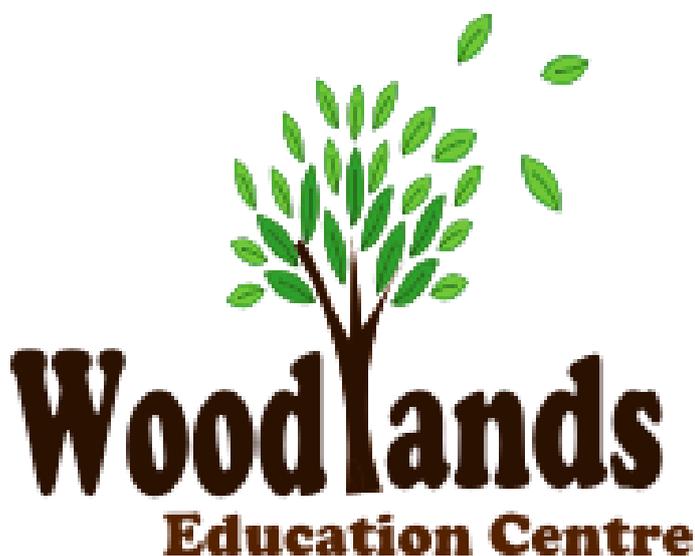


# BEHAVIOUR

# POLICY

(INCORPORATING OUR EXCLUSIONS POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES)



*Current document may be accessed under the policies tab at:*  
[www.woodlandsec.org.uk](http://www.woodlandsec.org.uk)

## Document Control

<b>Start Date:</b>	Nov 18
<b>Reviewed by:</b>	Headteacher and Link Governor
<b>Approved by</b>	Management Committee (Nov 18)
<b>Review Date:</b>	Nov 19

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (including Cyber-Bullying)

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism (damage to property)
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Chewing Gum
  - Fizzy Drinks (including isotonic and energy drinks)
  - Sweets and confectionery
  - Tobacco and cigarette papers
  - Vaporising paraphernalia
  - Lighters
  - Spray aerosols
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

## 4. 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

At Woodlands Education Centre we have a zero tolerance to bullying and will ensure all instances are fully investigated and appropriate actions taken in line with our policies and procedures. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy and Safeguarding Policy.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

## 5. Roles and responsibilities

### 5.1 The Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular Students
- Recording behaviour incidents using the central SIMS Behaviour Log

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Class Tutor promptly

## **6. Student Code of Conduct**

Students are expected to:

- Uphold the School Values – Trust, Inspire, Motivate, Everyone
- Attend all timetabled lessons punctually
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow instructions and make the right choices
- Be ready and willing to learn
- In class, make it possible for all students to learn
- Stay in class for the duration of the lesson
- Respond appropriately to feedback
- Move quietly around the school between lessons and during break periods
- Treat the school buildings and others property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions –**

Positive behaviour will be rewarded with:

- Praise
- Reward stickers
- Positive 'Getting it Right' points
- Postcards or phone calls home to parents
- Recognition Certificates and Badges
- Love to Shop Vouchers (via the Bank of Woodlands)
- Reward Trips
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour **(See Appendix 2 for full explanation of behaviours and sanctions):**

- A verbal reprimand
- Asking for the Student to spend time in the Reflection Room
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the Student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Fixed Period Exclusion

We may use the Reflection Room in response to low level disruptions and persistent breaches of this policy. Students may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. –

Students who do not attend a given detention will repeat the detention and may also spend time in the Reflection Room.

The Reflection Room is managed by the nominated on-call member of staff

### **7.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on O&A, a school trip or when attending alternative provision off-site.

### **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our child protection policy and the statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Student Code of Conduct
- Develop a positive relationship with students, 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
  - Using positive reinforcement

### 8.2 Physical restraint

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

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort – try to de-escalate using verbal prompt and positive body language to encourage students to make the right choice**
- 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, Governors and local authority

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.**

These items will not be returned to students.

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

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

## **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 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.

## **9. Student transition**

To ensure a smooth transition between Woodlands Education Centre and receiving Schools and/or Colleges, students will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to the receiving school to ensure a consistent approach is maintained.

## **10. Training**

Our staff are provided with training on managing behaviour (at least twice annually), including proper use of physical intervention, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in SLT Drive and is accessible by all staff.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Management Committee annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Committee and Headteacher annually.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy

# Exclusions Policy

## 1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and Student referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude Students:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Student Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded Students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)

## 3. The decision to exclude

Only the Headteacher, or nominated Deputy, can exclude a student from Woodlands Education Centre.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)

## 4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

## 5. Roles and responsibilities

### 5.1 The Headteacher

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

### **Informing the Management Committee and local authority**

The Headteacher will immediately notify the Management Committee and the local authority (LA) of:

- Exclusions which would result in the Student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the Student missing a public examination

For all other exclusions, the Headteacher will notify the Management Committee and LA once per term.

### **5.2 The Management Committee**

Responsibilities regarding exclusions is delegated to Management Committee consisting of at least 3 governors.

The Management Committee has a duty to consider the reinstatement of an excluded Student (see section 6).

Within 14 days of receipt of a request, the Management Committee will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the Local Authority with the Headteacher will arrange suitable full-time education for the Student. This provision will begin no later than the sixth day of the exclusion.

## **6. Returning from a fixed-term exclusion**

Following a fixed-term exclusion, a re-integration meeting will be held involving the student, parents, a member of SLT and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- *Agreeing a behaviour contract*

- *Change of timetable*
- *Change of Tutor Group*
- *Alternative Provision*

## **10. Monitoring arrangements**

The Senior Admin Assistant monitors the number of exclusions every term and reports back to the Headteacher. They also communicate exclusions directly to the local authority using the appropriate software.

This policy will be reviewed by the Headteacher and Management Committee every two years.

## **11. Links with other policies and documents**

This exclusions policy is linked to our

- Behaviour policy
- SEN policy and Strategy
- Child Protection Policy
- Behaviour for Learning (Visual)

## **Appendix 1: written statement of behaviour principles**

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

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Committee annually.

## Appendix 2: Examples of Behaviour and Sanctions –

Behaviour	Intervention	Sanctions
<b>Low Level</b>		
Late to class, taking time to settle, refusing to engage with Teacher, disrupting others, inappropriate language, play-fighting (invading personal space), throwing pens, throwing books, not following instructions	<ol style="list-style-type: none"> <li>1. Initial verbal intervention to remind student of expectation and establish cause of behaviour</li> <li>2. Refer to the 'Getting it Right' reward points</li> <li>3. Offer Time Out, listen to the student</li> </ol>	Request Support Staff to accompany student to <b>Reflection Room</b> so that work can be completed without distracting others
<b>Medium Level</b>		
Persistent refusal to engage, persistent disruption, walking out of lesson, verbal bullying, directed inappropriate language, minor damage to property (graffiti and tearing displays), Kicking doors, throwing food or drink	<ol style="list-style-type: none"> <li>1. Reminder of 'Getting it Right'</li> <li>2. Inform student that you will telephone parents if they will not follow instructions</li> <li>3. If verbal bullying, challenge and remind of zero tolerance</li> </ol>	Request that Support Staff make a telephone call home. Record the behaviour and allocate a <b>detention</b> (break time, lunchtime or after school) that enables the student to reflect on behaviour and/or complete work missed.
<b>High Level</b>		
A) Physical Bullying, discrimination, B) Physical Aggression towards others (staff or students), sexual assault, carrying weapons, throwing furniture,	<ol style="list-style-type: none"> <li>A. Reminder of expectations, educate and isolate if persistent.</li> <li>B. Isolate the situation, or move other students away from incident. Take time to de-escalate situation, be aware of own body language Summon support from SLT and available staff Do not block exits, or put self in path of aggressive student</li> </ol>	<p>Telephone parents, consider a reparation meeting if directed at other student or staff</p> <ul style="list-style-type: none"> <li>• Telephone parents/carers</li> <li>• If students or staff assaulted, telephone Police</li> <li>• Discuss immediately with Headteacher, gather evidence (statements, CCTV footage)</li> <li>• Headteacher to consider Fixed Period Exclusion (0.5 days – 5 days) to enable student and centre to reflect. Reintegration Meeting convened with parents/carers and possible change to timetable to support transition back into centre.</li> <li>• Potential to consider Managed Move to alternative provision</li> </ul>
<b>Student absconding from premises</b>	<ol style="list-style-type: none"> <li>1. Telephone parents/carers</li> <li>2. Telephone Police after 15 minutes if does not arrive at home</li> </ol>	<ul style="list-style-type: none"> <li>• Consider additional support</li> <li>• Consider change of timetable</li> <li>• Consider additional interventions from other agencies</li> </ul>

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