



Upper School Behaviour and Sanctions Policy

Approved by:	School Business Manager School Education Manager College Education Manager SG Lead Trustee (Education) Chair of Trustees	Date: April 2019
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POLICY PURPOSE

Students are expected to abide by the rules detailed in this document when at the School; travelling to and from the School; or when representing the School and during trips and visits. Parents and students are expected to support the aims, ethos, policies and rules of the School and to uphold its good name and reputation.

Please note that this document covers the Upper School. Separate behaviour policy documents cover the Kindergarten and the Lower School.

AIMS OF THE POLICY

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

PRINCIPLES

To be effective this policy must be understood by students and staff

- All students, staff and visitors have a right to be free from any form of discrimination
- Violence or threatening behaviour will not be tolerated in any circumstances
- Every student has the right to feel safe, valued and respected
- Every student has the right to learn, free from disruption by others
- Pupils are helped to take responsibility for their actions
- All teachers are expected to actively work to build trust and rapport with the students
- Staff and volunteers should set an excellent example to students at all times, modelling the behaviour they wish to see in the students
- Rewards, sanctions and reasonable force should be used consistently by staff, in line with this behaviour policy
- Families will be involved in behaviour incidents to foster good relationships between the school and students' home life
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusion

DEFINITIONS

Misbehaviour is defined as:

- Breaches of school rules
- Disruption in lessons, in between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Minor acts of vandalism – e.g. doodling on your own exercise book, drawing on the desk in pencil,
- Going out of defined upper-school boundaries while still on Wynstones site
- Not following the school's dress code

- Chewing gum anywhere on the school site or on school transport
- Refusal to engage with reasonable expectations or suitable tasks set during lessons

These will tend to move a student up towards Stage 1, or beyond if persistent.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules,
- Any form of bullying or serious acts of anti-social behaviour,
- Any form of sexualised behaviour, towards any other person, that causes, or is intended to cause, humiliation, pain, fear or intimidation,
- Moderate to serious acts of vandalism, e.g. permanently defacing a desk, defacing or damaging a textbook through a deliberate or negligent act, any deliberate or negligent destruction of or damage to property,
- Contravention of the acceptable use of ICT agreement,
- Theft,
- Fighting,
- Smoking/vaping or the supply of related materials to other students (including to those aged over 18),
- Racist, sexist, homophobic or discriminatory behaviour,
- Possession, consumption/use or supply of any prohibited substances or items. *See appendix 3*

These will tend to move a student up towards Level 2 or even Level 3

ROLES AND RESPONSIBILITIES

THE COUNCIL OF TRUSTEES

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the SEM and CEM to account for its implementation.

SCHOOL EDUCATION MANAGER AND COLLEGE EDUCATION MANAGER

The SEM and CEM are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor staff implementation of this policy to ensure rewards and sanctions are applied consistently.

STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently,
- Modelling positive behaviours,
- Providing an approach which recognises the specific behavioural needs of particular students,
- Recording behaviour incidents on iSAMS, see Appendix 2 for the level of detail needed.

The Upper School Chair and SEM/CEM will support staff in responding to behavioural incidents.

PHYSICAL INTERVENTION

Members of staff may use reasonable force to restrain a student in specific, clearly defined circumstances. These are set out in the Child Protection and Safeguarding Policy, and staff are trained in appropriate use of reasonable force.

PARENTS

Parents are expected to:

- Support their child in adhering to the pupil code of conduct,
- Inform the school of any changes in circumstances that may affect their child's behaviour,
- Discuss any behavioural concerns with the guardians promptly,
- Support the school, in reinforcing expectations of behaviour.

STUDENT CODE OF CONDUCT

EXPECTATIONS

Students are expected to:

- Remain within the school boundaries (appropriate to their class),
- Behave in a polite, considerate manner,
- Move around the school in an orderly and self-controlled way,
- Show respect to members of staff, members of the public and each other (address adults as Miss, Mrs, Mr etc. not by first names),
- Support a positive learning environment within the classroom, and respect other students' learning,
- Listen politely to staff and other students,
- Use equipment sensibly and safely,
- Comply with the homework policy,
- Comply with the acceptable use of ICT policy,
- Treat the school buildings, property and environment with respect,
- Follow directions the first time when asked,
- Accept sanctions when given,
- Avoid bringing the school into disrepute, including when outside the school, travelling to and from school, on social media, on school trips or attending a school activity, fair or festival,
- Attend school festivals that take place after school or on a weekend.

PUNCTUALITY AND REGISTRATION

- Students should be in registration by 8:30 am and 1:25 pm. Late students must report to Reception to sign in, stating their reason for lateness.
- Students should be ready for Main Lesson to begin at 8:45 (9:00 following Assembly or Guardian Time).
- Students should be ready for other lessons no later than 5 minutes after the bell.
- Class XI and XII students leaving the school site during school hours should sign out and back in at Reception.

DRESS CODE

- Upper School students are expected to dress and manage their appearance in a way that is appropriate for school, safe and socially responsible. *See appendix 4.*
- Students must be dressed appropriately for fairs and festivals according to the appearance rules for their class.

STUDENT SUPPORT

Wynstones Upper School is a small school. Our resources for providing behavioural support are very limited. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. On admission, including when considering whether to permit current Middle School pupils to advance to the Upper School, careful consideration will be given to whether the Upper School can adequately support a student's needs.

Where the school cannot support a child's needs beyond Class VIII at least a half-term's notice will be given to parents and support will be provided to identify alternative provision for that child.

The SENDCO will routinely check that children with identified SEND are receiving the correct support. Where a child with identified SEND is presenting with behavioural issues, consideration will be given to adjusting the strategies in place for that child. For other children, presenting with behavioural issues, consideration will be given to screening for previously unidentified SEND. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist or medical practitioners to identify or support specific needs.

The following are additional forms of support that are available to support Upper School students:

- Learning support lessons
- In-lesson strategies developed by the Upper School SENDCO, such as being seated at the front of the class or having frequent prompts to remain on task.
- Two tutorial meetings per half term versus the normal one meeting.

Teachers may raise a child at the Upper School Meeting as a Child of Concern to share experience on how best to meet a particular child's needs.

REWARDS AND SANCTIONS

School rules apply both when onsite and when off-site when representing the school, such as on a school trip or on the bus to/from school. They are similarly not limited to school hours.

Please read this section alongside the 'Behaviour Stages' flow-chart in appendix 1

REWARDS

Positive behaviour will be rewarded with:

- Emotional feedback such as verbal praise,
- An email to the parent/guardian to describe the positive behaviour,
- Students who demonstrate good behaviour may be asked to represent the school in wider public events,
- Moving back through the levels of the 'Behaviour Stages' flow-chart in appendix 1.

SANCTIONS

Sanctions are to be used when students break the school rules. Unless the misbehaviour is serious or dangerous, staff will always first warn students that they will receive a sanction, giving them the opportunity to choose to behave appropriately.

IN-SCHOOL SANCTIONS

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

- A verbal reprimand
- Instructing the student to move to a different seat within the class
- Expecting work to be completed in the student's own time
- Emails or phone calls to parents by the teacher concerned, copying in the guardians
- Sending the pupil out of the class to sit in the school Reception for the rest of the lesson
- Lunch-time detention with the teacher concerned, as soon as possible
- Removal of indoor privileges at break and lunch-times
- Asking a student to change into appropriate clothes or otherwise amend their appearance

The sanctions above can be applied by any teacher.

Those below can be applied only by specific staff.

- Issuing a student with a report card (Guardians or SEM)
- Fixed term exclusion – this can only be decided upon by the SEM/CEM
- Permanent exclusion - this can only be decided upon by the SEM/CEM

REPORT CARDS

Report Cards can be used in a variety of situations where students are regularly failing to:

- Complete work set in a lesson or for homework
- Arrive on time for lessons, suitably equipped for those lessons
- Support a positive learning environment, avoiding behaviour disruptive to their peers' learning
- Show a positive attitude towards their own learning

Report Cards come in two formats. They are issued by the guardians or SEM/CEM and checked on a weekly basis, with an additional communication going to parents to inform how the student has done at the end of the week. It is each teacher's responsibility to accurately record the student's behaviour on the Report Card. If the completed card shows a satisfactory improvement, then the student will be taken off the card. One format of card is an A4 card for the whole week with a box for each lesson. This card is carried by the student. The other format is an A4 sheet for each lesson – these are issued to the teachers and are returned directly to the Guardian.

INTERNAL EXCLUSION

If a student is repeatedly disruptive in lessons or sent out of any class twice within two weeks then they may be sent to the School Reception, or other supervised space. Their parents will be informed and asked to take them home for the remainder of the day.

DETENTIONS

Detentions are lawful and compulsory if:

1. Students and parents have been informed that the school uses detentions as a sanction

(this Policy fulfils this requirement);

2. The school gives parents advance notice of detentions

(the school will give parents/guardians at least 24 hours' notice of the set detention).

Only in very exceptional circumstances can a parent request their child be given detention on an alternative date.

Parents cannot request for their children not to do detentions at Wynstones.

It is the responsibility of the parents to make the necessary travel arrangements for their child.

The behavioural expectations when attending a detention are as follows and must be observed at all times:

- Students must attend on time
- Students must be awake and engaged, and if sitting; be upright
- Students must not talk or communicate with anyone else
- Students must not fidget or play with anything

Failure to comply with the above detention expectations will result in the student being asked to leave the detention and another detention will be issued.

Failure to attend or comply with a school detention is a serious offence that may result in an escalation to the next behaviour stage (*see appendix 1*). It may also lead to a fixed term exclusion.

Students may be expected to make a statement about improving their behaviour as part of the detention. Other detention sanctions include but are not limited to; writing a letter of apology, picking up litter, tidying a teaching or communal space.

LUNCH-TIME DETENTIONS

These last 25 minutes from 1:00 to 1:25pm, in a classroom or other specified space, and are taken by the teacher who set the detention. They are primarily used to build rapport with the student, and to ensure that they understand why their behaviour was unacceptable. They may also be used as a sanction for lateness to school, if a student is late 3 times in a 2-week period.

OFF-SITE MISBEHAVIOUR

Serious and or dangerous misbehaviour will lead to the student being removed from the trip immediately, at the parents' expense.

EXTERNAL EXCLUSION

Only the SEM can take the final decision to exclude a pupil. When a pupil is excluded the SEM must inform the Parents, the Guardians and the Council of Trustees.

The decision to exclude a pupil from school is a very serious one and will not be taken lightly. Such a decision will only be taken in response to a serious breach, or repeated breaches of school rules. In most cases when a pupil is excluded there will have been earlier discussions and/or correspondence between Parents and the school about the pupil's behaviour.

Future schools, colleges and employers will be informed of any fixed term exclusions issued by Wynstones and the reasons for them, if requested.

FIXED TERM EXCLUSION

The School can issue a fixed term exclusion for persistent or serious misbehaviour.

Depending on the behaviour in question, this might be appropriate for a student failing to make improvements at level 2.

Alternatively, it can be triggered by a range of serious behaviours such as:

disruptive behaviour in a lesson; bullying, racist or homophobic comments, fighting, swearing, refusal to cooperate, causing a health and safety risk, smoking and bringing the school into disrepute.

This list is not exhaustive.

Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of fixed term exclusion. Parents or guardians are liable to a penalty fine if students on exclusion are seen by school staff or police unsupervised during the exclusion.

For fixed term exclusions that last for more than five days, the school is responsible for providing full time education from day six onwards.

Following a fixed term exclusion, if the parents wish their child to continue learning at Wynstones, they will attend a re-integration interview with a member of staff at the school before the student is allowed to return. This will be to discuss the reason for the exclusion and seek reassurances about future conduct, usually in the form of a behaviour contract.

If the parents do not attend the meeting or agreement cannot be reached, the child will be permanently excluded from the school.

IMMEDIATE PERMANENT EXCLUSION

Rarely, some behaviours may result in an immediate permanent exclusion. These include:

- The trading, supply, use or possession of illegal or prohibited substances on the school grounds or during school activities and trips.
- The misuse or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, or during school trips or activities.
- Serious unprovoked violence (the intention to cause or actually causing serious injury), threatened or actual, towards another student, member of staff or of the public.

- Serious abuse of digital technology to publicly or privately abuse another student or member of staff; or to gain illegal access to confidential data.

PHYSICAL INTERVENTION

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

MALICIOUS ALLEGATIONS

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

Please refer to our Safeguarding & Child Protection Policy for more information on responding to allegations of abuse.

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

This policy will be reviewed by the Upper School Faculty annually, after which the policy will be sent to CEM/SEM for approval.

LINKED POLICES:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-social Behaviour and Bullying Policy
- Drugs and Substance Misuse Policy
- Searching Pupils and Possessions Policy
- Physical Restraint Policy

APPENDIX 1. WYNSTONES BEHAVIOUR STAGES

Serious misbehaviour can result in a student going straight to stage 2 or even stage 3, or to a fixed-term exclusion followed by stage 3.

Very serious misbehaviour can result in instant, permanent exclusion.

Behaviour Basics – Stage Zero

The student is polite and respectful to others. The student manages his or her own behaviour and actions effectively. They are actively and positively engaged in lessons and help to form a positive learning community.

Any of the following leads to Stage One:

4 lunch time teacher detentions / a Saturday detention (when implemented)
Fixed term exclusion / Twice sent out of class / School refusal

Stage One



Improvement
in behaviour,
attitude or
application.

Meeting with two teachers (including at least one guardian), student and parents. Guardians monitor progress with a report card for a maximum of 6 weeks. Parents informed of progress on a weekly basis. Support interventions: one additional tutor meeting during the half term, review and adjustment of SEND strategies, review and adjustment of pastoral/safeguarding status and support, agreement with parents to engage an external counsellor or other external support.

Any of the following leads to Stage Two:

4 further teacher detentions / a further Saturday detention (when implemented)
Missed detention / Sent out of class two further times
Fixed term exclusion / Continued school refusal / No general improvement

Stage Two



Improvement
in behaviour,
attitude or
application.

If a student reaches Stage Two they are at risk of no longer being educated at Wynstones School unless their behaviour, attitude or application improves. Meeting with student, parents and support group selected by the Upper School Chair. Guardians monitor progress with a report card for a maximum of 6 weeks. Student to meet with a designated teacher weekly during the lunch break. Additional support interventions explored that are not currently implemented including voluntary transfer to another school with more resources for behavioral support

Any of the following leads to Stage Three

Further Saturday detention / Missed detention
Sent out of class / Fixed term exclusion / No general improvement

Stage Three



Improvement
in behaviour,
attitude or
application.

If a student reaches Stage Three, then they have exhausted all of the internal support that the school can provide to improve their behaviour. They will report to a designated teacher weekly during the lunch break, who will monitor their progress via a report card for a maximum of six weeks.

If no further improvement has been made then the student will no longer be educated at Wynstones

APPENDIX 2. SERIOUS BEHAVIOUR LOG

- Upload to ISAMS
- Place copy in wellbeing folder for the relevant class
- Notify Upper School Chair and Guardians by e-mail

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

APPENDIX 3: PROHIBITED ITEMS AND CONFISCATION

PROHIBITED ITEMS

Prohibited Items include (but are not limited to):

- Knives or weapons (apart from sanctioned tools at Michaelmas/ for bushcraft, etc.)
- Alcohol, drugs or other forbidden or psychoactive substances (see Substance Misuse Policy)
- Stolen items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

POWER TO SEARCH

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

*The Upper School Chair and Safeguarding staff have the legal power to:
Screen students for weapons.*

Search students without consent, when there are reasonable grounds for suspecting a student of carrying a weapon, alcohol, tobacco, lighters or smoking products, controlled drugs or stolen property.

CONFISCATION

Any prohibited items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

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

These rules apply equally to students aged over 18

APPENDIX 4: UPPER SCHOOL DRESS-CODE

Our clothing policy is intended to be inclusive of all and to promote safety and learning.

All apparel must be:

- Appropriate for the weather and activities, well fitting, clean and in good condition (no distressed or ripped clothing)
- Free from writing, slogans, conspicuous logos or large pictures.

Simple unobtrusive jewellery may be worn but may need to be removed or covered for activities:

- Piercings other than in the ear or nose are permitted with consultation for Classes XI and XII only
- Wristwatches are encouraged but smart watches are not compatible with our ICT policy
- Hair should be clean and tidy and not impede vision but may be coloured. Students should tie back long hair when asked to do so
- Minimal make-up is permitted.

The following are not suitable to wear in school:

- High heeled or platform shoes
- Revealing clothing (underwear should not be visible; chest and midriff should be covered).

For festivals or concerts, students are expected to wear specific colours or more formal clothing.

Teachers will always request students who are inappropriately dressed to amend their appearance.

Students may be required to:

- Remove articles of outerwear if not appropriate to situation (e.g. hats indoors)
- Change into more appropriate clothing (the school may supply this and parents will be charged)
- Cover up writing on clothing with tape
- Turn tops inside out to obscure inappropriate designs
- Remove inappropriate jewellery
- Remove excessive make-up

If it is not possible to support the student to amend their appearance, the policy for internal exclusion will be followed and the parents contacted.

APPENDIX 5: SCHOOL RULES

The following are not permitted on school premises, in the immediate vicinity, or during school activities:

1. Handling Alcohol, including:

- bringing and/or consuming alcohol on school premises
- the supply of alcohol to other school students, including those aged 18 and over

2. Handling Drugs and other forbidden substances (as defined in the *Drugs and Substance Misuse Policy*), including:

- the supply of drugs or forbidden substances
- the possession of drugs or forbidden substances
- the use of drugs or forbidden substances

3. Misconduct of a sexual nature, including:

- the commitment of a sexual act by a student with another person whether or not the student or the other person is aged 16 or over
- any act of indecency by a student
- the supply or possession of pornography the loading or downloading of pornographic images or text to or from the internet

4. Other unacceptable behaviours, including:

- incidents of theft; blackmail; physical violence; intimidation; bullying (as defined in the *Anti-Bullying Policy*); racism; possession or use of an unauthorised firearm or other weapon; vandalism or computer hacking; use of offensive language in school or on school outings.
- persistent rudeness to others or the disruption of any school activity whether in class or otherwise

5. Smoking, including:

- Smoking, vaping or chewing tobacco

- the supply of tobacco products, smoking or vaping paraphernalia, matches or lighters to other students including those aged 18 and over