

Wanstead High School Behaviour for Learning Policy



Approved by:

Last reviewed on:

Next review date:

Signature of Chair of Governing Body:

Glossary

HOY	Head of Year
HOD	Head of Department
DOI	Director of Inclusion - Senior Leader who acts as the school's Designated Safeguard Lead and Designated Mental Health Lead
DSL	Designated Safeguarding Lead – senior leader who takes overall responsibility for whole school safeguarding policy and practice
RC	Reflection Centre
IEC	Internal Exclusion Centre
TAC/TAF	Team Around the Child/ Team Around the Family – a meeting involving parents/carers and different professionals
MARF	Multi Agency Referral Form – Referral Form used to share information with other services in request for support, where concern exists around a pupil's welfare
CAF	Common Assessment Framework - a shared assessment and planning process for use across all children's services. It aims to help the early identification of children and young people's additional needs and provide a co-ordinated service through a Team Around the Family (TAF).
SSP	School Support Plan – a plan which co-ordinates targets and support for pupils at risk of exclusion
PSP	Pastoral Support Plan - a plan which co-ordinates targets and support for pupils at risk of exclusion involving the Local Authorities Behaviour and Inclusion Team
RAP	Redbridge Alternative Provision
RIP	Redbridge Inclusion Panel – panel of local pastoral leads who co-ordinate cross school and alternative provision support including respite and managed moves

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1. Legislation

This policy has been developed in keeping with the following legislation:

- Education Act 2011;
- Keeping Children Safe in Education, 2022;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2022
- School Standards and Framework Act 1998;
- Promoting the education of looked-after and previously looked-after children, 2018;
- Alternative Provision, 2016;
- Behaviour in schools: guidance for headteachers and staff, 2022;
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN);

Other Documentation

This Policy should be used in reference with the following documents;

- Suspensions and Exclusions Policy
- The Peer-on-Peer Abuse Policy.
- The Attendance and Punctuality Policy.
- The Drugs Policy.
- The Equality Policy.
- Educational Visits Policy.
- Safeguarding Policy.
- Learning and Teaching Policy.
- Prevent Policy.
- SEND policy.

2. School Vision and Aims

'We will provide high quality education with character: inspiring our young people, keeping them safe and preparing them fully for life in the modern world as active and considerate citizens'.

All school staff, school leaders, pupils and parents/carers have a key role and shared responsibility in promoting and sustaining the highest standards of behaviour and character. In partnership with parents and carers we aim to support pupils in the development of desirable behaviours and character traits which will support their success whilst at school and beyond, as they become adults.

The Behaviour Policy seeks to communicate a set of behavioural principles, expectations, standards and systems which are understood and adhered to by all within our school community.

Our aims

- To build and nurture an inclusive learning community which values kindness, mutual trust, respect and compassion for others; a community which celebrates diversity and is strengthened by its focus on positive and supportive relationships.
- To create and uphold a culture of exceptional behaviour which underpins exceptional learning and development, where all demonstrate the highest standards of work, behaviour and character.
- To ensure that all pupils, but especially those who have additional vulnerabilities, have access to the highest levels of support, so that they may thrive personally and academically within a culture of high expectation, and that reasonable adjustments are made within this policy where possible.
- To help pupils to develop in their self-regulation, so that they take control and responsibility over their own behaviour and learning, and are accountable for their actions and decisions.
- To work collaboratively with parents/carers, other professionals and the wider community, in order to teach pupils what exceptional behaviour and character looks, feels and sounds like; in different roles, contexts and environments, to enable pupils to aspire to this at all times.

3. Our principles

At Wanstead High School promoting and securing excellent behaviour is a responsibility shared by all staff and members of the school community. For staff, there are five key principles which inform a shared and consistent approach to behaviour management.

1. We are kind, calm and consistent in our approach to pupils and colleagues. We teach, model and promote positive behaviour and character.
2. We are assertive but not autocratic, we do not shout at pupils but are clear and direct in the language and tone that we use.
3. When dealing with incidents of unacceptable behaviour our focus is at first on the primary behaviour. We allow pupils to take up time to adjust and improve their behaviour, using reasonable adjustments for pupils with additional needs
4. We support pupils who are finding it difficult to self-regulate using de-escalation strategies. Restoring a calm environment and ensuring the safety of pupils and staff is always the priority
5. We value and promote positive, supportive and professional relationships between all. When relationships become fractured, we are focused on repairing and rebuilding them.

4. To who, what, when and where does this policy apply?

- This policy applies to all pupils and members of the school community. All adults who are members of the school community including teachers, staff, parents/carers and visitors have an important role to play in securing the exceptional standards of behaviour and character that we expect; and aim to develop in the children and young people who attend Wanstead High School.
- To this end, our policy clearly outlines the roles and responsibilities of all stakeholders, we ask all members of our community to read the policy and any other associated protocols and documents, including the Home School Partnership Agreement and Staff Code of Conduct.
- By signing and returning the Home School Partnership Agreement, we ask and expect parents/ carers to support the school and work collaboratively with us in order to achieve the aims outlined above.
- Achieving and upholding our aims is only possible through the commitment and consistency of all stakeholders. All staff have a vitally important role in not only managing unacceptable behaviours but also in the promotion and modelling of exceptional behaviour and good character.
- The authority to discipline applies to all school staff. Staff have a statutory responsibility to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

This authority also extends to misbehaviour outside of the school premises and includes occasions such as

- When pupils are taking part in school -organised or school related activity
- Travelling to and from school
- Any period of time or location when the pupil is in school uniform or identifiable in some other way as a pupil at Wanstead High School
- Instigating or participating in unacceptable behaviour online or on social media (publicly or privately)
- This authority also extends to any circumstance whereby the conditions below are met;
 - Behaviour that could have repercussions for the orderly running of the school community
 - Behaviour that poses a threat to another pupil or member of the public
 - Behaviour that could adversely affect the reputation of the school

5 School Rules and Expectations

The school has three simple but important rules

- 1. Be ready**
- 2. Be respectful**
- 3. Be responsible**

These three rules inform a range of related pupil behaviour expectations. Although not exhaustive, key examples are outlined below and are used to communicate and support a shared understanding of each rule, across all members of the school community and beyond.

Expectations

Pupils must be ready	Pupils must be respectful	Pupils must be responsible
<ul style="list-style-type: none"> ● Have excellent attendance and punctuality to school ● Wear the correct uniform smartly and appropriately at all times ● Remove outdoor wear before entering class, place on the back of the chair ● Have correct equipment for each lesson ● Follow classroom and school routines ● Arrive at lessons promptly and begin 'Do Now' in 90 seconds ● Engage in every lesson - complete activities, participate in discussions, answer and ask questions ● Submit good quality home learning on time 	<ul style="list-style-type: none"> ● Use good manners to all members of the community - say hello, good morning, good afternoon ● Use the terms, Mx, Miss and sir as appropriate ● Hold doors open for others - adults and pupils ● Listen actively and respectfully when adults and peers and are speaking ● Follow all staff instructions without argument or delay ● Do not disrupt the learning of others or themselves ● Keep hands, feet, and objects to themselves ● Be polite and use positive language to all, in person and on social media ● Treat all others with kindness and dignity 	<ul style="list-style-type: none"> ● Be PROUD of your learning ● Walk calmly and safely in the corridor, keeping to the left ● Keep the community tidy - litter goes in the bin ● Act positively and politely in the wider community, to and from school ● Contribute to the school community - take up opportunities as an active citizens and pupil leaders ● Always seek support from an adult when resolving conflict. ● We are a sharing school-Report incidences of bullying and peer harassment to a member of staff ● Have no banned items in school (please see list of prohibited list) ● Represent the school in a way which reflects our vision and ethos

Parents/Carers

- Work in partnership with the school to assist the school in maintaining high standards of behaviour and respect.
- Ensure their child's regular attendance and good punctuality;
- To support the school's uniform policy and ensure that additional piercings, fake eyelashes and nails are not work in school
- Support the school system of consequences and rewards
- To support and reinforce the school's expectations related pupil's behaviour in the local community
- The school understands that there may be times when parents/carers disagree with decisions made by the school in relation to the application of its behaviour policy. We are always happy to discuss issues and outcomes with parents/carers in a calm and professional way. It is important for pupils to know that school and home are working together in a united way.
- Inform the school of any circumstances that may affect the pupil's learning behaviour and well being
- Read the school's behaviour policy, sign and return the home school partnership agreement
- Attend meetings with teachers and where appropriate other professionals to discuss their child's development.
- Make use of official channels and processes to share concerns or complaints rather than social media platforms

6. Ready Pupils

Excellent attendance to school and lessons

- All pupils without a medical or health related need should aim for an attendance target of at least 97%. Where pupils have a recognised medical or health need, parents/carers are expected to provide evidence of this need and keep us updated of any changes.
- Pupils whose attendance is impacted by emotionally based school avoidance or mental ill health will be supported via regular meetings with parents/carers and professionals in order to ensure a suitable plan is in place to support their health and educational progress.

- The statutory threshold for persistent absenteeism is 90% and when a pupil's attendance falls close to this figure or below then their school attendance will become subject to attendance policy procedures. Please see our Attendance and Punctuality Policy for further details on this.

Excellent punctuality to school and lessons

- Pupils are expected to be in school at **8.35 am**, those who arrive into school after 8.40am but before 9.10am will be given an L Code, the number of minutes will be recorded and they are expected to attend a same day 20-minute detention.
- Pupils who arrive in school later than 9.10am after the registers have closed, will be allocated a U Code and will also have a same day 20-minute detention. **The U Code is equivalent to half a day's absence and if a pupil accrues 7 across a half term, then parents/Carers may receive a borough penalty court fine.**
- Parents/carers are notified of their child's lateness via InTouch the same day and where pupils are persistently late, parents/carers are contacted via telephone, letter and email and punctuality is monitored closely.
- If a pupil's attendance and/or punctuality does not improve over the course of a half term despite interventions and the allocation of support, or if we believe the lateness or absence is intentional then we will meet with parents/carers and refer to appropriate external services. Again, further details on procedures and steps are found within our Attendance and Punctuality policy.
- When pupils are late to curriculum lessons, class teachers will record that the pupil was late on the register using an L code and the number of minutes late. We will monitor pupils' punctuality to lessons weekly and if pupils are frequently late to lessons, they will be issued with a Friday SLT late detention, and parents/carers will be notified. If a pupil's punctuality does not improve, they will be placed on punctuality report to their tutor, HOY and further sanctions will be actioned. Where persistent lateness to lessons is a concern for pupils across a half term period, parents/carers and carers will be required to attend a meeting with the pupils' HOY and the Deputy Headteacher (behaviour, attendance and safeguarding).
- Pupils who demonstrate a commitment to attendance by attending every day, and those who show resilience and determination in the face of barriers to regular attendance will be recognised through a range of mediums from praise during tutor time, postcards home, to certificates and badges at achievement assemblies.
- Pupils are taught through a behaviour and character curriculum the reasons why being on time to school and lessons are important, this curriculum is delivered primarily through tutor time and assemblies. These key messages will be communicated to parents/carers and school staff during meetings, briefings and our school communication bulletins and social media.

Truancy

- All pupils out of lessons must have been given an out of lesson pass which have been distributed to all teaching staff.
- Pupils who truant from lessons will be given a 60-minute detention at the end of the school day. Parents/carers will be notified via a phone call from an appropriate member of staff. On the second occasion pupils will be placed in internal exclusion.
- They HOY will meet with the pupil to explore the reasons why and to establish a plan of support for lesson attendance.
- Persistent truancy becomes a safeguarding and behaviour concern, pupils will be placed on a punctuality and attendance report to their HOY and then a member of SLT to ensure attendance to lessons is monitored closely for a period of time.

- A meeting will take place with parents/carers and other professionals if necessary to arrange any necessary support. If there is no improvement then the school will consider what procedures and steps need to be taken via the school Child Protection Policy and Safeguarding Policy. Persistent truancy may be considered to be an act of continued defiance and behaviour that is beyond the care and control of the school.
- Not arriving at school or leaving the school site without appropriate adult permission is unacceptable behaviour and a safeguarding risk, in these cases parents/carers will be contacted and the child will be marked as having an unauthorised absence. If the pupil cannot be located or contacted by parents/carers or school then we will contact the police to report the pupil as missing.

Engage in every lesson - complete activities, participate in discussions, answer and ask questions

- Pupils must come prepared and ready to learn, they are encouraged and expected to engage in all parts of the lesson in order to optimise their learning experience and potential. We do not expect to see any pupils with outdoor wear on or without equipment out.
- Engaging in lessons includes answering questions when asked by the teacher, starting tasks promptly, completing each task set to the best of your ability and participating in any paired or group discussion. Pupils who do all of the above will be rewarded by their teachers.

Having correct equipment for each lesson

- To ensure pupils are prepared for lessons, they will require everything on the school equipment list.
- When pupils arrive at the class, they will be expected to put their equipment onto desks. Regular equipment checks will take place in class and pupils will be lent missing equipment by teachers where they may be lacking. Persistent lack of equipment will be recorded on SIMS so that we can discuss the issue with parents/carers in order to find a resolution.
- We understand that pupils with executive functioning and organisational needs may have difficulties in this area of preparation for learning and support will be put into place in order to help them develop these skills.
- Pupils who are struggling to buy equipment will be supported through the school's hardship fund.
- Having full equipment enables pupils to fully participate in their learning and enables them to produce work of the highest quality and presentation. Pupils must be fully equipped for the lessons they have that day. We would expect all pupils to have an appropriately sized bag which holds the following equipment everyday:

2 writing pens (black or blue), 1x Green pen, 2 pencils, 1 Ruler, 1 Rubber, a Calculator (scientific), a reading book of choice books for timetabled lessons.

Wear the uniform correctly and appropriately

- How we present ourselves can be a way of communicating our feelings and values. Being well presented and smart supports self-confidence, identity and pride. High standards of uniform and personal appearance can make a valuable contribution to the self-confidence of individual pupils and the professionalism of the school community as a whole.
- A shared uniform supports the principles of equality and unity, it encourages a sense of belonging and identity as a pupil of Wanstead High School. It also prepares pupils for working life, many careers require uniforms or clear professional dress codes.
- If pupils forget an item of their uniform i.e. Blazer or tie, they will be asked to provide their mobile phone in deposit for said borrowed item, which will be returned when borrowed items are returned.

- Standards of uniform will be checked each morning by school staff at the school gate and then during tutor time. Pupils are given an opportunity to address issues at the start of the school day, we ask parents /carers to send a note if items of uniform are missing or wrong, this should state the issue and give a timeframe by which the issue will be resolved. Items of uniform will be loaned from the Reflection Centre if available, pupils are expected to wear loaned uniform and exchange the item for a person item that they can collect at the end of the day.
- A hardship fund is available for families with financial difficulties which can be accessed by emailing the school email address or via a pupil's HOY.
- All adults in the building have a responsibility to address pupils whose uniform does not meet the required standard, they should also praise those who look smart and wear their uniform correctly. As pupils enter and exit the classroom, staff will check if uniform is in good order and ensure that this is addressed before entering or exiting the room.
- Pupils will require their PE kit on certain days of the week.
- When pupils forget to bring their PE kit they will be issued with a warning by their teacher, it will be recorded on SIMS and will carry a behaviour point tariff which will be applied each time a kit is forgotten. Where pupils are persistently not bringing kit (triggered on 3rd occasion), a phone call home will be made by the teacher and they will be expected to attend a departmental detention with the HOD or post holder for 30 mins after school on a given day. Failure to attend this detention will result in a 60min SLT detention.
- Pupils will be expected to wear any clean, spare kit.
- We ask that parents/carers notify us if they are finding it difficult to fund items of the PE kit and the school will aim to support this through the school hardship fund. If you pupils refuse then this will be recorded as refusal to participate and further consequences will be applied.
- We ask that parents/carers notify us if they are finding it difficult to fund items of the PE kit and the school will aim to support this through the school hardship fund.

7. Uniform and Appearance Rules

1. Make-up needs to be subtle. Heavy makeup, false eyelashes and fake nails are considered inappropriate for school and a distraction from the purpose of school, they are not permitted in years 7-11. Fake nails also pose a health and safety hazard.

If pupils are wearing heavy make-up pupils will be given appropriate wipes in order to remove this. Where pupils are wearing false lashes and/or nails we will ask them to remove where possible. If they are not able to remove them then parents/carers will be contacted to sort the issue within an agreed timeframe, which should be no later than the next weekend.

After the agreed time if this has not been rectified pupils will be placed in the reflection centre and will be required to complete their learning here until the matter is resolved satisfactorily.

2. Jewellery worn to school should be safe and appropriate.

Pupils may wear up to two **small stud earrings** in each ear and one small nose stud may also be worn. Hoop or drop earrings of any size are not permitted.

No other body or facial piercing should be displayed.

Pupils may wear a watch; **smart watches are not permitted in exams or assessments.**

Pupils will be expected to remove them, if pupils refuse, they will not be permitted to sit the assessment or exam.

If pupils are found to be using smart watches to access the internet, make phone calls or take recordings they will be confiscated until a parent/carer is able to collect them. Refusal to hand over a smartwatch following inappropriate use will result in an internal exclusion.

When inappropriate items of jewellery are worn these will be confiscated and placed in a safe until the end of the school half term, or when a parent/carer collects them. Whichever is sooner.

Facial piercings should not be worn and we would advise pupils and parents/carer not to have fresh piercings done just before or during the beginning of a school term, which would not allow for a period of healing to occur.

Refusal to remove facial piercings may result in a pupil completing learning on Google Classroom in the reflection centre until the matter is resolved by the piercing being removed or a clear retainer used to replace the jewellery.

3. Religious headwear should be plain in black, burgundy or white.
4. Hair bands must be plain black, burgundy or white. Bandanas of any colour are not permitted.
5. Extreme hair styles or those associated with any kind of anti-social activities or groups are not permitted. These change from time to time and the Headteacher reserves the right to specify what these might be at any point.
6. Pupils must wear their hair in a natural colour, bright unnatural colours are not permitted and, in some circumstances, where efforts have not been made to return it to a natural colour or where pupils persistently break this rule, they will be educated in the Reflection Centre until the hair is returned to a natural colour.

The Halo Code:

Wanstead school has adopted the Halo Code, this means our school champions the right of staff and pupils to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and pupils' racial, ethnic, cultural and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs and headscarves, as long as they are in line with school colours and hair colour guidance.

This does not include durags or bonnets which are not appropriate in school.

7. The patterned shaving of hair or eyebrows is forbidden.
8. It is not permitted for any pupil to wear any form of cap or hat in the school building. A woollen hat can be worn to and from school and at break / lunchtimes when the weather is cold.
9. Hooded sports tops or 'hoodies' are not permitted and will be confiscated. Only a black V neck jumper may be worn in school, this does not have to be logoed.
10. Shoes should be flat, smart and plain black, trainers, canvas shoes, plimsolls or patterned shoes must not be worn.

11. Jeans, leggings or tight fit trousers are not permitted. Leg warmers are not permitted, tights should be black, no patterned and a suitable denier. Socks may be white or black, ankle or knee length.
12. Coats and jackets can be worn in the school building during specified times as decided by the Headteacher and depending on weather, they must be removed for lessons and the dining hall.
13. Trouser belts must be plain and dark in colour. Tailored black shorts may be worn during the summer term and periods of hot weather.
14. School Blazers must be worn at all times around the school site and in lessons unless given permission by their class teacher or by the whole school announcement during periods of extremely hot weather. Blazers may be taken off during break and lunch only for those taking part in activity e.g., football, basketball but should be put back on at when break ends.
15. School ties should be worn at all times, pupils must wear the tie colour stripe which has been assigned to their specific year group and no other. They should be done up to the collar and be worn long in length, between chest and abdomen.
 - Pupil's must wear full and correct school uniform at all times, including to and from school. Failure to do so may result in them being removed from lessons until the correct uniform is worn.
 - All staff will complete uniform checks throughout the school day and week.
 - If there are any problems with uniform, temporary or permanent, we ask parents/carer's to please contact your child's form tutor or Head of Year as soon as the issue emerges. The school has a family hardship fund to support families with financial difficulties finding it hard to buy or replace uniforms.

Please see the school website for a full list of uniform and kit items required for Year 7 - 13

Follow classroom routines

- Once pupils arrive in the classroom they are expected to sit in the allocated seat, according to the seating plan issued by the teacher. All staff have the right to change these plans if they feel that the seat allocated is not supporting pupils with learning. It may be necessary for a member of staff to change seating on any given lesson and pupils are expected to adjust to this without question or argument during the lesson.
- Staff must be aware that changes in seating and routine can be distressing to some pupils with additional needs and changes to pupils seating should not change without good reason and without pre-warning where possible (this does not include as a behaviour management strategy). **As always, pupil profiles for SEND pupils should be checked before any movement or changes are made.**
- Pupils should take out equipment and complete the 'Do Now' activity displayed immediately without prompting. Staff must ensure the activity is accessible, purposeful and relevant to the overall learning objectives or sequence.
- Pupils are expected to listen attentively in lessons in order to maximise their learning experience. Teachers will support pupils in the development of their active listening skills. These skills will be promoted through the school's tutor time behaviour and character curriculum, assemblies and by class teacher's in lessons.
- During lessons, pupils will be encouraged and expected to engage with all activities, participate and demonstrate positive behaviours which enables maximum learning for all to occur, depending on the activity. Pupils will be expected to self-regulate and maintain good order whilst working individually or in groups.

- Staff should think carefully about pairs and groupings and transition between activities, class charts can be used to optimise the grouping arrangements. Where groups and paired work is planned, it should be highly structured with scaffolding to support pupils who have language, interaction and communication difficulties.
- Pupils who consistently display excellent behaviour for learning and those who go above and beyond will be recognised, praised and issued relevant rewards.
- Pupils that disrupt learning and show a disregard for the school rules and expected classroom routines will be challenged and supported by the class teacher using a stepped approach and three warning system to readjust their behaviour to ensure learning continues uninterrupted.

8. Respectful Pupils

Use good manners to all members of the community

- We expect pupils to speak to their peers and adults in a polite, formal but friendly manner, we will encourage and expect them to speak in full sentences and use standard English, addressing staff using the terms 'Ms' Mx and 'Sir'.
- The use of slang and inappropriate language will not be accepted and pupils will be corrected by staff, even when not being directly addressed but overheard in communal areas of the school.
- School staff are also expected to address pupils and colleagues in a polite, professional but friendly manner, all staff have a vital role in modelling and promoting excellent standards of communication and mutual respect
- When any members of the school community and visitors interact, the expectation is that good manners are used. This is important between staff as this is how we model to the pupils. We also expect staff to model good manners with pupils even when giving them direct instructions. Moreover, we expect that pupils use good manners and polite language when interacting and communicating with each other.
- The table below are the expectations for all when interacting, this will be shared with pupils during their induction to Wanstead and will be revisited on frequent occasions. Staff will remind pupils when they are not meeting these standards by asking them to correct their behaviour and also by modelling the desired behaviour.
- The teaching of respectful behaviour is a significant element of our 'education with character' offer and will be taught and modelled through lessons, assemblies, tutor times, as well as through adult interactions with pupils.

Body Language	Stand up straight, arms by your side, facing the member of staff who is addressing you/interacting with. Staff are expected to make reasonable adjustments for pupils based on pupil needs.
Titles	Pupils should use staff titles when addressing and responding to staff – Hello Ms, yes, Sir, Mr, Mx – any appropriate and professional title requested by a staff member.
Spoken Language and Greetings (We recognise that some pupils within our school community will not yet be proficient in their use of the English Language)	Speak in full sentences using formal, standard English. Please, Thank you, Good Morning, Good afternoon, Hello, Goodbye. We recognise that some pupils within our school community will not yet be proficient in their use of the English Language, staff are expected to make reasonable adjustments

Listen actively and respectfully when adults and peers are speaking

- It is important that pupils show teachers/ adults or their peers that they are actively listening to them when they are speaking - giving instructions, giving responses or communicating important information to them.
- In order to support this pupil will be taught about key active listening skills and will be given opportunities to practise this in tutor times, assemblies and explicitly in lessons. Pupils will be encouraged and expected to listen actively in order to optimise their own and other's learning.
- Demonstrating good active listening skills and positive interactions with adults and peers will be recognised, praised and rewarded.

Follow all staff instructions without argument or delay

- Wanstead High is a very large school, both in terms of the school pupil population and the site itself. Ensuring the school runs smoothly and is a safe and calm environment for all is a key priority. To ensure the school can run smoothly and safely it is important that pupils follow any reasonable instructions given by any member of staff.
- The expectation is that pupils respond to those instructions quickly and without delay. In circumstances where pupils do not respond to instructions appropriately or with delay, and this impacts the smooth running and safety of the school, endangers others or leads to actual harm; then that pupil will be subject to further proportionate consequences.
- Reasonable adjustment will be made to support pupils with their learning and regulation, however, defiance, rudeness and disruption will not be accepted and will result in a consequence.
- The school warning system gives staff and pupils a stepped approach for managing different levels and escalations of behaviour, when pupils are not following instructions and expectations. This has been shared with pupils, staff and parents/carers.
- It is essential and expected that all staff have read the pupil profiles for each child with SEND in their class. Staff should use any TAs in the classroom to support pupils who have not followed instructions. TAs can remove the pupil from the classroom and give them some time out and a movement break.
- Staff must consider the additional needs of individual pupils and employ any reasonable adjustments outlined in the pupil's profile or known to the professionally as good practice.

Do not disrupt your own learning or the learning of others

- Every child has the right to disruption free learning and every teacher has the right to teach without being disrupted.
- Pupils who disrupt learning will at first be reminded of the school rules and expectations by the teacher, offered support and then be given an opportunity to adjust their behaviour.
- Repeated or intentional disruption will then be addressed via the school warning system which gives clear steps that must be taken to re-establish a purposeful learning environment.
- These steps include a **1st verbal warning**, in private or discreetly where possible. Any continuation of off task behaviour will result in **2nd verbal warning** and then a **final verbal warning**. If a final warning is reached, this must be recorded on SIMS and the pupil may be asked to step outside the classroom for a brief but private conversation during which the teacher can remind the pupil of the expectations.
- Following this final warning, if the pupil continues to disrupt the learning of others, then the pupil will be placed within an alternative classroom, this is called **departmental study**.
- In circumstances where pupils have demonstrated dangerous or abusive behaviour, they will be removed to the **Reflection Centre**.

Keep hands, feet and objects to themselves

- At Wanstead High School, we teach pupils to respect and be kind to one another. There is no reason for pupils to touch another pupil or their property in a forceful or provocative way.
- We do not accept 'play fighting' and consider this to be an inappropriate form of physical contact as often pupils are accidentally injured and it hinders the ability of staff to maintain an ordered, calm and safe environment for pupils and staff.
- In the first instance pupils will be reminded of the dangers of play fighting but repeated and continued acts of playfighting will result in a loss of free time and a discussion with parents/carers will be held. If a so-called 'play fight' becomes highly disruptive, unsafe or causes injury this will result more serious consequences being applied depending on circumstance.

Are polite and use positive language to all, in person and on social media

- Wanstead High school is a supportive community, our values are built on mutual trust and respect for all.
- It is important that every member of the school community should feel valued, respected, and each person should be treated equitably. A central focus of our Behaviour Policy will be to promote and teach the behaviours that demonstrate respect for pupils and staff, through high expectations of language and conduct. We expect every member of our community to behave in an appropriate and socially acceptable way.
- We aim to protect the right of all pupils to attend a school community in which they feel safe and free from abusive behaviour in any form. As well as an understanding of their own rights, pupils must also exercise the responsibilities which go hand in hand with their own rights, that is to appreciate and value every member of the community.
- Pupils who display impolite, unkind or negative language will receive an appropriate consequence accordingly.

9. Responsible Pupils

Are PROUD of their learning

- Pupils, instructed by their teachers, should ensure that work is presented to the highest possible standard at all times. Pupils should not deface books, folders or any form of work linked to their learning.
- All written work should have titles underlined with a date. When completing ICT based work, presentation remains very important and should be carefully checked.
- Where pupils are found to be intentionally and persistently taking a disrespectful attitude or approach to their work they will be issued with a departmental detention and parents/carers will be informed by the class teacher.

Pupils will be **PROUD** by ensuring:

- P** - Pen and Pencil – minimum equipment expectation
- R** – Respect your work, and the work of others
- O** – Own your learning and take responsibility for it
- U** – Underline date and title using a ruler, present your work well
- D** – DO YOUR BEST

Work to the best of their ability

- Every lesson we expect each pupil to try their hardest and complete all tasks set. We expect pupils to attempt the challenge tasks in order to challenge themselves. We are encouraging all pupils to become independent learners and to ensure that they are resilient in their learning.

'Catching excellent behaviour for learning'

- During regular points within a school term, Senior and Middle Leaders will visit pupils in lessons for the purpose of catching examples of excellent behaviour that can be shared with peers and parents/carers. They will be given reward postcards for any of the above reasons.
- Every half term a pupil will also be nominated for subject certificates by HOD's and class teacher which will be celebrated in their achievement assembly.

Walk calmly and safely in the corridor, keeping to the left

- We expect our pupils to be in the right place at the right time, doing the right thing. We have clear expectations of pupils in relation to how they move around the school site and building, orderly and safe at all times and that their actions do not disrupt learning.
- **The 'KEEP' commands** and expectations are designed to ensure that conduct during transition points and unstructured time is orderly, keep pupils safe and maximise learning time:
 - **Keep Left:** Walk round the corridors and school building on the left. This is particularly important on staircases which can become very busy.
 - **Keep Calm:** Pupils must conduct themselves in a calm, controlled and respectful manner, no running.
 - **Keep Voice Low:** Pupils must keep their voice low and noise to a minimum
 - **Keep Hands, Feet and Objects to Self:** Pupils must be kind and respect the space of others around them.
 - **Keep Moving:** Pupils are expected to move with pace and purpose to ensure they arrive to lesson on time and to follow any one way systems in place around the school.

Pupils are expected to follow the school's one way system on specific staircases and building entrances and exits.

Keep the community and canteen clean and tidy

To ensure that Wanstead High school remains clean and tidy we expect pupils to do the following:

1. Eat all food in the dining hall or specified spaces
2. Place all litter in the bins
3. Clean up any mess that has been made

- Pupils who fail to keep the school community tidy will be given a community service duty which will involve a litter pick or another service to the school environment.
- They will also be expected to clean up any litter or mess that they have made. Pupils who persistently show disregard for the school environment will be given an appropriate consequence for antisocial behaviour.
- If a pupil refuses to clean or sort any area that they have affected can be referred to community service where they will be issued with an agreed task which supports or gives back to the school community in some way.

During break and lunch times, pupils entering the dining hall to buy food pupils must:

1. Line up in the playground quickly, calmly and quietly at your allocated time and not beforehand
2. On entry to the school building, line up to the right of the white line in single file against the wall outside of the servery entrance
3. Remove all outside clothing, wearing blazers and uniform correctly
4. Be calm, polite and sensible, not crowding the servery. Take a tray, select and pay for food.

5. When eating, sit down at the canteen table in a chair of their own, keep voice low and noise to a minimum. No shouting across the table or boisterous behaviour
 6. No food is to be taken outside of the hall or designated eating areas
 7. When finished eating, clean up any excessive mess, push their chair in and place dishes and cutlery in the trolley provided.
- If individual pupils leave excessive mess and leave their plates and rubbish out, they will be issued with a community service duty. If a pupil persistently disrespects this communal space, they may be banned from using the space for a period of time and alternative arrangements made.

Act Positively in the Community

- We expect Wanstead High School pupils to be positive representatives of not only our school community at all times. We want all pupils at this school to have an outstanding reputation for the way that they behave and treat others.
- We will be working closely with local businesses and other establishments/groups to try and act in partnership to encourage good behaviour and character; and to prevent poor behaviour in the wider community.
- We have the following expectations in the local area, pupils must;
 - ✓ Walk sensibly and leave promptly: use pavements at all times. Cross roads carefully using crossings where provided.
 - ✓ Pupils should only enter local shops and cafes if they are intending to buy goods and use the space respectfully.
 - ✓ Do not gather in large groups on the green, park or high street.
 - ✓ We expect that pupils do not gather in groups of more than 5, (as this can make it difficult for others to use the footpaths), do not use inappropriate language or physical contact and do not raise voices above talking volume.
Disperse and leave locations if requested by a member of school staff, business staff or concerned members of the public.
 - ✓ Respect the property of others: do not lean on cars or walls, enter private property, drop litter, spit or smoke/ vape.
 - ✓ Do not congregate outside residence homes, especially in the early morning or for a prolonged time after school.
 - ✓ Do not congregate in the children's play areas in the local community which are designated for primary school children
 - ✓ Follow all instructions the first time: whether these are given by an adult you know or don't know. Respect users and the driver of public transport.
 - ✓ Be outstanding ambassadors for Wanstead: wear uniform correctly to and from school and be polite, kind and courteous. Walking sensibly on the pavements and being mindful of members of the public.
- These expectations will be communicated to pupils frequently during tutor time and assemblies. Failure to comply with any of the above may result in detention, community service, internal exclusion or in more serious cases suspension and exclusion.
- For persistent failure to comply, or a one-off serious incident pupils will receive an appropriate consequence for bringing the school into disrepute.
- In addition to this, we may expect parents/carers to make arrangements for their child to be dropped off or collected from school for at least 2 weeks in the first instance. We may also consider an altered start and finish time for pupils who persistently break this rule to ensure the safety of the pupil, others and to maintain the reputation of the school.
- The responsible pupil is acknowledged and praised using postcards, telephone calls, certificates and recognition in achievement assemblies.

- We reward responsible pupils who are caught in the act of doing something good for:
 - the school community
 - another person.
 - the local community.
 - their own or others learning

10. Roles and Responsibilities

All Staff	<ul style="list-style-type: none"> ● Know and understand that managing unacceptable behaviour is the responsibility of everyone in the school community. ● Read and follow school operating procedures (SOPS) to ensure consistent practice ● Build positive and appropriate relationships with pupils ● Model and teach respect by treating Pupil's with fairness and consistency ● Model excellent standards of behaviour and character by communicating in a calm and consistent way ● Expect high standards of learning, behaviour, uniform, attendance and punctuality. ● Take a trauma and attachment informed approach in their responses to misbehaviour ● Always follow the behaviour policy and school procedures consistently. ● Reward good behaviour in line with the behaviour policy ● Challenge and take action against poor behaviour and poor standards of uniform in a calm and proportionate manner – No shouting ● Communicate both praise and concerns to parents/carers.
Teaching Staff	<ul style="list-style-type: none"> ● Build positive and supportive relationships with pupils ● Plan and prepare high quality, well-structured lessons which provide opportunities for pupils to learn to the best of their ability from their different starting points ● Embed clear and consistent classroom routines that promotes excellent behaviour and a safe and purposeful learning environment for all pupils. Including ● For each class, an established and consistent seating plan (class charts) which is used to optimise learning time and minimise low level disruption ● Meeting and greeting pupils at the door at the beginning and end of each lesson ● Use a Do Now activity to ensure there is a prompt and purposeful start to each lesson ● Dismiss pupils' line by line in a calm and orderly way at the door. ● Have a good knowledge of their pupils, having read relevant learning profiles and any additional information available to them. Using this knowledge to support any additional needs they might have in order to access the curriculum ● Be trauma and attachment trained and aware, using de-escalation strategies to support the regulation of learners who may have SEMH needs. ● Challenge and take action against poor punctuality and lesson truancy in line with the school policy. ● Dismiss pupils in an orderly fashion, row by row in proper uniform ● Have responsibility for areas outside their classroom including the corridors, staircases and spaces where pupils may congregate.

Heads of Department and Post Holders	<ul style="list-style-type: none"> ● Ensure staff in their department plan and prepare high quality, well-structured lessons which provide opportunities for pupils to learn to the best of their ability from their different starting points ● Ensure staff follow the identified routines and strategies for effective and positive classroom management including entry and exit routines, seating plans and those specific to the department ● Ensure that the departmental behaviour management systems are embedded and clearly communicated to all departmental staff ● Support teachers in maintaining positive pupil behaviour and following up Incidents. ● Provide support and appropriate challenge in developing the teaching and classroom management of staff within their department ● Monitor classroom practice through regular classroom visits and Learning walks ● Liaise with HOY and parents/carers and place pupils on departmental monitoring reports for those with a disproportionate number of points related to their curriculum area. ● Will implement curriculum specific consequences for behavioural issues specific to their curriculum area. ● Work with departmental potholders to ensure standards remain high across all areas within the department.
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Form Tutors	<ul style="list-style-type: none"> ● Ensure their tutor group has an established and consistent seating plan to optimise learning and minimise low level disruption ● Meet and greet pupils at the door, at the beginning and end of each tutor period. ● Establish and embed effective classroom routines in order to create a safe and purposeful learning environment for all pupils ● Deliver high quality tutor time activities, including the 5 minute 'behaviour and character' tutor time lessons ● Work to create a cohesive tutor group with a positive ethos by promoting supportive peer relationships ● Promote and signpost pupils to appropriate sources of support for safety and wellbeing ● Monitor pupil wellbeing, behaviour, attendance, and punctuality as the first step in identifying and intervening on emerging concerns. ● Report emerging concerns using appropriate systems and processes ● Reward positive behaviour and take/support action to improve behaviour ● Provide feedback through the reporting system. ● Communicate regularly with parents/carers, subject staff and others as appropriate. ● Communicate, reinforce, and action the expectations of the school behaviour policy
Heads of Year	<ul style="list-style-type: none"> ● Lead and implement the school behaviour policy for their year group ● Promote the development of character, positive behaviour and well-being through the use of assemblies/department events/lessons and general communication with pupils ● Manage the tutor providing support strategies for teachers, tutors and parents/carers. ● Monitor form time/lesson behaviour and related activities through tutor time/lesson visits ● Monitor the behaviour of pupils through referrals, reports, and discussions. Implement and monitor the anti-bullying policy and procedures. ● Monitor and report on data regarding behaviour and attendance for their year group/department ● Deliver and facilitate appropriate early intervention strategies for individual pupils or groups with emerging concerns in relation to behaviour, attendance, punctuality, and wellbeing ● To contribute to the implementation and review of Pastoral Support Plans for pupils at risk or exclusion or non-attendance. ● To liaise and communicate with their line manager, safeguarding lead, SENDCo and parents/carers and outside agencies regarding pupil's needs; ● To organise reward trips and visits across the school year
School SENCO	<ul style="list-style-type: none"> ● To work with teaching staff, tutors, and Heads of Year to ensure pupils with additional needs are identified in a timely way using the graduated approach ● Ensure all pupils, with additional needs, including those with SEMH are placed on the additional needs register and key strategies to support regulation and behaviour are included. ● To create and share high quality pupil learning profiles and plans for all pupils including those with: with emotional and behaviour needs in accordance with the SEND code of practice. ● Respond and act in a timely way to referrals for pupils re. behaviour support. ● Work collaboratively with pupils, parents/carers, staff, and professionals to coordinate support for identified pupils. ● Liaise with relevant external agencies and share advice with staff and parents/carers in an accessible and timely way.
Pastoral Support Assistants +Team (welfare and midday assistants)	<ul style="list-style-type: none"> ● Provide support and intervention for pupils who exhibit poor behaviour in their assigned year groups. Collecting them from classrooms following the three-warning system or Lesson removal ● Be active, visible and fully involved in managing and supporting behaviour during lesson transitions, break and lunch time. ● Manage the provision, ensuring the environment is a quiet, calm and purposeful space ● Monitor and report to HOY/ SLT on all behaviour incidents. ● Support the detention system through pupil collections, monitoring and supervision

Director of Inclusion	<ul style="list-style-type: none"> Leads social inclusion meetings which facilitate the identification and planning of support for pupils with additional needs including dysregulated and concerning behaviour. With the Dep Headteacher, leads and coordinates the work of the Pastoral Team Leads and manages the work and support offered through the reflection centre Leads on interventions for pupils with SEMH Work in collaboration with the Deputy Headteacher responsible for Behaviour, Personal Development and Safeguarding, deputising when needed at RIP meetings Designated Safeguarding lead
Deputy Headteacher Behaviour, Personal Development and Safeguarding	<ul style="list-style-type: none"> Overall responsibility for the implementation and review of the school's behaviour policy and related systems and procedures Oversee liaison with outside agencies and arrangement of specialist support Identify and provide for staff development needs. Monitor whole school data relating to behaviour, attendance, and punctuality, including referrals and exclusions. Lead behaviour and attendance concern meetings with parents/carers of pupils persistently breaking the school rules and expectations Lead all post suspension meetings with parents/carers and if not available organise an appropriate staff member to take the meeting Ensure that both general and targeted interventions are available and used to improve pupil behaviour Report key data such as exclusions and referrals to the Governors. Prepare and present cases for RIP () and any other managed moves to suitable alternative provisions School Safeguarding Lead Support in gathering required documentation for internal and external exclusion panels.
Senior Leadership Team	<ul style="list-style-type: none"> Be active, visible, and fully involved in promoting and securing positive behaviour and wellbeing Support staff and pupils by challenging and taking action in regard to poor behaviour in classrooms, across the school site and within the local community Establish, communicate and monitor school operating procedures across key areas Take action with regard to serious incidents and persistent disruption. The Headteacher will make final decisions on all suspensions and permanent exclusions. Support the HOD and HOY they line manage with the implementation of the Behaviour policy within their designated area of responsibility
Deputy Headteacher Behaviour, Personal Development and Safeguarding	<ul style="list-style-type: none"> Overall responsibility for the implementation and review of the school's behaviour policy and related systems and procedures Oversee liaison with outside agencies and arrangement of specialist support Identify and provide for staff development needs. Monitor whole school data relating to behaviour, attendance, and punctuality, including referrals and exclusions. Lead behaviour and attendance concern meetings with parents/carers of pupils persistently breaking the school rules and expectations Lead all post suspension meetings with parents/carers and if not available organise an appropriate staff member to take the meeting Ensure that both general and targeted interventions are available and used to improve pupil behaviour Report key data such as exclusions and referrals to the Governors. Prepare and present cases for RIP () and any other managed moves to suitable alternative provisions School Designated Safeguarding Lead
Headteacher	<ul style="list-style-type: none"> Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy implement consistent, fair and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen Makes decisions on all suspensions and exclusions issued to pupils

Governors	<ul style="list-style-type: none"> • Support rewards and celebration ceremonies. • Sit on exclusion panels as required (non-staff governors only). • Monitor and review the effectiveness of the behaviour policy through the analysis of school data and reports.
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It is expected that behaviour will be managed by all staff at different levels including at a curriculum level as well as a holistic pastoral level. Please see appendix J For flow charts outlining the steps to be taken by key staff members in the behaviour management process.

11. Home School Partnership Agreement

Since 2016, schools are no longer required as a statutory duty to publish a home school agreement and have parents/carers sign a declaration.

We have continued this practice as we recognise that the successful development of our pupils is dependent on an effective partnership of school, pupil and parent/carer. All three parties share responsibility for the development and achievement of each pupil. The agreement sets out and summarises that commitment.

We will send out each agreement with our Year 7 admission and transition pack through the online platform Applicaa. It is an expectation that all parents/carers sign and return them to us by the end of their first week at the school.

The Home School Partnership Agreement can be found in **appendix A**

12. Staff Induction, Development and Support

- All new staff will be inducted clearly into the school's behaviour culture, this policy and its related procedures and systems will form a central part of the recruitment and induction process.
- The induction training and support provided to staff will include an understanding of our behaviour policy aims, principles, the school rules, expected routines and how best to support pupils in meeting the high expectations that we have of them.
- Individualised behaviour support and development will be provided for any staff member who requires it, this may be in the form of peer observation, coaching and mentoring, online webinars or via external input.
- Behaviour development and support will also be incremental, school behaviour is a high-status topic and achieving a culture of excellence is a fundamental goal. As such, the school behaviour policy and related systems will be recurring agenda points and discussion at staff training days, briefings and meetings at all levels.
- Behaviour development and support for all staff will focus on three key areas which are considered to be essential for the development and maintenance of ordered, safe and productive classrooms.
- **Routines:** as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviours.
- **Responses:** strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to antisocial behaviour in a just, productive and proportional way.
- **Relationships:** building relationships involves regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; knowing our pupils and how trauma, attachment and special educational needs and disability (SEND) affects behaviour.
- While it is the responsibility of all staff to deal with minor low-level misbehaviour in classrooms and when they come across it on the school site, there will be occasions when support is needed from school leaders in managing more serious situations.

- New staff and Early Career Teachers may also need additional support and advice. This is the responsibility of all school leaders – SLT, HOD and HOY and those with related TLRs
- In order that all staff are able to implement this policy effectively the school will:
 - Communicate clearly the way in which behaviour issues are referred and to whom;
 - Identify the way in which more senior staff will support behaviour issues;
 - Provide regular training, particularly for staff either new to the school or the profession, on positive teaching strategies;
 - Provide staff with training on specific issues such as sexual harassment and other forms of bullying/ prejudice so that they are best able to be responding appropriately.
 - Use other professionals and consultants from outside the school to give advice and training;
 - Employ a range of staff within the school, to support the work of teachers in creating a positive learning environment.
- The school recognises that any member of staff may need help with behaviour management at any point in time. The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to a concern or incident, as follows:
 - Advice from Senior Leaders, Curriculum Leaders and Heads of Year on how to record and apply the sanctions within this policy in a given situation;
 - Support from Senior Leaders, Curriculum Leaders and Heads of Year in communicating and meeting with parents/carers and professionals
 - Support from Senior Leaders in dealing with difficult situations by isolation, referral, withdrawal or the like;
 - Advice on deciding whether an incident is a case of straightforward misbehaviour or a symptom of more complicated underlying problems i.e., bullying, racial harassment, ADHD, SEND, etc. and provide, through the Inclusion Team, the process for further referral when required;
 - Lesson observation by the school SENCO, Senior Leader or HOD or Peer Coach to provide feedback on how classroom management, support and relationships can be improved on an individual basis;
 - Opportunities for staff to observe good practice in other lessons or visits to other schools;
 - An individualised Staff Development Programme (CPD) that is closely linked to individual appraisal targets
 - Opportunities in subject/ support for learning meetings to discuss issues and share ideas
 - The National College Training Platform

Consistent approach

- It is a school expectation that classroom teachers apply the school Behaviour Policy and classroom behaviour management System consistently
- The stepped approach and warning system provides a tiered approach to classroom behaviour management giving pupils the opportunity to self-correct their behaviour. Appropriate classroom management ensures that the majority of well-behaved pupils continue to be taught effectively.
- Teachers must not send pupils out of lessons to stand unsupervised in the corridor. On occasion a pupil may need to be asked to step outside the classroom to recompose themselves or when teachers need a very brief corrective discussion in private.
- If they cannot return, the departmental study system or on call should be used.

13. Education with Character: Teaching and Promoting Excellent Behaviour

- Behaviour emerges from but also communicates meaning about an individual's character, intention and circumstances.
- It is not enough to just respond to misbehaviour or to poor standards which fall below those expected. Good behaviour is not simply the absence of 'bad behaviour'.
- The school aims to influence and teach pupils desirable character virtues, behaviours and attitudes that will help them to flourish as learners and well-rounded individuals.
- The vision and expectation of what constitutes acceptable and desirable behaviour will be clearly communicated, taught and modelled for all pupils via a range of mediums and cultural markers which includes daily interactions and promotion of the school rules, induction days, tutor periods, assemblies, wall displays, the extra-curricular curriculum and enrichment days.
- As part of our transition programme pupils will be taught whole school expectations and will have opportunities to practise these to ensure they are confident in them. These will be revisited throughout the year and at the beginning of term across Year 7, 8 and 9.
- On entry to our 6th Form Year 12 pupils will also receive clear guidance on school expectations including the additional privileges allowed in the Upper school. Pupils applying and accepting a place at Wanstead High 6th form are expected to sign a contract relating to conduct and attendance.

14. Defining and Categorising Behaviour

- In generic terms misbehaviour or unacceptable behaviour includes any behaviour which 'detracts from the academic and social successes of the school community, along with any behaviour that diminishes the dignity of staff or pupils.

Further details on what the school considers to be misbehaviour, serious misbehaviour and antisocial/harmful behaviour is outlined in **appendix B**

15. Recognition and Reward

- Acknowledging and celebrating good behaviour encourages pupils to repeat these behaviours and is an effective way of communicating the school's expectations and values.
- At all levels, we will use a varied range of rewards including but not restricted to
 - Verbal praise
 - Achievement points
 - Postcards home
 - Communicating praise to parents/carers via phone calls or written correspondence
 - Certificates, vouchers, prize ceremonies and half termly achievement assemblies
 - Reward Trips or activities
- We will use positive reinforcements and rewards clearly and fairly in order to celebrate the achievement and progress of individuals but also as a reinforcement of routines, expectations and cultural norms
- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners are hardest to reach. There are many levels of praise to the policy which are outlined below.

- In class, staff may give praise in a variety of ways such as verbal, written, round of applause and postcards. Staff will be able to give pupils a postcard or achievement points as immediate written feedback that they can share with family. It is recommended to all staff that praise should outweigh sanctions on a **ratio of 4:1**.
- Each lesson staff are expected to use the praise ratio to recognise effort, contribution, character and attainment to different pupils. Achievement points must also be awarded to those who demonstrate excellent behaviours for learning, these must be recorded on SIMS. Staff will let pupils know that they have given achievement points and will add these to SIMS.
- Please see **appendix C** for an outline of the trigger points for formal rewards.

16. Behaviour Management - Positive Reinforcement and Warning System

Staff will use a stepped approach to promote positive behaviour for learning and to respond to misbehaviour within the classroom and across the school site. Please see **appendix D** for this approach.

17. Classroom Condition Levels

- To maximise learning in the classroom, class teachers will set the appropriate condition for learning in their classroom, this will clearly be communicated with pupils to ensure they know what is expected of them. The classroom conditions framework will be used consistently across classrooms from Year 7 to Year 13 to secure the ideal behaviour and interaction for learning.

Level 1: Silence for Independent Work

Level 2: Active Listening and One Voice (Teacher or Peer)

Level 3: Paired Work: Time bound structured Discussion – Partner/Low Voice

Level 4: Group Work: Time bound structured Discussion – Multi Voice

18. Tutor Group and Class changes

- The school may when needed move pupils or numbers of pupils from their original tutor group to another to support positive behaviour and dynamics within a group. Parents/carers and pupils will always be notified of any concerns in advance and the reasons behind changes, their views will be considered but the final decision will lie with Heads of Year and Senior Staff.
- This may also be the case in relation to curriculum classes, again parents/carers and pupils will always be notified of any concerns in advance and the reasons behind changes, their views will be considered but the final decision will lie with Curriculum Team Leaders and Senior Staff.

19. Consequences of misbehaviour

- When staff become aware of any form of misbehaviour or standards that fall short of our expectations, they should challenge this promptly in a calm, assertive, consistent and proportionate way.
- The first priority of staff must be to ensure the safety of pupils and staff, and to restore a calm environment. Pupils must know with certainty that misbehaviour will always be addressed. The purpose of sanctions may have various purposes which include deterrence, protection and improvement.
- Where appropriate, staff should take into account any contributing factors that are identified after an incident may have occurred. For example, if the pupils have SEND, has experienced abuse or neglect, has suffered a bereavement or has mental health needs. These circumstances should be considered in determining the sanction and reasonable adjustments.
- As a school, we will always consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. If appropriate, pastoral support, early intervention or a referral to children's social care may be necessary.

- Teachers will use a stepped approach and key strategies outlined in the Wanstead High School Behaviour Toolkit to manage misbehaviour and low-level disruption in the classroom.
- In circumstances where pupils fail to correct their behaviour despite warnings, or in circumstances where the rules have been broken and standards have fallen well short of expectations required; then the following sanctions and responses for misbehaviour behaviour can and will be used.
- The system of consequences is cumulative (to combat consistent poor conduct) and hierarchical (to escalate the severity of sanctions, based on the seriousness of the offence or if it is repeated).

Removal from School Events, Trips or Visits

- Pupils who have poor behaviour and punctuality records may be refused entry to school events, trips or visits, they may also not be able to represent the school. All enrichment activities have clear thresholds for entry and these are clearly explained to pupils.
- The Headteacher reserves the right to refuse entry to any school, events, trip or activity without any notice and can delegate this power to other school leaders for certain trips. This is to ensure that school trips can take place safely and for the school to ensure that pupils attending are capable of upholding the high standards of behaviour we expect to maintain Wanstead's reputation. Deposits or payments will not be refunded if this is the case and this will be outlined in each school visit letter.

Loss of Privileges

- Representing the school in a sporting team or a production means that a pupil is seen by others in the school community as a role model, this also comes with the responsibility to model excellent behaviours to others.
- Where a pupil continually breaks the school rules or displays antisocial or harmful behaviour, they may be prevented from representing the school at a specific event or over an agreed period of time. This decision will be made through discussion with the pupil, their Head of Year and the staff who has responsibility for the team or event the pupil is involved in.
- This will never be a permanent arrangement and by demonstrating ongoing positive behaviour pupils would be able to represent the school again following the agreed period of time.

Detention Overview

- Detentions form an important part of most school's discipline systems. Detentions can be set by any staff member in the school. The detention length ranges from 30 minutes to 2 hours
- Parental/carer permission is not required by the school to issue a detention; however, we will always adopt a collaborative approach in notifying and discussing with parents/carers the reasons for a detention and any issues of concern relating to the logistics of said detention.
- Where detentions are issued for **over 30 minutes** in length we will always **give 24 hours' notice**; despite the Section 5 of the Education Act 2011 which removed the requirement for parents/carers to be given 24 hours' notice.
- Any pupil that is not able to complete the detention must come to the detention lead in advance and inform us of the issue. We will then contact home to resolve the issue or arrange a new time
- If a pupil has intervention/ club then the detention comes first. They must attend the detention and then the lead may dismiss them when appropriate.

- Pupils need to be on time; any pupils who are more than 10 minutes late will be marked absent and sent away and marked absent, unless they have a note.
- Pupils take a seat in silence, face the front, complete the reflection sheet and get a reading book out or complete outstanding homework or tasks given.
- Pupils' expectations of Ready, Respectful and Responsible apply during this time.
- Pupils not adhering to these rules and expectations will be asked to leave, parents/carers will be notified by the detention lead and they will spend a day in internal exclusion the following school day.
- Pupils who fail to attend SLT Friday afternoon detention without adequate reasons provided and agreed beforehand will receive a day's internal exclusion in the Reflection Centre
- School staff must Inform pupils that they have been given a detention.

Please see **appendix F** for an overview of the school detention system

Departmental Study

- Following a third and final warning for continued low level disruption and misbehaviour, if the pupil continues to disrupt the learning of others, or refuses to engage satisfactorily with their own; then they will be removed from the classroom. In the first instance they will be placed within another classroom, within the department where possible.
- At the beginning of each school year, each HOD will submit a departmental parking timetable which will outline a suitable classroom or supervision for each lesson.
- When asked to leave pupils are expected to take themselves to the allocated classroom nearby and will be given a green slip by the class teacher, who will record the event on SIMS. If the member of staff is concerned that the pupil is unable to independently take themselves safely to the identified classroom, they may either request support by the school's welfare team using the allocated email, or send a responsible pupil with the green slip.
- Following an incident of departmental parking, class teachers will call parents/carers, the pupil will be placed in departmental detention and a restorative meeting will take place.
- If pupil's refuse to leave the classroom for departmental study or cause further disruption as they leave then the staff member should request SLT on call to attend the classroom and remove the pupil.
- The pupil will be removed to the Reflection Centre and will be given a day's internal exclusion the following day. If following SLT on call the pupil refuses to co-operate then they may be issued with a suspension for refusing the authority of the school.
- As well as the appropriate consequence, a restorative meeting will also take place as soon as possible.

Lesson Removal – Reflection Centre

- For incidents of serious misbehaviour and antisocial/harmful behaviour then pupils may be removed from lessons or general circulation as a sanction or as a measure whilst an incident of serious misbehaviour or antisocial behaviour is being investigated
- If departmental study is not appropriate due to the severity of the behaviour or if pupils are clearly unable to regulate their own behaviour and emotions; and they have become intentionally abusive, disrespectful and disruptive to the point where learning has had to stop. Then Class teachers should email the school pastoral team immediately and the pupil will be removed directly to the Reflection Centre. This will be recorded on SIMS by the staff member supervising the Reflection Centre and staff should also follow up by recording the incident also.

- The pupil will be required to complete a reflection sheet and statement. At the end of each school day a report will be sent out by the school Pastoral Team to key staff.
- HOY and HODs are required to review all incidents that have resulted in lesson removal at the end of each day. They will liaise with class teachers, pastoral assistant or Deputy Headteacher in order to issue an appropriate sanction and ensure the matter is resolved promptly. Parents/carers will be informed by an appropriate member of staff depending on the incident and related sanction and required actions.

Internal Withdrawal- Reflection Centre

- As a general guide to support fairness and consistency, please see guidance below, these examples are not exhaustive and this sanction may be used for any behaviour if considered to be fair and proportionate by school leaders.
- **Half a day Internal Withdrawal**
Morning: 9am – 12.20pm Including break time (Period 1- 3)
Afternoon: 12- 3.20pm Including lunch time (Period 4-5+ 20 mins after school)

Any behaviour that is disrespectful, disrupts the learning of others or disrupts the smooth running of the school.

- **Full Day Internal Withdrawal**
Morning and Afternoon, including breaks breaks, 9am – 3.20pm
Behaviours which endanger others
Lesson Truancy
Refusal to comply with or follow instruction of school leaders

Internal Exclusion

- For incidents of serious misbehaviour the school may deem it necessary to issue a suspension from school. Where this would equate to a one- or two-day suspension, based upon the circumstances of the case a pupil may be issued with an internal exclusion instead.
- Pupils attend school from 10am - 4pm and complete learning online in the Internal Exclusion Centre.
- Pupils enter and exit the school via the leisure centre gate at the rear of the school and should be dropped and collected by a parent/carer where possible.

Internal Exclusion, Suspension, Off Site Direction and Permanent Exclusion

- Withdrawal, Internal exclusion, suspension, off site direction (short term placement at a local school) may all be used as a consequence for incidents of serious misbehaviour or persistent misbehaviour and breaking of the school rules.
- The school may also issue a pupil who is persistently breaking the rules with an offsite direction in order to improve a pupil's behaviour and avoid further suspension or permanent exclusion. This means arrangements will be made for the pupil to be educated at a partnering provision in the Local Authority. This may be for a period of up to two school weeks.
- **Permanent Exclusion** will always be used as a last resort and to deal with the most severe behaviour. Below is a list of behaviours for which permanent exclusion or a managed move might be considered
 - Persistent and defiant misbehaviour.
 - Distributing, supplying or selling illegal substances or legal highs on site.
 - Verbally or physically threatening a member of staff or pupils.
 - Physical assault on a member of staff or pupil.
 - Using derogatory language towards a member of staff or pupil e.g., racist, homophobic, sexual.
 - Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or pupils.
 - Being in possession of an offensive weapon.

- Being in possession of a pointed/bladed article
- Persistent bullying or harassment, including cyber bullying. Being in possession of a pointed/bladed article.
- Sexual assault, harassment, or sexually harmful behaviour
- Sharing or Distributing images or videos or other pupils or staff (including those which are indecent or sexualised)
- Bringing a dangerous and threatening situation to the school e.g., coordinating other people to attend the school or its local area for the purpose of causing confrontation with other members of the school community
- Serious misbehaviour or antisocial behaviour on the way to and from the school or in the local community outside of school hours which brings the school into disrepute e.g., involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school community.
- Making serious false allegations against a member of staff.
- Serious and intentional damage to school property including graffiti.
- Misuse of the school's IT systems e.g., distributing pornographic materials, hacking into restricted areas.
- Serious breach by sharing of GDPR data of other members of the school community without permission, including inappropriate images.

For further details on suspension and exclusions please see our Suspension and Exclusion Policy.

Reflection Centre and Internal Exclusion Centre Expectations

- Pupils are expected to make their own way to the Reflection Centre on the day (s) of their internal exclusion or withdrawal.
- Pupils who have been issued with an internal withdrawal will arrive via rear entrance to the school for 10am and will leave via this exit at 4pm.
- When pupils arrive, they will be asked to hand in their mobile phones which will be stored in a secure place until the end of the day.
- Complete all work set for the day in hard copy or on Google Classroom.
- Pupils must not talk to others or leave the room without permission.
- Complete a restorative conversation with the staff member who referred them.
- Staff supervising in the room must monitor behaviour and have the highest expectations of the pupils.
- Whilst in the Reflection Centre pupils will be given 3 warnings to improve behaviour, if misbehaviour continues, they will be removed and will work in isolation for the remainder of the day.
- Disrupting the Reflection Centre or Internal Exclusion Centre may also result in a formal suspension from school.
- Pupils must not sit in the Reflection Centre or IEC without completing work. Failure to complete work will result in a warning.
- Parents/carers will be informed on the day that the Internal exclusion is issued. The staff member who referred them will then make a call home to further explain the reasons for referral.
- If a pupil refuses to leave the classroom or go to the Reflection Centre, staff can email for On Call and the pupil may face suspension if they continue to refuse instruction by the school pastoral team and/ or school leaders.

Please see **appendix E** for an overview of the different consequences which the school may use to address misbehaviour

20. Carrying Out an Investigation

- Disciplinary offences are investigated, depending on the nature and level of the offence, by the Head of Year, Director of Inclusion, Deputy Head (Pastoral) and / or SLT as appropriate. Parents/carers will be informed of such an investigation if the consequence is likely to be a withdrawal or suspension.
- Investigations will normally involve a discussion with the pupils concerned as well as written statements. It will also include gathering evidence from other sources and members of staff involved (if any).
- When investigating incidents of serious misbehaviour or antisocial behaviour it may be necessary for a pupil to be placed in the Reflection Centre until they are complete. This should only be in circumstances where there is risk to pupil safety or when it would interfere with the investigation or prejudice the outcome
- If there is deemed to be no prejudicial risk or risk to safety the pupil must return to lessons whilst the investigation continues.

21. Recording Misbehaviour

- The recording of behaviour incidents is a crucial process which enables us to build a bank of useful data which can be analysed at a range of levels to inform support, strategy and policy.
- As such the recording of behaviour incidents must be a priority for staff and must be done accurately. Staff must follow the steps below each time they manage misbehaviour. The process will be taught to staff at the point of induction and staff will receive regular reminders.
- Where staff are persistently mis recording or failing to record incidents, the issue will be addressed via their Line Manager in the first instance, then through a meeting with the Deputy Headteacher and finally through more formally agreed processes and policy.
- When incidents of misbehaviour are recorded on SIMS, a pupil is issued with a specified number of consequence points. These are tiered and dependent on the severity of the behaviour displayed.

Please see **appendix G** for a list of SIMS behaviour recording categories and allocated consequence points

22. Trauma and Attachment Awareness

- Children and young people may experience trauma through a number of different ways. Research into adverse childhood experiences (ACEs) consistently shows that ACEs are rarely experienced in isolation and as the number experienced increases, the likelihood that a young person will experience a range of undesirable outcomes including poor mental health, physical health and educational disadvantage.
- The school recognises the physical, neurological and behavioural impact that unprocessed trauma can have on children and young people.
- Children and young people who have experienced trauma are also much more likely than others to experience an overwhelming and relentless sense of unworthiness and inadequacy, Children and young people who experience trauma may find any form of discipline challenging, and may:
 - Misinterpret well-intentioned or constructive feedback as being a personal attack against them
 - Ruminates over/find it difficult to move on from discipline
 - Find public discipline or praise difficult to tolerate (and demonstrate this through behaviour that challenges) · Appear to 'hold a grudge' quickly
 - Recreate the chaos they have experienced in their early life
 - Need more time to calm down following an episode of distress, compared to children who do not experience toxic shame.
- Wanstead High School is committed to using a trauma informed strategy, meaning one where all adults recognise and respond to those children and young people who have experienced trauma in a way that meets their social, emotional and mental health needs.

As a school we will

- Place relationships and a child or young person's sense of safety and security at the heart of classroom management
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging
- Promote a sense of community and belonging
- Take individual circumstances into account when making decisions on support and consequences

23. Equalities and Reasonable Adjustments

- Under the Equality Act of 2010, all schools must make reasonable adjustments for young people with SEND. This is to prevent them being put at a substantial disadvantage. The school is committed to reasonable adjustments to this policy in order to support individual pupils and their needs, whilst still ensuring the good order of lessons and safety of the school community.
- The school will regularly monitor data to ensure that we are able to respond with an appropriate strategy to support specific groups such as SEND or disadvantaged pupils who may be disproportionately impacted by sanctions without reasonable adjustments having been made.

24. Relational approaches and Restorative Practices

- The promotion of positive professional relationships between staff and pupils, staff and their colleagues and pupils and their peers is a priority of the school. Staff are expected to build relationships with pupils through the use of routines and their day-to-day interactions; greeting pupils warmly and politely and showing curiosity and commitment to their academic and personal development, as well as their wellbeing.
- Restorative meetings and conversations form an important part of the school's behaviour policy and are an important opportunity for staff to rebuild the relationship with the pupil when they have become damaged.
- The conversation is not to be used as another telling off/ administration of punishment and further guidance is shared with both staff and pupils about the aim and structure of the meeting. The conversation should:
 - Where possible and appropriate take place the same day – a cooling off period in some cases may be needed.
 - Serve as an opportunity to exchange perspectives about the incident.
 - Help the pupil reflect on their behaviour and how they should behave or respond moving forward.
 - Re-establish trust and help the relationship move forward in a positive way.
- A formal restorative conversation or meeting should involve the following steps or similar
 - Staff and pupils sitting down together- side by side.
 - Each person shares their view of what happened (in a non-accusatory way)?
 - Discuss who has been affected and why?
 - What can we do differently in the future?
 - Is any further support or help needed?
- Staff will take responsibility for leading restorative conversations, Department or Year Leaders will support when requested or needed.

25. Support for pupils at risk of suspension and exclusion

The aim of the school is always to reduce and minimise the risk of suspension, exclusion and withdrawal from school.

There are a number of early interventions and support the school will put into place when we become concerned about a pupil's behaviour. This includes alternatives to withdrawal and suspension and also support plans.

School Support Plan

- For pupils who are at risk of suspension and exclusion, the pupil's Head of Year will place the pupil on a School Support Plan.
- This is a form of early intervention which seeks to avoid further incidents of internal exclusion, suspension and minimise the risk of managed moves or permanent exclusion.
- An initial meeting will be arranged, the pupil and their parents/carers will be invited along with any other key professionals who may be supporting the child or family. The purpose of the meeting is to further discuss the concerns and issues which are proving to be a barrier to the pupil's development and success, agree upon outcomes we want to see over the short and medium term and set SMART targets which will help the pupil make the necessary changes needed.
- A key part of the meeting will also be discussion around the provisions which will be put into place to support the pupil.
- Progress targets are monitored weekly and the plan as a whole will be reviewed at least every 6 weeks.
- If pupils during reviews pupils are not making the progress needed the school may transfer pupils onto a more formalised Local Authority Pastoral Support Plan

The Pastoral Support Programme

What is a Pastoral Support Plan and what is its purpose?

- A Pastoral Support Programme (PSP) is a structured and coordinated 16-week school-based intervention to support the academic, social, emotional and behavioural development and wellbeing of individual pupils.
- It is an agreed plan and record which outlines the key concerns that the young person, parents/carers and professionals have related to their wellbeing, academic achievement, behaviours and/ or attendance to school. It sets out the agreed outcomes and targets which have been identified as necessary to sustain rapid improvement in these areas and also maps out the support and provisions which will be needed in order to ensure the improvement is realistic.
- The PSP also acts as a contract between the school, young person and parents/carers whereby each agrees to their specific responsibilities in supporting the pupil in making the identified changes needed to reach their targets.

The PSP is a preventative measure and its overall aims of the Pastoral Support Plan are as follows

- To promote the emotional, social and academic wellbeing and achievement of pupils
- To avoid and remove the risk of permanent exclusion
- To support pupils with long term absence and attendance issues by promoting reintegration back into school and lessons.

Who should a Pastoral Support Plan support?

- The PSP procedure and process are designed to support any pupil for whom universal and targeted school-based strategies have not been effective but who remain at risk of permanent exclusion and/or academic failure and social isolation due to long term, ongoing absence.
- A PSP will be needed in particular for those children and young people whose attendance or behaviour is deteriorating rapidly.
- This may include pupils who:
 - Who has two or more suspensions within the current and preceding school year totalling more than 5 days
 - Are showing signs of rapid deterioration in their behaviour
 - Are at risk of failure at school through disaffection

- Are supported through a Behaviour Support Plan which has not been successful There are many indicators of disaffection in school; these can range from disruptive behaviour to unauthorised absence and prolonged truancy.
- Pupils who may be at particular risk of disaffection and exclusion include:
 - Young carers
 - Pupils with chronic health problems
 - Pupils in families under stress e.g., bereavement, parent/family member in prison
 - Pupils in transition from one phase of their education to another with special educational needs (SEND)
 - Pupils with unidentified SEND
 - Looked After Children
 - Pupils from minority ethnic groups
 - Young offenders

These pupils should be supported via additional monitoring and early intervention to prevent any escalation of behaviours that may lead to suspension or exclusion.

Support and Early Intervention

As a school we will follow a graduated approach of assess, plan, review in our support of any pupil who is persistently finding it difficult to meet the school behaviour and standards expectations. We take the same approach in planning support and provision for pupils with SEND, poor mental health and those with concerning levels of attendance and punctuality.

This may include school-based support and/or referral to a range of other external agencies such as:

- Meeting with parents/carers
- Form Tutor
- Behaviour Mentor/ Learning Mentor
- Behaviour Support Plan
- School Monitoring Report
- Extra tuition/support around trigger subjects
- Mediation where particular subjects/teachers are an issue
- Assessment/Screening for underlying learning needs
- Referral to Speech and Language or Education Psychology Service
- Referral to MHST or CAMHS (if appropriate)
- Parent/ carer Meetings
- School Attendance and Punctuality Meetings
- Initial Team Around the Pupil (TAC) meetings
- Alternative Provision/ Schools placement
- Redbridge Behaviour and Inclusion Team
- SEATTS
- CAF and Early Help assessment and referral (multi agency partnership for pupils aged 0 -25)

This list is not exhaustive and is not a check list – not all need to be in place before a PSP is agreed as a necessary and suitable measure.

26. Specific Behaviour Issues

Child-on-child Abuse - sexual violence and sexual harassment

- All reports of child-on-child sexual violence or sexual harassment offline or online will be taken seriously and a robust investigation will take place, during which we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5 and the schools Safeguarding and Child Protection Policy.
- The Deputy Head Teacher responsible for Behaviour and Safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. The School's Deputy DSL or member of SLT may lead the initial response in their absence. Each incident will be considered on a case-by-case basis.

- As a school we will teach and communicate clearly to pupils and all stakeholders that sexual violence and sexual harassment are never acceptable, and will not be tolerated within our school community and society in general. Pupil's whose behaviour falls below expectations of mutual respect, consent and the principle of equality will be sanctioned using the most severe consequences, this is true whether the behaviour occurs onsite, offsite or online.
- School staff will be trained at the point of induction and throughout their career at Wanstead High School to respond assertively to sexually inappropriate behaviour or language.
- For instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, disciplinary actions and sanctions will be put into place, each incident will be considered on a case-by case basis.
- In all cases the school may be required to take further action in the form of referrals to Children's Social Care, Support services and the Police.

Child on Child Abuse - Bullying and Harassment

The school views bullying of any kind as a serious matter

We believe that everybody in our community should feel safe, be happy and be treated equally, fairly and with respect, by all other members of our community.

Bullying is any deliberate action taken with the intention of hurting that person and which results in pain and/or distress to the victim. This involves

- Verbal abuse, including name calling
- Physical abuse, including using physicality to intimidate or communicate the threat of physical harm
- Emotional - being intentionally unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures) Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Unpleasant comments about people's disabilities
- Persistent teasing
- Threatening behaviours and language
- Using on-line technology to be unkind towards someone else

The school condemns all forms of bullying and seeks to challenge and eradicate it, with the help of pupils, staff, governors and parents/carers in defeating it wherever it arises. Further details on responses to bullying and proactive strategies to challenge it and promote kind and respectful behaviour can be found in the school's anti bullying policy.

Behaviour Incidents Online

- As a school we understand that the way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place for some pupils.
- Whilst behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises, the same standards of behaviour are expected online as apply offline, and as a school that expectation is that everyone should be treated with kindness, respect and dignity.

- The school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.
- This includes following the school's child protection policy and assessment as to whether the police should be informed when suspected criminal behaviour has taken place.
- When an incident involves nude or semi-nude images and/or videos, staff will refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Incidents of this type can also lead to referrals to Children's Social Care.
- Handling such reports or concerns can be especially complicated and as a school we will follow the principles as set out in Keeping children safe in education and guidance set out by The UK Council for Internet Safety: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Acts of physical aggression, violence, threatening or intimidating behaviour

- Conduct and behaviour which falls into these categories will not be accepted at Wanstead under any circumstances. Such behaviour is not only at odds with our ethos and values but is viewed as a serious safeguarding concern.
- Pupils who demonstrate such behaviour are likely to receive the most serious of sanctions, such as suspension, a managed move or permanent exclusion. This is to ensure the school remains a safe and calm space for all pupils and staff members.

Buying and Selling of Goods

- Pupils are not permitted to buy or sell goods or items of any kind. The buying and selling of goods may lead to the exploitation of pupils, conflict between pupils and may even place pupils in danger. Pupils found to be selling goods will be issued with an internal exclusion in the first instance.

Drug Related Incidents

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on school premises;
- pupils in possession of illegal or unauthorised drugs;
- pupils supplying unauthorised or illegal drugs;
- pupils under the influence of drugs, or exhibiting signs of intoxication or illness;
- disclosure of drug use;
- information which suggests pupil(s) are involved in substance misuse;
- Sale/supply of drugs in the school vicinity including the local area (for example Wanstead, Leyton, Leytonstone, Newbury Park, Ilford, Walthamstow) or nationally as part of a county lines organisation.

Where drugs have been brought on to site, the most likely response will be a permanent exclusion unless there are unique and exceptional circumstances. In these circumstances other sanctions will be considered. In accordance with local schools' agreement, the pupil will be transferred to another school for an agreed trial period. Should this be successful the move will be made permanent. However, if the move is not successful, a Permanent Exclusion will be instigated.

One or more of the following will also be arranged in support of pupils.

- Referral to Children's Services
- Targeted intervention from a drug related youth service
- Referral to CAMHS
- Counselling

Further support and guidance on actions and sanctions can be found under the prohibited items section.

If pupils are found onsite and suspected or known to be under the influence of substances then parents/carers will be asked to collect their child in order to take them to receive medical attention.

Possession, Sale and Influence of Substances

- Where pupils are suspected or found to be in possession of drugs, legal highs, cigarettes, vapes or alcohol with the intention to supply this to other pupils then they will be permanently excluded from school and reported to the police. A referral to children's services will also be made.
- If a pupil is found or suspected to be under the influence of illegal drugs, legal highs or other substances then they will be required to be collected by a parent/carer in order that they can receive medical attention. Where pupils have taken these prior to arrival on the school site, they will be suspended for a fixed period, a referral will be made to children's services and a youth related drugs support service.
- Following an investigation, if it is suspected that a pupil has taken these substances on site they will be permanently excluded from school unless there are unique and exceptional circumstances, if these circumstances have been established the pupil will be suspended and a managed move may be arranged.
- If pupils bring alcohol, cigarettes, tobacco or vapes into school for their own consumption or use them in school then they will be suspended in the first instance, a referral will be made for you related substance misuse service. It may be necessary to refer to children's service If this is repeated and there are further contextual concerns. Repeated behaviour that places others at risk may result in a managed move.

27. Suspected Criminal Behaviour

- In cases when a member of staff or Headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.
- These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will take steps to ensure any further action they take does not interfere with any police action taken.
- However, we retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

28. When will the school involve the police?

- The school uses the National Police Chiefs' Council (NPCC) guidance '**When to Call the Police**' which was produced for schools and colleges with the aim of supporting the decision-making process as to whether the police should be involved when a pupil has potentially committed a crime.
- <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations: • Assault • Criminal damage • Cyber-crime • Drugs • Harassment • Sexual offences • Theft • Weapons

- This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm. Under these circumstances the school would follow its safeguarding and child protection policy and procedures.
- It should be noted that where pupil's may have potentially committed a crime, it may also be necessary for the school to make a referral to Children's Services.

29. Safer Schools Partnership - The Role of the Safer Schools Officer

All schools involved in an SSP initiative have a police officer based in their school, this is typically for a day or two per week. The school-based officer is introduced to pupils through assemblies and pupils are informed of their role. The Safer Schools Officer works with school staff and other local agencies to:

- reduce victimisation, criminality and anti-social behaviour within the school and its community
- work with schools on whole-school approaches to behaviour and discipline
- identify and work with children and young people at risk of becoming victims or offenders
- ensure the full-time education of young people (a proven preventative factor in keeping young people away from crime)
- support vulnerable children and young people through periods of transition, such as the move from primary to secondary school and as victims of crime
- create and maintain a safe environment for children to learn in

The partnership isn't merely about providing a policing presence within a school. All involved partners must work together in achieving aims and outcomes, through agreed protocols and strategies.

If the school is concerned that a pupil may be at risk of becoming involved in criminal behaviour, we may arrange for our SSO to meet and speak with the pupil to educate them about the law on a particular issue. The school will inform parents/carers to seek consent prior to the meeting taking place.

30. Searching, Screening and Confiscation

- In relation to searching, screen and confiscation, the school follows the government's guidance, last updated in September 2022.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Searching with consent

- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff at Wanstead will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. These are outlined below.
- If a designated member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. Designated staff should do this in a way which maintains pupil safety and dignity. Where possible this should be done with two staff present in designated areas – Reflection Centre, Headteacher's office and Deputy Headteacher's office unless there are extenuating circumstances.

- The authorised member of staff will always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider and may explore why this is.
- Reasons might include that they:
 - are in possession of a prohibited item;
 - do not understand the instruction;
 - are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
- If the pupil continues to refuse, and the member of staff still considers a search to be necessary, but not urgent then the pupil will be removed to the Reflection Centre or isolation under supervision while they seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

Searching without consent

- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- For dangerous, illegal or offensive weapons and materials the search will be led by either the Headteacher, Deputy Headteacher, Director of Inclusion or a member of the Senior Leadership Team,
- For other items, Heads of Year or the school's Director of Inclusion will carry out the search, whoever is most appropriate given the circumstances of the concern and suspected prohibited item.
- The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
 - if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or
 - it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Again, where possible this should be done with two staff present in designated areas –Reflection Centre, Headteacher's office and Deputy Headteacher's office unless there are extenuating circumstances.
- When a member of staff conducts a search without a witness, they must immediately report this to another member of staff, and ensure a record of the search is kept on CPOMS as with all searches.
- Pupils will never be asked to remove items of clothing apart from outer clothing which means clothing which is not worn next to the skin, these may include their coat, blazer, jumper, hats, shoes or gloves.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. If there is a suspicion that a prohibited item has been placed in the possessions of another pupil, then these too can be searched.
- The school provides pupils with lockers, as part of the agreed use, where there is a suspicion that a prohibited item is being stored in a school locker, these may be searched by members of staff whether the pupil is present or not.

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot and will not be used to search for items banned under the school rules.
- Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. Parents/carers will be notified when a search with or without consent has taken place and details of the concerns and outcomes will be shared.

Searches Involving the Police

- The Police have the right to enter the school and perform a search on any individual who they have reasonable grounds to suspect is carrying a weapon. The school may also request the support of their School's Safety Officer in witnessing a search if we believe they are carrying an offensive weapon.
- A Senior member of staff would always be present and the rules relating to stop and search apply as they would in public. Senior staff would remain present at all times to advocate for the pupil and ensure safeguarding procedures are followed to maintain the safety and dignity of the pupil(s).

Recording Searches and Informing Parents/Carers

- Any search by a member of staff for a prohibited item listed which is considered to be dangerous or offensive, and all searches conducted by police officers should be recorded in the school's safeguarding reporting system – CPOMS including whether or not an item is found.
- This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response if required.
- The record of each search must include
 - the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- Parents/carers will always be informed of any search for a prohibited item considered to be dangerous or offensive and any other search which caused a pupil to become distressed or agitated. This will include information as to why the search was carried out and the outcome of the search as soon as is practicable.
- We will inform the parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Screening

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.
- If a pupil 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 and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider it harmful or detrimental to school discipline.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police
- The school will confiscate items of uniform and jewellery which contravene the school uniform policy and code. They will be kept in a safe place until the end of the half term or parents/carers collect them. Whichever is sooner.
- Where a person conducting a search finds alcohol, cigarettes, tobacco, cigarette papers, vapes or fireworks they will retain it briefly as evidence until investigations and the disciplinary process are completed and then they will be disposed of. They will not be returned to the pupil or the pupil's parent/carer.
- Where they find controlled drugs, these will be passed to the School's Safety Officer or delivered to the police as soon as possible. Whilst remaining on the school site they will be stored in a secure location.
- Where they find other substances which are not believed to be controlled drugs these will be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs.' Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

31. Prohibited Items

The following are considered to be prohibited items because they are dangerous and/or offensive

- Knives or weapons,
- Alcohol,
- Illegal drugs including edibles
- Stolen items,
- tobacco and cigarette papers,
- Fireworks
- Pornographic images

Any article that the member of staff 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 pupil).

These items may be handed to the Safer Schools Officer (SSO) and pupils will be spoken to by the SSO or the police with a member of staff or parent/carer present.

Active refusal to be searched, especially where suspicions of a dangerous item may be concerned could result in an internal exclusion, suspension or permanent exclusion depending on the item and circumstance.

- Pupils found with or known to have brought onto the school site illegal drugs, legal highs, drug paraphernalia, knives or weapons, replica weapons or pointed articles, fireworks or extreme pornography (unless there are unique and exceptional circumstances) will normally be permanently excluded from the school as the school operates a zero-tolerance approach. This is in order to safeguard all pupils and staff on the school site.
- Any staff member who hears, sees or has it reported to them that a pupil has a dangerous item should log this onto safeguard and report this to a senior member of staff immediately.
- Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.
- A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.
- Images of self with weapons or drugs which have been shared privately with other pupils or publicly

32. Banned items

- Mobile phones, ear pods/phones, electronic and recording devices such as smart watches and IPADS
- Sugary, Fizzy, energy Drinks, Large juice cartons, chewing gum and Junk Food including large bags of sweets, biscuits, nuts all any food type containing nuts
- Aerosols and sprays
- Make up, nail polish, fake eyelashes, fake nails
- Large hoops, diamanté earrings, drop earrings, Facial piercing jewellery and bangles
- Items brought on site with intention for sale e.g., Food, sweets, clothing, games
- Vapes, E-Cigarettes, lighters, matches
- Undeclared or un prescribed medication, Legal highs and drug paraphernalia
- Stink/Water bombs
- Hoodies, bandanas, durags, multi-coloured hair bands, ski masks, balaclavas, caps and helmets
- Replica weapons or pointed articles such as a compass or any object that could be used with intention of harming or intimidating another person

33. Mobile Phones, Earbud/phones and electronic devices (smart watches, IPADS, recording devices)

- Mobile phones and electronic devices are banned from school in terms of use and access whilst on the school site. Ear phones and buds must not be worn at school unless within a music lesson or under supervision when connected to a school device or software.

- We recognise that pupils require the mobile phone to travel safely to and from school. Prior to entering the school gates in the morning pupils should place their phones, switched off in their bags in a secure compartment. They should not be kept on a pupil's person, in their pockets, blazer or coat.
- Pupils are not allowed to access them, turn them on or use them during the school day.
- If a pupil is found to have a mobile phone out, whether they are using it or not, staff will confiscate it. They will be taken to the Reflection Centre and they can be collected at the end of the school day.
- If pupils are seen to have their out or are seen using it but claim not to have it and refuse to hand over their phone then the school may screen their possessions and person for the phone. The pupil will be placed in the Reflection Centre and required to hand in their phone each morning on arrival for the next half term.
- Sixth form pupils can only use mobile phones in the sixth form building designated areas. No mobile phones should be seen or heard in the main school or in lessons.
- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so.
- They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.
- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- This power applies to all schools and there is no need to have parental/carer consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- Where pupils are found to continually have their phone on their immediate person or be using it during the school day an appropriate sanction will be applied and a requirement will be put in place for them to hand their phone in each day on arrival to school for an agreed period of time.
- If pupils are found to be using their phone inappropriately, including the use of it to record other pupils and staff then they will be suspended from school.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.
- The school takes no responsibility for mobile devices which are brought onto the school premises and are lost or damaged, this also applies to those which may be confiscated. Under the Education and Inspections Act 2006 (Section 94) there is a statutory defence to claims brought regarding items which are confiscated whereby neither the school or teacher/member of staff who confiscated the item is liable for any loss or damage to that item.

34. Use of reasonable force and restraint

- The school has adopted a number of policies and strategies in order to establish a calm, safe and supportive school environment, and therefore seeks to minimise and reduce the likelihood for the need to use positive handling or restraint.
- If a child is behaving disruptively or anti-socially, every non-physical strategy and de-escalation technique will be used to manage the behaviour positively to prevent a deterioration of the situation. Staff understand

that physical intervention with a child is a 'last resort' and for the purposes of maintaining a safe environment.

- The school follows the guidance set out in the Government's 'Use of reasonable force' document published last in 2013 and its more recent advice 'Reducing the Need for Restraint and Restrictive Intervention' published in 2019. For more detailed information on school policy in this area please see our separate 'Reasonable Force and Restraint Policy'
- All members of school staff have a legal power to use reasonable force and this power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- School staff will receive de-escalation and positive handling training at least every two years to support the decision making and professional judgement of staff in assessing risk.
- The following list is not exhaustive but provides some examples of situations where reasonable force might be used if required
 - To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - To prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - To restrain a pupil at risk of harming themselves through physical outbursts.
 - School staff will never use reasonable force or control as a form of punishment.

35. Monitoring and Evaluating School Behaviour

- Rewards and sanctions will be monitored to provide the school with regular information on how effectively the behaviour policy is working. The school will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by categories such as:
 - Gender
 - Ethnicity
 - SEND
 - Year Group and Key Stage
 - Pupil Premium/FSM

Behaviour data will be monitored by:

- Comparing half-termly statistics and annual totals for rewards, sanctions and attendance.
- Comparing group attendance data over time and looking for patterns
- Weekly monitoring of Behaviour and Attendance (Attendance Team) looking for patterns.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern, taking appropriate action where necessary.
- Learning walks, observation of lessons/ tutor time/break-time.
- All data that is collected will be stored and shared in line with data protection and GDPR guidelines.

Appendix A Wanstead High School: Home School Partnership Agreement

Wanstead High School recognises that the successful development of its pupils depends on an effective partnership of school, pupil and parents/carer. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

The school will:	As a parent/carer, I/we will:	As a pupil, I will
<ul style="list-style-type: none"> ● Provide a learning environment that is stimulating, safe and caring ● Promote pupil's physical and mental health and development. ● Treat everyone with respect ● Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential ● Report regularly on each pupil's progress ● Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility ● Keep parents/carers informed about school matters, be welcoming to enquiries and responsive to concerns ● Record and reward good progress and performance ● Offer extra-curricular activities that will develop broader skills to prepare for life and the world of work ● Inform you if your child has detention rather than attending enrichment if he/she fails to meet the school's standards 	<ul style="list-style-type: none"> ● Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school ● Encourage my/our child to work hard and support them in homework by checking and signing the google classroom each week ● Attend parent/carer evenings and discussions about my/our child's progress ● Share with the school any information about any circumstances that may impact my child's emotional well-being or behaviour in school. ● Support the school's policies and guidelines including the school's mobile phone policy. ● Allow my/our child to attend off-site visits ● Agree to the detention policy of the school ● Agree to the biometrics policy of the school ● Make sure that time is not taken out of school unless it is due to serious illness or an emergency. ● Encourage my/our child to participate in the extracurricular opportunities offered by the school ● Ensure my parent pay account is always in credit and all required payments for trips /visits/lessons/clubs are made in advance 	<ul style="list-style-type: none"> ● Be an ambassador for Wanstead High School ● Work hard in class and at home, so that I can achieve my full potential ● Treat others as I would wish to be treated ● Put the needs of others before my own ● Be proud of my school ● Attend the school in correct uniform, be on time and be properly equipped ● Use google classroom to organise my homework and record my achievements ● Keep the school rules, behave responsibly and be polite to others in the school and in the wider community ● Understand that any misbehaviour whilst wearing school uniform will be dealt with as if the incident occurred at school ● Take part in extracurricular activities offered by the school ● Care for the environment – in and out of school Complete homework on time ● Attend detentions ● Attain excellence ● Be someone others can be proud of.
Signed by: Name: Date:	Signed by parent/carer: Name:	Signed by pupil: Name:

Appendix B Defining and Categorising Behaviour

Behaviour category	Examples (Not exhaustive but included for guidance and shared understanding)	Suggested Sanction and Support (Suggested not binding, dependent on circumstance)
Misbehaviour	<ul style="list-style-type: none"> - One off, low level off task actions in lessons. - Not following classroom routines - Repeated non completion of classwork or home learning - Repeated Incorrect uniform or kit - Repeated lack of equipment and resources - Poor attitude, unresponsive in discussion with an adult - One off rowdy but not dangerous behaviour in corridors between lessons or break, and at break and lunchtimes - Eating food/drinking in undesignated areas - Late to lessons/school - Having mobile phone out - Rudeness and dismissive behaviour 	<ul style="list-style-type: none"> - Positive reinforcement and redirection - Verbal warnings - Regulation break - Teacher call back and 1-1 discussion - School based community service - Departmental study - Phone call or email home - Restorative Meeting/ Reflection Task - Departmental Detention - Loss of privileges i.e., school visit, responsibility, representing the school in any format - Monitoring report - parent/carer meeting with appropriate staff members
Serious Misbehaviour	<ul style="list-style-type: none"> - Refusal to follow staff instructions - Repeated breaches of the school rules - Persistent and intentional disruption of lessons - Frequently late to school and/or lesson - Lesson Truancy /Truancy from school - Play fighting - Selling food or items to peers onsite or online - disrespectful behaviour/language towards peers - disrespectful behaviour/language to staff - Bullying behaviours - Rowdy/Silly behaviour in the community, to and from school/school trip 	<ul style="list-style-type: none"> - Removal to the Reflection Centre - Internal withdrawal - Restorative Meeting/Reflection Task - HOY/SLT Centralised detention - Loss of privileges - Internal exclusion (persistent behaviour) - Suspension (persistent behaviour) - Offsite Direction - School Support Plan - Support plan via social inclusion meeting - TAC/TAF - Referral to external services/Early Help
Anti-social	<ul style="list-style-type: none"> - Verbally abusing staff or peers - Truancy from School - Smoking and Vaping - Online/cyber bullying - Inappropriate use of mobile - Fighting - Directed use of sexualised language or gesture directed at peer or staff- one off or persistent - Directed use of homophobic/transphobic language, racist or discriminatory language - one off - Theft or Vandalism - Attending school under the influence of substances 	<ul style="list-style-type: none"> - Internal exclusion (length of time dependent on circumstances of the case) - Suspension - Offsite direction - Managed move
Harmful	<ul style="list-style-type: none"> - Sexual assault and harassment - Homophobic or transphobic abuse – persistent and directed - Racial or discriminatory abuse – persistent and directed - Possession of dangerous prohibited items - Selling or distributing drugs or legal highs - Criminal behaviour - Physical assault on pupil or staff member 	<ul style="list-style-type: none"> - Permanent Exclusion - Referral to external services - Referral to Children’s social care if threshold met.

Appendix C Recognition and Reward Types and Thresholds

Academic Year		
Achievement Points/ Criteria	Reward	Actioned By
20 points	Postcard from Form Tutor	Form Tutor
30 points	Email/Postcard from HOY	HOY/ Pastoral Admin
50 points	Bronze Achievement Badge	HOY/Pastoral Admin
75 points	Silver Achievement Badge	HOY/Pastoral Admin
100 points	Phone Call from HOY	HOY/Pastoral Admin
150 points	Gold Achievement Badge	SLT/Pastoral Admin
200 points	Wanstead Achievement Badge	Headteacher/ Pastoral Admin
Half Termly		
Commendable attendance (determination, attendance, resilience and commitment)	Attendance Badge and Certificate	Form Tutor/HOY
0 Lates	Excellent Punctuality badge	Form Tutor/ HOY
Effort, improvement, achievement and attainment in subjects	Subject Certificates	HOD
Regular attendance to enrichment/ Outstanding effort/achievement	Extra-Curricular /Subject Badges	HOD/ Enrichment Leads
Headteachers Award	Certificate and £20 Voucher	Headteacher
Head of Year Award	Certificate and £20 Voucher	HOY
Termly		
Character and Community Service Award Highest amount of character and community service-related points	Character and Community Service Trophy Tutor Group Treat	HOY
Most Improved - one per form chosen based upon either behaviour, attendance or punctuality)	Headteachers Breakfast	Form Tutor/HOY
Weekly		
Highest amount of achievement points, punctuality and behaviour	Pupil of the Week - Early Lunch Pass +1 Tutor Call/Email	Form Tutor/HOY
Pupils who have been awarded 5+ achievement points	'Successful Week' Email Notification	Welfare Team/Pastoral administrator
Pupils who displayed acts of kindness have made a notable contribution to school life or culture	SLT Thankyou Postcard	SLT

N.B Points Thresholds may change and be updated across an academic year.

Appendix D Staff Response: Stepped Approach Warning System

Stage	Behaviour	What actions take place? Sanctions.
Rewards	Pupils displaying exemplary behaviour and commitment to the school community and their learning.	<ul style="list-style-type: none"> Public verbal praise recognising positive behaviours and characteristics Allocated achievement points on SIMS – see policy and reward chart for reward thresholds. Pupil of the week Phone calls/emails/letters home for class teacher/form tutor/HOY
Positive prompts	Pupils display minor off task behaviour in lessons – talking, slow to start, slow to follow instructions, shouting out answers.	<ul style="list-style-type: none"> Class teacher uses non-verbal and verbal prompts and redirects to work and expected behaviours. Pick up and praise those publicly doing the right thing Reference school rules Name checks pupil and refocuses on work and school rules
Organisational concerns	No homework/incomplete home learning Lack of equipment. Punctuality – see separate protocol for actions and sanctions.	<ul style="list-style-type: none"> Class teacher checks pupils' understanding of home learning and has resources and space to complete. Agree on another deadline. Lend equipment. Ongoing concern record on SIMS Missed deadline, 15-20-minute call back by class teacher to complete work. Logged on SIMS. Work not complete or ongoing issue phone call home by class teacher. Referred to CTL/Deputy CTL for meeting.
Stage 1	Continued disruption off task Pupils display minor off task behaviour in lessons – talking, slow to start, slow to follow instructions, shouting out answers. Pupils refuse to complete tasks, follow instructions, sit in allocated seat, negative interactions with peers.	<ul style="list-style-type: none"> First verbal warning issued clearly. Privately and discreetly where possible. Allow take up time Repeat instructions and expectations of the learning activity. 2nd Verbal warning given clearly Reference school rules clearly Quite word at desk or outside Move seats if appropriate.
Stage 2	Persistent Disruption Ongoing Low-level behaviours despite 2 warnings. Disrespectful language/behaviour to staff or pupils immediate Final warning	<ul style="list-style-type: none"> Final Warning - Log on SIMS Change pupil seating if possible/appropriate. Class teacher arranges 1-1 discussion at the end of the lesson or call back for 15-20minutes at agreed time to reinforce expectations and repair Class teacher calls home supported by CTL if needed. Ongoing concerns CTL and teacher meet with pupils.
Stage 3	Departmental Study Extreme rudeness/ no improvement to disruptive behaviour after final warning. All departments have a timetable of where pupils can be sent after final warning. These can be found in the shared area and WHS Classroom Google Drive CTL to ensure staff are notified and copy in Dept office	<ul style="list-style-type: none"> Teacher sends the responsible pupil with a green slip to the timetabled location and the removed pupil follows. Where there is a concern a pupil may truant the behaviour team can be called via email 'Behaviour Team' Class teacher/CTL arranges a repair meeting with the pupil. Call home to notify of the incident and repair the meeting time and place. Pupil attends detention 20-45 min repair meeting with class teacher, supported by CTL if needed. If pupil does not attend then recorded in SIMS as 'Failure to attend repair meeting' Added to SLT Friday det via SIMS Refusal to attend departmental study, Lesson Removal – pupil is removed to learning Zone by the 'Behaviour Team' and meets with Class teacher in the Reflection Centre for repair meeting.
Stage 4	Lesson Removal Anti-Social and Dangerous Behaviour Where pupils demonstrate harassment, intimidation, aggression, violent or unsafe behaviour putting themselves and others at risk.	<ul style="list-style-type: none"> A member of SLT or the Pastoral Team will respond to call out and escort the pupil to the Reflection Centre Support will be put into place by the pastoral team to de-escalate the situation and help the pupil to regulate. Class teachers/staff members record an account on SIMS at the earliest opportunity. An appropriate sanction and further support if needed will be arranged by SLT and Pastoral Teams. 45 min same day detention a restorative repair meeting will take place with the pupil, staff member and any others impacted by the behaviour.

Appendix E School Consequence Overview

Consequence/ Supportive Response	Detail
A verbal reprimand and reminder of the school rules and expectations	Staff should use the Behaviour for Learning Pathways and School Behaviour Toolkit to support this. Scripted Language is key to de-escalation and ensuring consistency in our response to pupils
Behaviour recorded on SIMS and consequence point added according to behaviour	The recording of behaviour by itself is not a sanction. However, it is a vital step. There are clear instructions for staff on how to record behaviours on SIMS. This allows the school to accumulate useful behaviour data which can be analysed to support individual pupils, groups and staff but also policy and strategy.
Departmental Study	Where pupils continue to disrupt learning despite having been given 3 warnings, they will be removed in the first instance to a timetabled classroom with the curriculum area. Again, this must be logged and on all occasions the class teacher or HOD supporting must call home to notify parents/carers. Pupils must attend a 45min departmental or class teacher detention and this will be used as an opportunity for a restorative and reflective discussion with the class teacher.
Detentions	The school operates a hybrid model of teacher call backs, departmental and centralised detention. Pupils can be issued detentions for misbehaviour and poor punctuality to school and lessons. Please see the Detention section for further detail on those operated.
Communication with Parent/Carers	There is an expectation that parents/carers will be notified by phone call if a class teacher has had to remove them from lessons either departmentally or to the Reflection Centre. Parents/carers must also be notified where pupils are continually misbehaving or disrupting a lesson or lessons across the curriculum. Where the issue is confined to a particular area this should be done by class teachers, supported by HODs, where the issue is more widespread tutors, HOY and members of SLT would be appropriate.
Internal Withdrawal or Exclusion	For incidence of serious misbehaviour, antisocial behaviour or ongoing, persistent disruption at a lower level then pupils may be required to complete learning for a defined period of time in the Reflection Centre It may also be the case that pupils are required to remain in the Reflection Centre whilst investigations and statements are taken regarding an incident.
School Based Community Service	In circumstances where pupils have shown disrespect for the school environment or community then they may be required to give back by completing a task or activity that helps others or the community as a whole. This might include tidying a classroom or space, helping a member of staff organise an event or supporting a member of the wider school staff in their daily duties during a break or lunch time

<p>Adaptations and changes to class group, timetable or tutor group</p>	<p>It may be necessary for the safety of pupils, the smooth running of the school or to protect the learning time of a specific group or class to make logistical changes to a pupil's groupings or timetable. The school will inform parents/carers and share the rationale behind changes but it does not require permissions.</p>
<p>Loss of privileges</p>	<p>Where pupils persistently misbehaviour or have demonstrated serious misbehaviour or antisocial behaviour they may be removed from any position of responsibility, opportunities to represent the school or school visits.</p>
<p>Monitoring Reports</p>	<p>Pupils may be placed on a monitoring report by their form tutor, HOD, HOY or a member of SLT. This may be triggered by meeting the threshold number of behaviour points but may also be a response to a specific incident.</p> <p>Monitoring Reports should be for a period of 2 weeks in the first instance, targets should be SMART. If there is no improvement then a discussion is needed as to any support needed and further monitoring by a more senior member of staff.</p> <p>Where It is clear target setting and monitoring is not having an impact then further meetings to review need and intervention will be needed.</p>
<p>Suspension or Offsite Direction</p>	<p>Pupils may receive a fixed term suspension for discriminatory behaviour of any kind, persistent breaking of the school rules, endangering and or causing harm to themselves or others and adversely impacting the smooth running of the school.</p> <p>Pupils may attend off site direction at an alternative provision for up to 2 weeks. The school will require parental/carer support on this matter and parents/carers will need to understand that failure to agree to this intervention could result in the school needing to implement the fixed term exclusion.</p> <p>Please see the school suspension and exclusion policy for more detailed guidance.</p>
<p>Permanent Exclusion</p>	<p>In the most serious of circumstances, it may be necessary to permanently exclude a pupil as a last resort.</p> <p>Please see the school suspension and exclusion policy for more detailed guidance</p>

Appendix F School Detention System Overview

Detention Type	Detail
Staff member/ Class teacher Call back	<p>For low level misbehaviour, where class teachers or any member of staff require an extended period of time to discuss behaviour, standards, rules and expectations then they can issue a call back meeting to pupils at either break, lunch or after school – 20mins</p> <p>In circumstances where staff intend to support the pupil complete or improve subject specific work, with 24hours – 30mins plus (length should be shared with pupil/ parent/carer)</p>
Departmental Detention Run by HOD or Departmental Leader	<p>Where pupils have been removed from lesson and parked departmentally or removed to the Reflection Centre.</p> <p>Persistent lack of kit or subject specific equipment Persistent misbehaviour in a curriculum lesson/area Persistent lack of home learning (Reasonable adjustments and allowances must be made to support pupils with SEND or specific circumstances beyond pupil control. Departmental Rooms – up to 60 minutes</p>
Same Day Late Detention	<p>For those pupils who arrive to school after the school gates are closed – 20-minute detention at 3pm in s13.</p> <p>It may be necessary to move this detention to a lunchtime slot dependent on staffing.</p>
Same Day Lesson Removal Detention	<p>If pupils have been removed from their lesson and taken to the Reflection Centre then the pupil will remain there until 4pm.</p> <p>During this 60-minute detention a restorative meeting will take place.</p>
Persistently Late Detention - Deputy Head Detention	<p>For pupils with 3+ Lates in a week to school or lessons or failure to attend same day detention these will run for 90 minutes on a Friday in the Alan Hearne Hall</p>
HOY Centralised Detention	<p>Tuesdays, for pupils who have accumulated a number of behaviour points in a week. Can vary in length 30 mins – 60 mins.</p> <p>Purpose of the meeting is to discuss concerns and plan targets and support with the pupil if appropriate with the aim of resetting a pupil's behaviour back on to a positive trajectory.</p>
SLT Friday Afternoon Detention	<p>Departmental Parking Pupils who have failed to attend their departmental/HOY detention or Incidences of serious mis or antisocial behaviour. Pupils who have met the 50-behaviour points threshold</p> <p>60mins.</p>

Appendix G SIMS Behaviour Type, Points and Thresholds

Behaviour Category	Behaviour Type	Consequence Points
Misbehaviour	Off task behaviour Not following class routines Incorrect Uniform Lack of equipment or kit No or incomplete home learning Poor attitude	1 point
	Late to lesson Eating or drinking in an undesignated area Not following school routines and expectations	2 points
Serious Misbehaviour	Refusal to follow instructions Refusal to follow school rules and expectations Persistent and Intentional disruption of lesson Lesson Truancy Disrespectful language or behaviour - peers Disrespectful language or behaviour - staff Bullying behaviours Rowdy Silly behaviour on school site Rowdy Silly behaviour in local community Play fighting Use of mobile on school site	3 points
Anti-Social Behaviour	Verbally abusing to staff Verbally abuse to peers Truancy from School Smoking and Vaping Online/cyber bullying Inappropriate use of mobile Fighting Use of sexualised language or gesture - one off Use of homophobic/transphobic language - one off Use of racist or discriminatory language - one off Theft Vandalism	5 Points
Harmful Behaviour	Sexual assault and harassment Homophobic or transphobic abuse - persistent Racial or discriminatory abuse - persistent Use of sexualised language or gesture - persistent Possession of dangerous prohibited items Criminal behaviour Attending school under the influence of substances Physical assault	10points

Appendix H SIMS Consequence Point Thresholds

SIMS Consequence Point Thresholds		
Number of behaviour points	Action	Actioned by
Academic Year		
10	Discussion and reset with Form Tutor	Form Tutor
20	Phone call from HOY or Form Tutor, Initial concern letter sent to parents/carers outlining specific issues as a follow up.	Behaviour Team.
35	Pupil meeting with HOY. Two-week tutor report. Behaviour notification sent via INTOUCH and logs on SIMS.	Form Tutor
50	HOY calls home, the pupil attends SLT detention and completes a 'repeated incidents' reflection book. HOY with pupil and goes through booklet within the week after SLT detention has been completed Two –week HOY report	HOY
75	Social Inclusion Pupil raised at Social Inclusion to ensure all barriers to learning have been identified. Behaviour intervention programme/SEMH support – Triage with Learning Mentor HOY/ SENCO communicates with parents/carers to discuss suggested Social Inclusion meeting outcomes – Can be T/C or remote 75 Point letter sent home by Pastoral Admin	HOY/DOI adds pupil to SI agenda HOY/SENCO organises parent/carer meeting
100	School Support Plan Round Robin collated by HOY or Key Stage Pastoral Assistant School Support Plan meeting discussion is held with parents/carers and other key professionals if appropriate. Consider an EP assessment/ CAMHS referral if appropriate (SENDco & DSL) Consider whether pupil has additional SEMH needs, if so, placed on Inclusion register	HOY/DOI
125	Further parent/carer meeting supported by Deputy Headteacher/Director of Inclusion School Support Plan impact is reviewed and consideration of Pastoral Support Plan discussed. Consider Early help/SS referral – at risk of PEX -PSP	Deputy Head/ HOY/Director of Inclusion
Termly Monitoring		
Top 10 Behaviour Concerns	Monitoring by HOY/ Director of Inclusion//Deputy Headteacher ensuring process above is followed and reviewing impact.	Deputy Head/ HOY/DOI
	HOY organises meetings with all pupils on the Top 10 Concerns for their year group.	HOY
Weekly		
10	HOY detention, phones home and actions any required follow ups.	Behaviour Team/HOY

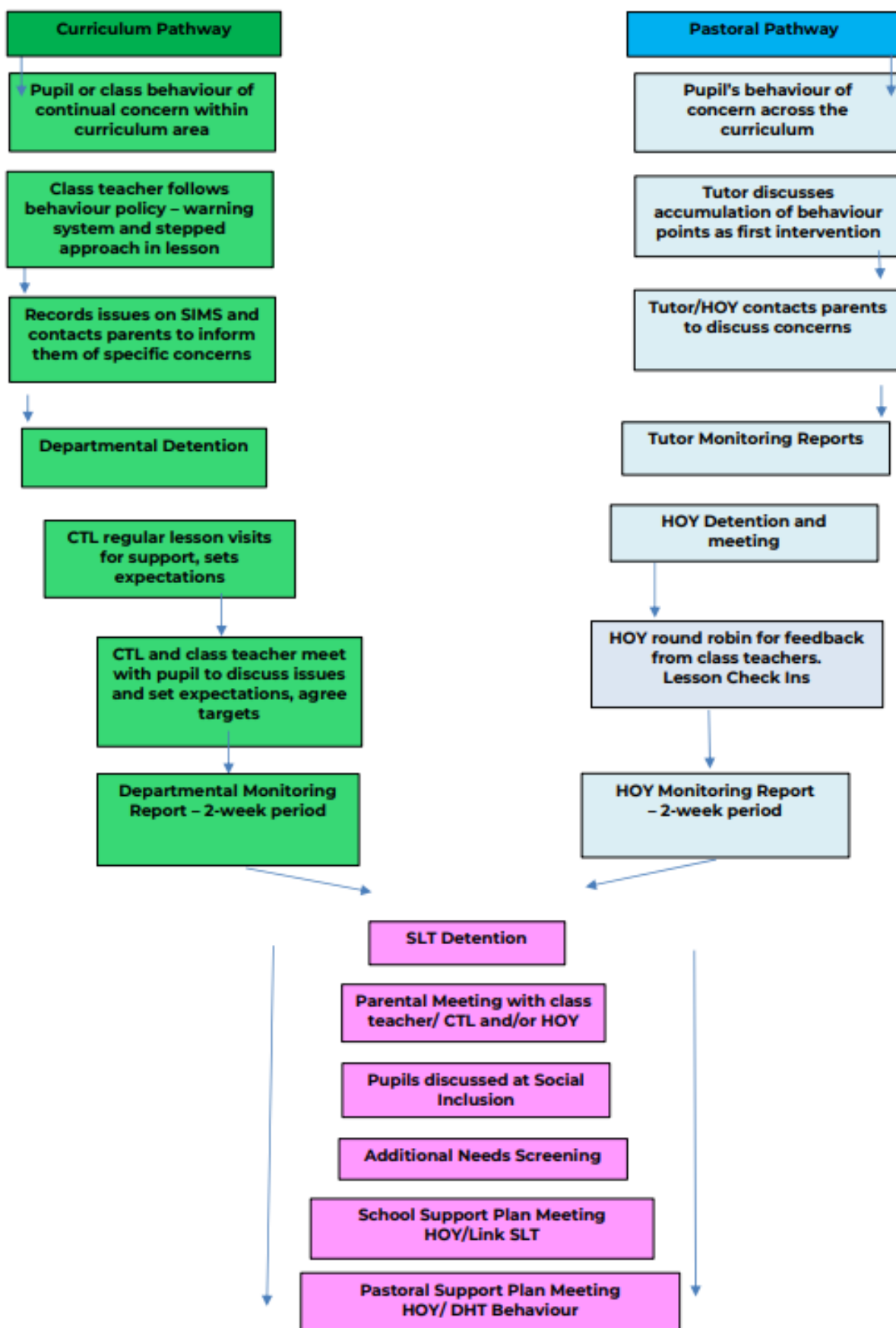
Appendix I SIMS Staff Recording Process

Steps	Staff Action
1.	Using the ' Find student ' feature on the home page, search for specific pupil(s) in SIMS. Check you have the correct pupil – year and form group.
2.	Click on the 'Behaviour' Tab on the pupil's basic detail profile.
3	Add New Incident: Under section 4 of the Behaviour Management page, click 'New' to add incident. A new incident details box will open.
4	Type: Click on the 'Type' drop down menu and choose the misbehaviour description which accurately describes the incident.
5.	Location and time – please ensure this is accurately recorded via the location and time drop down menus.
6.	Description: Add a summary description of the incident, this should be a factual description of the event using professional language and must provide more detail than the drop down. Please note, these comments may be shared in professional meetings and with parents/carers.
7	Informing parents/carers: Where pupils have behaved in a manner that requires the behaviour to be recorded as per this policy and the behaviour for learning pathways then parents/carers should be notified of the concern. Please use the 'parents/carers informed' drop down to record the method of communication. It is an expectation that parents/carers are informed when pupils are disrupting lessons by the class teacher
8	Action taken must be recorded. Adding the behaviour incident and the allocation of consequence points is not a sanction or intervention in itself. There must be a follow up, the minimum being a phone call home, call back and a verbal reminder of the school rules. Please ensure the sanction given is proportionate to the level of misbehaviour displayed.
9	Actioned by: Finish the record by adding your name under the 'actioned by' select staff tab – search using either surname or forename. Add the names of any other staff connected to the incident if appropriate.
10	SAVE - Please ensure you save your record before closing SIMS down.
Initiatives	Any initiatives or interventions such as phone calls, emails or meetings should be recorded via initiatives if not directly linked to a specific behaviour or reward. The initiatives box can be found on the pupil's basic details profile.

Adding Rewards

Steps	Staff Action
1.	Using the ' Find student ' feature on the home page, search for specific pupil(s) in SIMS. Check you have the correct pupil – year and form group.
2.	Click on the ' Achievement ' Tab on the pupil's basic detail profile. Choose type and use the comments box if necessary to give a description of the rewardable behaviour.
3.	If applicable record what any other specific award given and how parents/carers were informed
4.	Complete by recording the staff member awarding the achievement - this is always necessary and save.

Appendix J Pastoral and Curriculum Behaviour Pathway



Appendix K Support Plan Pathway

