



WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust



BEHAVIOUR POLICY

Reviewed by Governors:	September 2022
To be reviewed:	September 2025
Leadership link person:	Mr A Curtis

Walton Multi Academy Trust refers to all schools within the Trust.

When referring to Trust Boards, this includes Local Governor Boards, and the term 'Governor' includes all Trustees or Local Board Governors.

WALTON HIGH SCHOOL

Behaviour Policy

Status: Statutory

At Walton High School we are mindful of our duty of care to pupils/students of the School and of our duties to conduct the School with a view to promoting high standards of educational achievement (Education Act 2011; Education and Inspections Act 2006) and the welfare of pupils. We are also aware that the setting of boundaries is important to the personal and social development of the pupils in our care and that school discipline has an important function in establishing and maintaining those boundaries.

We value every member of our community. Teaching and learning are our core activities and as a result we insist on a constructive partnership between staff and students in which both can expect courtesy and respect through a relational and restorative approach. We actively promote awareness of these issues through our pastoral system, house system, curriculum and further learning opportunities.

We are also conscious of our duty of care to our staff. Bearing in mind these considerations and our overall desire to promote the welfare of children, we have established the following policy.

Purpose of this policy

The purpose of the policy is to provide guidance to the head teacher in his responsibility for the internal organisation and conduct of the School and in particular in the maintenance of good order and discipline within the School and to ensure that the behaviour of children outside school is regulated in so far as the School has a duty and a power to do so and it is in the best interests of the school.

This policy aims to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Regulate the conduct of students
- Ensure that students are able to learn and achieve success

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

All behaviour expectations are based on inclusion, common sense, mutual respect, and a desire to work hard and learn effectively in a safe and happy environment.

Discretion of the Head Teacher

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the head teacher should retain a wide measure of discretion. Neither this policy nor any Code of Conduct issued by the head teacher should be seen to fetter this discretion. The head teacher is expected to operate within the law and to have regard to any guidance issued by the DfE and to ensure that any steps taken are in accordance with anti-discrimination and equality legislation.

Reasonableness and Proportionality

The governors expect that the head teacher's use of his discretion will be reasonable and proportionate in the circumstances of the particular case. In determining what is reasonable and proportionate the head teacher shall have regard to professional good practice and statutory guidance.

The Rewards and consequences maps clearly state the expectations and consequences that are placed upon each student in their daily lives at Walton High School.

Expectations of Students

- Students are expected to follow the rules of the School at all times.
- They are expected to behave in a polite and responsible manner towards all adults and each other and in a way that does not adversely affect the learning or health and safety of others.
- At all times, students are expected to take pride in their appearance, be considerate in their behaviour and act as ambassadors for the School.
- Students are expected to behave responsibly on their journey to and from school and on school trips so that they do not bring the School into disrepute.

Expectations of Parents

Parents must insist that their son/daughter contributes positively towards the disciplined learning environment of the School by:

- Actively supporting all School policies
- Ensuring regular and prompt attendance is maintained, avoiding taking their son/daughter out of school in term time
- Supporting attendance at detentions after school if, or when required
- Insisting upon high standards of uniform, behaviour and discipline to and from school
- Checking the School Planner and signing weekly
- Responding in a positive way to all communications from the School
- To sign the home school agreement

Parents may be contacted in any one of the following ways: phone call, email, student planner, formal letter.

Expectations of Staff

All members of staff are expected to:

- Insist on high standards of behaviour, discipline and uniform from all students.
- Follow and consistently apply the rewards and consequences for learning maps.
- Issue consequences, and where necessary, detentions in line with the consequence map.
- Insist upon high levels of attendance and punctuality by accurately taking registers during tutor period and at the start of lessons.
- Teachers have the power to issue a detention to any pupil under the age of 18.
- Confiscate inappropriate items from students.

Expectations of Head Teacher, Governors and Trustees

The Head Teacher, Governors and Trustees will ensure that:

- The Headteacher supports staff in managing behaviour, including the use of rewards and consequences.
- The Head Teacher will support staff if they need to use 'reasonable force'
- The Headteacher is responsible for taking the decision to exclude any student should it become necessary.
- The Head Teacher will deal with any allegations against staff. Such allegations will be taken seriously and dealt with quickly in a fair and consistent way.
- Governors and Trustees will monitor the implementation of the Behaviour Policy.

Disability

Where the misbehaviour of children is related to a mental or physical disability, the governors and trustees expect that the head teacher will make reasonable adjustments to enable those children to be included within the school community.

These include:

- Ensuring that staff have had any necessary training in the nature of disabilities affecting pupils in the school and prospective pupils
- Ensuring that staff are aware of any children with such disabilities
- Ensuring that the School makes reasonable adjustments
- Ensuring that School's resources are committed to assist in making reasonable adjustments
- Making reasonable adjustments to school organisation or of the timetable of particular children

Conduct Outside School

The governors and Trustees endorse the use of powers under the Education and Inspections Act 2006 to regulate the behaviour of pupils of the School outside the school when they are under lawful control of the School. This includes students who are based at other

educational establishments for alternative provision or during work experience. They also endorse the power to impose sanctions on pupils for misconduct outside school where:

- The misbehaviour is severe
- The reputation of the School is affected
- The pupils concerned were recognisable as members of the School community (whether in school uniform or otherwise)
- The misbehaviour may have repercussions for the orderly running of the School
- There is a threat to a member of staff or a pupil
- The behaviour may affect the opportunities on offer to other pupils (e.g. work experience)
- This misbehaviour includes cyber bullying in any form
- The misbehaviour includes sexual misconduct including harassment, gender based bullying or sexual violence

Caring for the building and environment

We expect all students to respect the school building, facilities and equipment and to use the bins provided for litter and look after school property. We expect students to use the allocated areas when participating in physical activities to prevent any damage to the school property. Students who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

Use of Reasonable Force

Due to the high level of respect that is generated within school, it is very rare for any form of physical intervention to be necessary when dealing with behaviour issues. However, Walton High School reserves the right to use "Reasonable Force" where necessary as laid out in the DfE publication 'Behaviour & Discipline in Schools – Feb 2014). This may include using reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Examples of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight.

Sanctions

The head teacher is expected to use his discretion in determining appropriate punishments for pupils/students who misbehave. However, the aim of punishments should be:

- To alter the behaviour of the offender
- To deter other potential offenders
- To restate the community values

Verbal admonishment.

Staff should ensure that an appropriate message is conveyed to students through the use of carefully chosen phrases

Removal from a lesson.

In extreme cases a student may be temporarily removed from a lesson. This should only be for a brief "cooling off" period and the student should be re-integrated as soon as possible.

Detentions

The Rewards and Consequence Maps are based upon consequences for actions and all student behaviour has consequences. In some circumstances a student's choice of behaviour may result in either a short detention (less than 15 mins) or a long detention (15 mins – 1 hour) during break time, lunchtime or after school. During lunchtime detentions students are allowed time to eat, drink and use the toilet. Parental consent is not required for detentions; students may be detained for up to 10 minutes at the end of the school day without parents being informed. Parents will be informed if a longer detention is to take place after school so that appropriate travel arrangements can be made.

Detentions may take place on any school day where the student has not received permission to be absent. Any weekend, other than a weekend which proceeds or follows a half term break. INSET or training days.

Students on report.

Students should be put on the appropriate report linked to the school's consequence map and this should be monitored by the appropriate member of staff. Letters should be sent home to parents to inform them of this and explain the reason.

Meetings with Parents

Sometimes it is necessary to invite parents in for a meeting to discuss their child's behaviour. If there are concerns which require further professional assistance from outside agencies a pastoral support plan (PSP) meeting or a Early Help Assessment (EHA) meeting might be arranged.

Preventative Measures to exclusion

Before taking a final decision to exclude, the headteacher will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as preventative measures to exclusion.

Off-site direction

The local governing board may use their general powers to arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The governing board and the headteacher will decide whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum

period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The school will keep any off-site placements under review by holding review meetings with the parents. The Director of Pastoral Care and Assistant Headteacher for safeguarding and/or behaviour will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

Managed moves

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the pupil's new school to create an effective integration strategy.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

Suspensions

In very extreme cases it may be necessary to suspend a student because their behaviour has become unacceptable. The governors regard the use of the power to suspend pupils as essential in certain circumstances. They do not intend to lay down rules that would constrain the headteacher's use of this power. They regard suspension from school as a serious matter and expect that as with other sanctions:

- There are clear indications in the consequence map as to the class of offences exclusion will normally be used for
- That the use of suspension will be reasonable and proportionate
- That the head teacher will devise strategies to minimise the use of suspension
- That the support of the Walton Multi Academy Trustees will be sought in regard of any pupil in danger of suspension and in particular the powers of the school and the to establish Parenting Contracts and to seek Parenting Orders will be explored where this is felt to be helpful in a particular case

Suspension may take the form of internal isolation, senior management isolation, suspended suspension, fixed term suspension or permanent exclusion. Parents will be notified and kept fully informed should such decisions become necessary.

Confiscation of Inappropriate Items

Any student who is found in the possession of inappropriate items will have the items confiscated. Where there is suspicion that a student has an inappropriate item, they will be required to empty their pockets and bags. Refusal to do so will be classed as refusal to follow instructions and will result in the appropriate consequence.

Inappropriate items include inappropriate items of clothing or jewellery, items brought into school for the purpose of selling to make a personal profit (including items bought in such a manner), cigarettes, electronic cigarettes, vaporiser, tobacco and other smoking related items, knives or weapons, alcohol, illegal drugs, legal highs, stolen items and any other items that may endanger the health and safety of others. In addition to these items students must not use electronic devices such as mobile phones and smart watches during the school day. If they are seen using these they may also be confiscated.

The school reserves the right to search a student where there is a suspicion that the student may be carrying pornographic or offensive images, knives or weapons, alcohol, illegal drugs, stolen items and or any other items which has been used to commit an offence. Any item which is likely to cause personal injury or damage to property.

The school can require pupils to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the student. Any member of school staff can screen students. If a student refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety.

For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun. Knives, including all variations of bladed object including pocket knives, craft knives, scissors etc. Explosives, including fireworks, aerosol spray, lighter, matches, laser pens or other objects, even if manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Parents will be contacted and informed of the nature of any items confiscated and appropriate arrangements made for the safe collection of such items. Illegal items will be handed to the police.

Restorative Justice

Restorative Justice may be used as a positive approach to bring students in conflict into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Relational and restorative Practice

We expect all students to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other students and staff but also all visitors. We expect all members of our community to work restoratively to avoid conflict and respect the rights of others to be different. Listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views.

Praise and Reward

There is a school reward system 'e-praise' where students are awarded praise points, house points, stickers, postcards, and letters home for doing something well. This might be for working really hard on a piece of work or based on something like extra-curricular involvement, attendance, grades or following school rules. Students are rewarded by certificates, vouchers or trips.

Use of LA Support and Agencies

Where the LA and agencies and external agencies offer support to promote good order and discipline, the head teacher may see that use is made of this support.

Co-operation with Other Institutions

The head should co-operate with other institutions, formally and informally, to find ways, where possible, to improve pupils' behaviour by placement elsewhere than on the school site, either permanently or for short periods.

Discipline Committee

- The governors have established a Pupils'/Students' Discipline Committee with the following duties:
- To review the state of School discipline as part of the annual self-evaluation process
- To fulfil the Governors statutory obligations to review the Head Teacher's decision to exclude
- To report to the Governors on its work annually/termly

Complaints

Any parent who wishes to make a complaint should make use of the school's complaints procedure which is available on the school's website.

Not social media.

Policy into Practice Documents

Walton High School will use the following to inform and maintain good practice when implementing this policy:

Behaviour and Discipline in Schools: A guide for head teachers and school staff at:

Legislation

This policy is based upon:

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Education Act 2011
- DFE document – Behaviour and Discipline in Schools
- Equality Act 2010
- The school behaviour (determination and publicising of measures in (Academies)
- Regulations 2012
- The Schools (specification – disposal of articles) regulations 2012
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022