

WIGMORE SCHOOL ACADEMY TRUST POLICY

Behaviour (Statutory)

This is a statutory policy and should be read in conjunction with the following policies:

- Anti-Bullying policy
- Child protection, Safeguarding & child-on-child abuse policy
- Suspensions and Permanent Exclusion policy
- Rewards and Sanctions policies.

Rationale

Wigmore School is fully committed to maintaining a safe, happy, and inclusive environment that is conducive to effective teaching and learning. Our school aim is to ensure every child is **happy, safe, and successful**.

Our Vision

We strive to provide the **best education** locally, **inspiring** our children to exceed expectations and develop into **resilient, well-rounded, independent** young people who are equipped to flourish in a **modern global community**.

Wigmore Nursery and Primary have three clear rules (see Appendix 5):

- Ready
- Respectful
- Safe

Our Values

These are all underpinned by our 6 core trust values:

- 1) EMPATHY
- 2) EQUALITY
- 3) HONESTY
- 4) RESILIENCE
- 5) RESPECT
- 6) TEAMWORK

Our pupils are the citizens of tomorrow and we recognise that we hold an important position in the wider community. Therefore, it is of the utmost importance that Wigmore School takes a proactive role to shape our pupils into fully developed and valuable citizens.

The school defines acceptable behaviour as that which promotes courtesy, co-operation, and consideration from all pupils in terms of their relationships with other pupils within/outside the school, with staff and with visitors or other persons within/outside the school premises.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

- To promote opportunities for pupils to take responsibility for behavioural issues and involve pupils in the decision-making process.
- To promote consistently high expectations of pupils.
- To encourage good behaviour and instil respect for others.
- To encourage an ethos of self-discipline among pupils.
- To create an environment in which achievements are recognised and celebrated.
- To ensure that prompt, effective, and appropriate action is taken whenever inappropriate behaviour is encountered or reported.
- To promote self-esteem, self-discipline, and proper regard for authority and positive relationships based on mutual respect.
- To promote early intervention.
- To providing a safe and caring environment free from disruption, physical and sexual violence, bullying (including cyber bullying) and any other form of child-on-child abuse (including sexting and sexual harassment).
- To encourage a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.

2. Intended Pupil Outcomes

The promotion of positive behaviour at Wigmore School aims to reinforce the following to pupils:

- A belief that they can make a difference to the wider community.
- Respect for themselves including pride in their appearance, behaviour, achievement and instil high expectations.
- Respect for all staff.
- Respect for others and an understanding of how their actions affect others' feelings.
- Respect for individuality and the rights of others to their own opinions, cultures, and beliefs.
- Respect for their environment including the school and other people's property.

3. Legislation, statutory requirements, and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024 (August update)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Defiance towards members of staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, e-cigarettes (vapes), snus or associated paraphernalia
 - 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 pupil)

5. Bullying

Bullying is any behaviour, which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Senior leaders will:

- **meet and greet** children at the beginning of the day;
- be a **visible presence** around the school, especially at transition times;
- **celebrate** children and staff who go '**above and beyond**' expectations;
- regularly **share good practice**;
- **support staff** in managing children with specific and complex behavioural needs or entrenched negative behaviours.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy and the rewards and sanctions policies consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils (See appendices 1, 2.3.4 and 5)
- Act promptly to intervene in instances of poor behaviour or breach of the code of conduct. Staff adhere to the rewards and sanctions policies at both schools
- Modelling expected behaviour and positive relationships as well as building strong relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, where appropriate
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations. Be calm, aiming to prevent before sanctions.
- Allow pupils to make choices in order for them to understand the consequences of their actions
- Be prepared to challenge pupils when behaviour is not of the expected standard and not ignore poor behaviour. Never ignore or walk past children who are behaving badly.
- Plan lessons that engage, challenge and meet the needs of all the children; thus, Creating a learning environment that encourages independence and a sense of pride in achievement.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and rewards and sanctions policies and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

The Codes of Conduct (appendix 1 high and appendix 2 primary) set out standards expected of pupils. In both the high school and primary school these standards are based around the school mission statement 'Enjoying learning together'.

At the primary school, the code of conduct contains a list of basic rules which are reviewed by the senior leadership team at the start of each academic year. In September each teacher, with their class, establishes and then displays, a list of 5 or 6 classroom rules based on the Values Education culture.

At the high school, the code of conduct is regularly discussed during tutor time and assemblies. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones and other mobile data enabled devices

All mobile phones must be handed in by pupils on arrival at school in the trays provided and then should be collected at the end of the day. Use of mobile phones or other mobile data enabled devices during the school day is prohibited unless their use has been authorised by a member of staff. Pupils who become repeat offenders of using their mobile phone in school will have their mobile phone confiscated until a family member is able to collect it on their behalf. Other mobile data enabled devices such as smart watches must not be brought into school.

8. Responding to behaviour

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour steps poster at the High School (see appendix 3) and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

To support primary staff in the management of behaviour, please refer to a non-statutory appendix (appendix 3)

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding, Child Protection and Child on Child Abuse Policy for more information.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Please refer to the Rewards and Sanctions policy to see how positive behaviour will be rewarded.

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents

- Agreeing a behaviour contract
- Placing a pupil 'on a monitoring report'
- Removal of the pupil from the classroom
- Isolation
- Suspension
- Off-site direction
- Use of alternative provision
- Managed move
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Please refer to the Rewards and Sanctions Policy for more specific information on how the school may use sanctions in response to unacceptable behaviour.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Pupils should only be restrained [by two adults who have been trained in positive handling techniques] as a last resort. Please refer to the Positive Handling Policy for further information.

8.6 Confiscation, searches, screening

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

8.6.1 Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. The most common items include mobile phones (must be handed in at the start of each day), spray deodorants, jewellery, and non-school uniform items. These items will be returned to pupils at the end of the day unless government guidance deems that the item should be retained for parents/carers or Police direction. If a pupil persists in producing an item that is not allowed in school, it may be confiscated for a longer period of time and in exceptional circumstances it may be banned from the school site.

8.6.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The staff authorised to conduct searches in addition to the headteacher are: Mr D Jones, Mrs K Mayglothling, Mr P Bescoby, Mrs K Robson, Miss T Jenman and Mrs V Austen (High School) and Mrs R Williams and Mr D Sallis (Primary School). In very specific

circumstances, for example on a school trip, a member of staff who believes a search is required, must seek permission from the headteacher before a search is undertaken.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised 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 the 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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags (including PE)
- Pencil cases

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Who will be present

For any search, there will be at least two people present other than the pupil, except in urgent cases where there is a risk of serious harm to the pupil or others.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded on MyConcern.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.6.3 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or

the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.7 Screening

Wigmore School Academy Trust does not screen pupils upon entry to school.

8.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, either the headteacher, a member of the senior leadership team or associate headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding and child protection policy for more information.

8.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Detention

Pupils can be issued with detentions during break, lunch or after school during term time. The school will endeavour to inform the pupil's parents using the Arbor system (or via a phone call).

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher / Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed via the Arbor Parent app behaviour record (or via phone call) that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral team
- Discuss mental health support
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pastoral support plans
- Multi-agency assessment

9.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of this approach include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of safe spaces where pupils can regulate their emotions during a moment of emotional overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Herefordshire Council SEN Team contact information: SEN team - contact 01432 260178 or email senteam@herefordshire.gov.uk

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Examples of strategies used are:

- Pupil report with personalised targets
- Daily check-in with member of pastoral or SEND team
- Pastoral support plans with regular review meetings with parents
- Reintegration meetings

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

As part of their continuous professional development, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions, and suspensions
- Use of alternative provision, off-site direction, and managed moves
- Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Assistant Headteacher (Student Care and Safeguarding) at the High School and the Head of School at the Primary School who will report back to the headteacher. This information will then be shared by the headteacher in their termly written report to the Board of Trustees.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Board of Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section

14.1). At each review, the policy will be approved by the Board of Trustees.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Anti-bullying policy

Person(s) Responsible	Paul Bescoby / Dave Sallis
Last Updated	September 2025
Review Date	September 2026

1. Rationale

The Code of Conduct is designed to help create the conditions in school which will enable pupils to achieve their best at all times. The code clearly states the standards expected of pupils and aims to help them develop into responsible and independent young people.

2. Key Principles

The School believes in and practises:

- Full development of potential
- Equality of opportunity
- High academic standards
- Care for the individual
- Partnership between staff, parents' and pupils
- Celebration of achievement

The School expects:

- High standards of work, dress and behaviour
- Self-discipline
- Care and consideration for others
- Pupils to do homework

3. Expectations

The key principles underpin the high expectations of pupils which are often described in school as 'The Wigmore Way'.

Pupil responsibilities are:

- To learn and let others learn – following SLANT and CHECKLIST
- To listen to others and try to understand someone else's point of view
- To treat others equally and with respect
- To follow instructions issued by members of staff
- To treat the school and equipment with respect, e.g. no graffiti, no litter
- To be punctual
- To be equipped and organised
- To achieve your personal best
- To work hard
- To do homework
- To be helpful and polite
- To take a pride in your school uniform and appearance, i.e. follow the school uniform code
- To think before you act or speak
- To always think of your own and other people's safety around school and on the school buses

4. Rules

The following are not tolerated:

- Inappropriate language
- Anti-social behaviour
- Fighting or aggressive behaviour
- Child-on-child abuse
- The school will discourage the physical manifestation of romantic relationships in school as this is inconsistent with our educational aims

The following items are not allowed:

- Smoking Paraphernalia – including cigarettes, matches, lighters, e-cigarettes (vapes) and snus
- Drugs & Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Protein powders
- Other addictive substances
- Dangerous items (including knives and weapons)
- Expensive Items: Cameras, iPods, iPads, tablets etc.
- Mobile phones or any other data enabled devices e.g. SIM card enabled smart watches – these must be handed in at the start of the day and collected at 15.30
- Chewing gum
- Spray cans e.g. spray deodorant
- High-caffeine soft drinks
- Clothing items not mentioned as authorised in the **School Uniform Policy**

5. Routines for pupils:

- Move around the building in an orderly fashion
- Open doors for others and walk on the right-hand side
- If you are absent, ensure a parent/carer informs the school office by 09.00 each day
- Mark all clothing and property with your names
- Sign out in reception if you have to leave school before the end of a school day
- Hand mobile phones into to the phone boxes on arrival and collect at the end of the day
- Only eat food in the hall and dining room at break and lunch
- Only water allowed in bottles in class
- Leave PE bags in the assigned area
- Always have permission to leave the school premises and sign out

1. Rationale

The Code of Conduct is designed to help create the conditions in school which will enable pupils to achieve their best at all times. The code clearly states the standards expected of pupils and aims to help them develop into responsible and independent young people.

2. Key Principles

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3. Expectations

The key principles underpin the high expectations of pupils and the school motto 'Enjoying learning together'

Pupil responsibilities are:

- To learn and let others learn
- To listen to others and try to understand someone else's point of view
- To treat others equally and with respect
- To follow instructions issued by members of staff
- To treat the school and equipment with respect, e.g. no graffiti, no litter
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- To be helpful and polite
- To take a pride in your school uniform and appearance, i.e. follow the school uniform code
- To think before you act or speak
- To always think of your own and other people's safety around school and on the school buses

4. Rules

The basic rules for all pupils are

- Ready
- Respectful
- Safe

Each class sets its own more detailed set of expectations at the start of each academic year, these are displayed in classrooms and shared with parents (e.g. at 'Meet the Teacher' evenings).

Managing Behaviour

Classroom

Engagement in learning is every teacher's key priority. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of the class is one where they are not learning. Steps should always be taken with care and consideration, taking individual needs into account where necessary.

Teachers should always praise the behaviour you want to see rather than paying attention to misbehaviour. All children should be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Considerations for classroom rules

Take care of yourself

- ✓ Ask permission to leave the classroom or to enter the school building at break times
- ✓ Always tell the truth.

Take care of others

- ✓ Keep hands, feet and unkind words to yourself.
- ✓ Allow teachers to teach and children to learn.
- ✓ Be polite and friendly to everyone, including visitors and other children.

Take care of our school

- ✓ Look after school equipment and the school building.
- ✓ Be proud of our school and maintain its reputation.

The thinking behind each rule is explained so that all children realise the need for a code of conduct to ensure their safety.

How will staff behave?

- Staff will always be ready, organised and prepared to teach the children at Wigmore Nursery & Primary School.
- Staff will always respect all pupils, parents, visitors and members of the community.
- Staff will always keep children and adults safe.

All staff, every day will:

- consistently model respectful, safe and ready behaviours.
- recognise and praise good behaviour that is 'above and beyond'.
- follow steps in the Policy for Behaviour – refusing to give attention and importance to poor conduct.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Behaviour



Remember **SLANT** and **CHECKLIST** in every lesson



Behaviour steps and consequences

*

- Your teacher will give you a **WARNING** and discuss with you what is going wrong and give you a chance to correct this.

*

- You will be moved - to front of classroom / away from other pupils. You will be given **R1** and teacher detention.

*

- You will be removed from the classroom and taken to a different place to work. You will be given **R2** and HOD detention.



READY

Are you ready?



RESPECTFUL

Are you being respectful?





SAFE

Are we all safe?

