student returns from exclusion. At this meeting the student's behaviour will be discussed and ways to modify this behaviour will be explored. If parents or carers are not able to meet, we reserve the right to not let a student back into lessons until a meeting takes place to ensure their reintegration back into lessons is successful.

**Guidance for following refusal to follow instructions** - refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C5, but they are asked twice to comply:

“David, can you please ...”

“David, are you refusing to follow a reasonable request to ...”

“David, you have refused to follow a reasonable request; this has resulted in a C5.”

## **6. CONSEQUENCE SYSTEM - DETENTIONS**

The majority of students complete their schools careers without ever receiving an after school detention. However, if a student is sanctioned with a C4 Detention or a C5 that is escalated from a C4 Detention, a one hour after school detention will be issued. Students will be supervised and given an ‘reflect, occupy and ignore’ task to complete. All detentions must be completed. If a student is absent on the day of the detention it will be rearranged. If a student fails to attend an after school detention they will be placed in the consequence room the next day. Parents will be notified of the detention via the school SMS service.

Should students receive 3 or more C4 detentions in a week for poor behaviour related issues in lessons, they will be placed in a 2 hour SLT detention that takes place on a Friday evening.

Behaviour detentions outside of lessons, for punctuality or other pastoral issues will take place on a Friday. Where the need arises, occasional detentions may be scheduled on other days at the teacher's convenience.

### **Failure to attend a Detention**

If a student chooses not to attend a detention they will be placed in the Consequences Room the following day and also have to re-sit the detention. If there is a reason a student is unable to attend, it is the responsibility of the parent/carer and student to speak to the Gate Keeper at the earliest appropriate opportunity to try and resolve this or confirm that following discussion with family/carers, it has been agreed to reschedule a detention. If a student fails to engage with staff to try and resolve a situation or confirm that it has been agreed with parents/carers to reschedule a detention, the student will be responsible for ignoring a clear request from the school. Where parents/carers/students ask for a detention to be rearranged, the Gate Keeper will make an informed and final judgement on whether exceptional circumstances should lead to the detention being rearranged and we ask students and parents/carers to respect this decision. The Gate Keeper will liaise with other Pastoral Staff as appropriate. The sooner a sanction can be seen through, the quicker a student can move on from it and we ask parents and carers to work with us a school to maintain the high standards we wish for their child and the rest of the school community.

## **7. CONSEQUENCE SYSTEM - CONSEQUENCES ROOM**

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The Consequences Room is used when a C5 sanction is issued. A student who is in the Consequences Room will report immediately to the Consequences Room at 8.25am and will work in isolation, supervised by designated staff, throughout the school day. Appropriate, year specific work will be available which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their sanction and agreeing a way in which to move forward. Students will be allowed comfort breaks but will not be allowed to have a break at the same time as the other students. Students will be supervised throughout lunchtime. Students will be given a choice of cold food to order for their lunch. No hot food can be consumed in the Consequences Room. Parents will be notified at the end of the day if their child has been in the Consequences Room via the SMS service. If a student misbehaves in, or refuses to attend, the Consequences Room then a C6 will be issued. They will re-start their original day in the Consequence Room upon their return from exclusion and then serve a second day for the subsequent second negative behaviour choice they have made. Continual refusal to follow instructions and meet school expectations will lead to either a Managed Move or a Permanent Exclusion.

## **8. MANAGED MOVE**

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In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and for students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

## **9. FIXED TERM EXCLUSION**

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The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm and orderly. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school.

A student can be excluded from the school for a maximum of 45 days in any one school year. An excluded student is not allowed to come into school or its vicinity for a fixed number of days.

Parents will be expected to attend a meeting at the school, usually with the Head of House or SLT, on the day of the pupil being re-admitted. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and its consequences before he or she returns to school

Where possible, work will be set for students to complete at home during the exclusion period. The Consequence Room manager and Heads of House are expected to co-ordinate this, liaising with curriculum teachers.

Any student considered to be at risk of permanent exclusion will be referred to the Head of House, who will review support strategies, including initiating the Early Help Assessment process; parents will be invited to contribute to this process.

## **10. PERMANENT EXCLUSIONS**

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This is the most severe sanction available to a school. As such it is very rarely used at The Wilnecote School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

### Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The Governing Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

## **11. PUPIL TRANSFER WITHIN THE ACADEMY TRUST**

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To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within the Community Academies Trust. If this is agreed between the school and the parent the student will move to the new school immediately.

## **12. POOR BEHAVIOUR OUTSIDE OF SCHOOL**

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When dealing with an 'out of school' incident, the House team will investigate and consult the Deputy Headteacher (Relationships) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at The Wilnecote School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

## **13. MOBILE PHONE POLICY**

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Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons when travelling to or from school for ease of contact.

We make it clear to students that phones should be switched off and not visible between the hours of 8:30am-2:40pm, unless the class teacher specifically gives permission for them to do otherwise to aid with learning taking place.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet. However, students are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher. Should students use mobile phones in school to photograph or video other students or staff without their permission, they will face a serious sanction for causing a major safeguarding concern.

If a member of staff see or hear a mobile phone during the school day, the teacher should confiscate the phone and the student will receive a C4 other. The phone will be locked in a safe and a receipt given to the student to pass to their parent/carer. The parent/carer can collect the mobile phone from School Reception between the hours of 4-8pm. Should they not be able to collect until after 8pm, please contact the school for arrangements to be made for this to take place.

From time to time, a student may be in a position in which a difficulty is taking place outside of school and parents/carers wish to contact them to update them with a situation. We ask parents/carers to use Reception to pass on all urgent messages regarding changes to arrangements to be picked up at the end of school, if a student receiving this as a text after 2:40pm is not sufficient. If a student/parent really needs to establish contact during the

school day to provide reassurance regarding a difficult event taking place outside of school, please contact a Pastoral Manager or Head of House who will put arrangements in place for this to happen at an appropriate time and place to ensure the student is supported and is not punished by having their phone confiscated. Keeping lines of communication between home and pastoral staff is key to supporting the young people in our care.

Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone, sanctions will follow in line with the school's Behaviour Policy as outlined previously.

## 14. COMBATTING BULLYING

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Bullying can be defined as 'a persistent, deliberate attempt to hurt or humiliate someone'. At The Wilnecote School we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy which can be found at the end of this document.

## ANTI-BULLYING POLICY

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The aim of the Wilnecote School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

### Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and which intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video, social media and e-mail.

- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.
- underhand behaviours to intimidate or make individuals or groups feel uncomfortable. Examples include comments made ‘indirectly’ in corridors or classrooms, following individuals around the site or on the way home, inciting others to behave poorly towards individuals, ‘accidentally’ knocking into individuals in corridors and leading behaviour to make another student or a group feel uncomfortable.

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

### **Bullying Outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or community support officers.

### **What should you do if bullying is taking place?**

If you are being bullied or you know of someone else being bullied - **TELL SOMEONE**. Don’t blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust.
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON’T GIVE UP. IF YOU DON’T TELL, THINGS COULD GET WORSE.**
- Walk away from any dangerous situation and **GET HELP**.

As well as telling, you can help stop bullying by:-

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don’t like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

### **FOR PARENTS**

Things to look out for in victims of bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.

- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

#### **WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS BEING BULLIED**

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so.

#### **WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM**

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back, however frustrated and upset you are. It will only make matters worse. Such behaviour could be contrary to your child's nature and if your child instigates a physical assault they will have no option but to sanction them. They are also lowering themselves to the level of the bully.

#### **Anti-bullying Procedures**

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to house staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be referred to the appropriate House Team as quickly as possible.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant head of house as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

Pastoral House Managers and/or Heads of House will investigate all reported incidents of bullying using the following procedure:

- Appropriate students will be interviewed by the relevant Pastoral House Manager and/or Head of House and statements will be taken.
- If the investigation confirms a bullying incident has taken place the Pastoral House Manager will enter the bullying incident on the central bullying log
- Pastoral staff will at times have to make decisions based on the probability of the evidence they have gathered
- Appropriate sanctions will be used for the perpetrator/s
- Parents of the victim and perpetrator will be notified immediately and support will be given by the Pastoral House Manager. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations).

### **The Role of Student Mentors**

Student Mentors are available to support younger students in school and offer a ‘drop in service’ during advertised break times in the Health and Well-being Centre.

The trained Student Mentors will be easily identified around the school site by wearing a Student Mentor badge. Some of our Student Mentors have further training as Upside Champions and Peer Well-being Champions, enabling them to signpost to ‘safe’ sites for those who prefer to seek support online.

The Student Mentors will be able to:

- a) Listen to and provide support for fellow students
- b) Share concerns about vulnerable students with Designated Safeguarding Lead, the student support co-ordinator and other pastoral staff (always with a commitment to maintaining confidentiality whenever possible)
- c) Signpost students to other support services available
- d) Show commitment to the bully Mentor scheme and recruit new students to the scheme
- e) Be involved in regular monitoring of the scheme
- f) Work together with pastoral staff, other staff and students in promoting good citizenship and inclusion throughout the school
- g) Encourage students who seek online help to use ‘safe’ sites such as the NSPCC, upside and Well4U.

Recruitment and training of new Student Mentors will take place annually in a programme coordinated by the student support co-ordinator.

### **Sanctions**

Bullying in any form will not be tolerated at The Wilnecote School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident and previous behaviours but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group

- Internal exclusion, increasing in length for repeated behaviours and failing to leave individuals alone
- In serious cases the school will consider a fixed term exclusion, managed move or permanent exclusion

### **Useful Websites**

[www.childline.org.uk](http://www.childline.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.need2know.co.uk/beatbullying](http://www.need2know.co.uk/beatbullying)

[www.diana-award.org.uk](http://www.diana-award.org.uk)

[www.upsideonline.co.uk](http://www.upsideonline.co.uk)

[www.well4u.co.uk](http://www.well4u.co.uk)