



MILTON KEYNES EDUCATION TRUST

WALTON HIGH

**Behaviour Management
Policy**

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Covid 19 Health and Safety

We expect all students to comply with health and safety measures put in place to keep students, staff and visitors safe and well. This means students must be mindful of appropriate social distancing and be respectful of each individual's personal space.

If the need arises for restrictions to be implemented again, we will expect all students to comply with any requirements and for parents to support us in this.

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Behaviour Policy

Principles

The standard of behaviour expected of everyone attending Walton High is set out in the Code of Conduct which states:

Walton High is a centre of learning – a place where the fun and fundamentals of learning matter. Everyone at Walton High has the right to attend classes, take part in activities and to carry out their duties without being hindered by others. There are no innocent bystanders when learning is being disrupted or when someone is being hurt or belittled.

In implementing this code, Walton High will not accept any behaviour which intends to cause harm or prevent learning. Students, staff, parents and governors at Walton High have a responsibility to see that this Code of Conduct works in practice.

Walton High's approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations contributes enormously to effective learning. Restorative practices are used to restore good relationships when there has been conflict or harm and to promote a school ethos that reduces the possibilities of such conflict arising.

Practice

High standards of behaviour are built upon the consistent and fair enforcement of our Code of Conduct and our combined efforts to motivate students to achieve their full potential. To ensure high standards of behaviour the school expects all students, with support from parents, to abide by the behaviour policy.

Rewards

Walton High staff strive to manage behaviour in a way that promotes positive outcomes; we look to celebrate success and the role of rewards in recognising and promoting the behaviour, achievements and contributions of our students is a key part of our practice. Praise is an essential component of good teaching and does much to enhance the learning relationship; informal praise in classrooms and around the school as well as the formal rewards system help to build a positive 'can-do' ethos and acknowledges and celebrates the strengths and efforts of our students.

The school has a system of rewards which aims to motivate and encourage students. This is an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

At Walton High we believe that students benefit from education, punctuality, regular attendance and good behaviour and we will do all we can to reward such positive attitudes. We give a high priority to recognising and rewarding success involving students and parents in 'striving for excellence'.

We recognise that parents have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life.

Good behaviour will be recognised and reinforced using a range of rewards, e.g. verbal praise, note in the Student Diary, e-mail to Personal Tutor, Reward Points, citation in assembly and letters and postcards sent home. Clear, reasonable and shared expectations should be consistently enforced both inside and outside the classroom. We are thoroughly intolerant of any behaviour that hinders others.

Communicating the Behaviour Policy to the school community

To ensure that students and parents are aware of the Behaviour Policy and how they are expected to support the school's high standards of behaviour, information is made available to them in a number of ways. The Behaviour Policy and Code of Conduct are communicated to students through tutorials, information within the Student Diary, assemblies and notices in classrooms. The Behaviour Policy is available for parents to view on the school website and hard copies can be provided for parents on request if they are unable to access it electronically.

Individual needs

The sanctions and strategies used will depend on the context and any previous incidents the student may have been involved in. Account will be taken of SEN, disability and the needs of vulnerable children in deciding appropriate sanctions. The school will have due regard for the promotion of equality and ensure that its policies, expectations and sanctions do not unlawfully discriminate.

Students' conduct outside school premises

At Walton High we have high expectations for positive behaviour from students when they are not on the school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place. If unacceptable behaviour takes place whilst on school business, breaches of the Code of Conduct will be dealt with as if they had taken place in school. For behaviour outside school, but not on school business, including through the use of technologies such as mobile phones and the internet, the school may discipline a student with a sanction, including an exclusion decided upon by the Principal if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

The Principal will consider whether it is appropriate to notify the police of a student's actions, either directly or via the school's Safer Schools Officer. If the behaviour is criminal or poses a threat to a member of the public, the police will be informed.

In addition, the school will consider whether misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In which case, the school will follow its Safeguarding Policy.

Unacceptable behaviour towards staff

Any intimidation, abuse or harassment of staff is considered a serious breach of the Behaviour Policy and the school will use appropriate sanction to discipline should a student behave in this way. This applies in the case of incidents both on and off the school premises, including via the use of technologies such as mobile phones or the internet. If a student is found to have made a malicious allegation against a member of staff the Principal may exclude the student from school either for a fixed term or permanently. This does not affect a parent or child's right to raise a complaint against a member of staff in good faith.

Expectations

Walton High students are expected to:

- attend school regularly and on time
- bring relevant books and equipment to each lesson
- complete classwork and homework to the best of their abilities
- wear school uniform correctly and be smart in appearance
- be polite and helpful to others
- look after Walton High's buildings and resources

Expectations around Walton High

All informal contact contributes to standards of behaviour. Staff should manage behaviour by taking the initiative at every opportunity.

Staff should expect to:

- greet students
- start the dialogue
- uphold the Code of Conduct by challenging inappropriate behaviour – **to ignore it is to condone it**
- set high standards of speech, manner and dress
- encourage students to move promptly and sensibly from one lesson to the next
- remind students to eat and drink only in the Café and designated areas outside

Classroom expectations

Students should:

- arrive on time bringing to the lesson all they need to help them learn
- listen actively to other students and the teacher
- raise their hand and wait to ask a question
- follow all instructions promptly
- adhere to the dress code
- respect other people, their property and the environment
- take part in the lesson to the best of their ability

Support for students to meet these expectations

Teachers should:

- plan lessons in line with Policies and Practices for Outstanding Learning
- recognise and reward good behaviour using a number of strategies e.g. verbal praise, note in the Homework Diary, Classcharts, letter or praise postcard
- arrive before the class and greet students at the door
- take the register and insist on students using your name to answer
- establish an annotated seating plan from the start of the year
- insist all students have pens down, are silent and attentive whenever you address the whole class

- learn and use students' names and insist they use yours – do not accept 'Miss' or 'Sir' or 'Mister'

The following behaviours are not acceptable:

- truancy from school, from lessons or leaving the school during school hours without permission
- poor punctuality
- refusal to follow instructions
- disrupting learning
- misbehaving in exams
- plagiarism, e.g. written work, coursework and homework
- violence and threatening behaviour, either verbal or non-verbal
- all forms of bullying and harassment, including cyber-bullying
- racist, sexist and homophobic behaviour and language
- misuse of technologies including mobile phones, ICT and the internet
- using hand held devices in lessons unless this is essential for learning
- the use of mobile phones in lessons (unless permission is given by staff for learning purposes)
- using a mobile phone or other mobile device at any time other than before and after school and at break or lunchtime in designated social spaces
- taking unauthorised photographs or recordings on the school premises
- damage to property, including graffiti
- eating in areas not designated as eating areas, including chewing gum in school
- dropping litter
- smoking on the school premises and on the way to and from school
- using any illegal or other unauthorised drugs or substances on the school premises and on the way to and from school
- theft
- bringing, concealing and/or using prohibited items to school or trips and visits, or encouraging others to do so

The following items are not allowed in school:

- alcohol, illegal drugs, drug paraphernalia and substances, including cigarettes, cigarette papers, tobacco, lighters, matches, shisha pens, e-cigarettes,
- chewing gum, energy drinks (such as Red Bull), cans, glass bottles, large packets of crisps/sweets/biscuits
- electronic games, Tippex, aerosol cans, laser pens
- weapons of any sort, including BB guns, knives, catapults etc
- fireworks, fire crackers, 'stink bombs', and other such items
- stolen property
- pornographic images
- materials that are in any way discriminatory
- other items that are identified as detrimental to learning or the smooth running of the school

Managing misbehaviour

“Problems” are normal where young people are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.

Staff should:

- set high expectations
- not react hastily
- avoid confrontation, especially in front of an audience
- listen
- establish the facts
- judge only when certain
- use sanctions consistently and in a stepped response to misbehaviour

Wherever possible teachers manage their classrooms in such a way as to avoid incidents occurring. This can be achieved by careful planning of lessons and the anticipation of likely problems, e.g. if it is known that certain students do not work well near each other they may be separated at the beginning of the lesson rather than wait for disruption to occur. A carefully thought through seating plan is an effective strategy.

All students should be aware of our shared expectations of them in and out of lessons. Consistency in enforcing these expectations is the most effective way of ensuring appropriate and responsible behaviour. The most important aim when dealing with inappropriate behaviour during lessons should be to minimise disruption to learning. Disruption is challenged to avoid it building up to an incident or confrontation.

General misbehaviour during lessons

This may include talking inappropriately; distracting others; calling out; lack of concentration and turning round. First use a ‘look’ followed by a comment (often a quiet word to the individual student is effective).

If this fails, a clear verbal warning should be given. The student should be explicitly told what aspect of their behaviour is unacceptable and an explanation of the consequences if it is repeated. The threatened sanctions should be appropriate to the misbehaviour. If this is unsuccessful the member of staff must apply the sanction the student had been warned about. **Sending outside the classroom should only be used as a temporary calming down action or as an opportunity to speak to the student alone.**

Appropriate sanctions that might be applied in particular circumstances are:

Behaviour	Sanction
Distracting others/talking	Move student to another area of the class.
Continued shouting out or distracting others	Send to another teacher’s class within the curriculum area usually the Subject Leader/Leading Teacher. This must be recorded through ClassCharts.
Continual misbehaviour or lack of effort	Phone call to discuss with parents Detention

Behaviour	Sanction
	Entry into the student's ClassCharts log and forward to line manager
Behaviour does not improve despite use of sanctions	Discuss with Personal Tutor/line manager Leading Teacher detention (1 hour) Recorded through ClassCharts log Involve parents Referral to Leading Teacher Targeted subject report or general report In extreme circumstances, removal from subject authorised by a senior member of SLT to work in Time Out

Students **must not** be sent to the Time Out room without the prior agreement of a member of the Senior Leadership Team (SLT). If it becomes necessary to remove a student from the lesson they should be taken to another class within the curriculum area to work (usually the Subject Leader)

Occasionally there may be a vulnerable student who, by prior arrangement, may need to be sent straight to the Learning Link (with a note in the Student Diary) but their teachers will be notified if this is the case, and the student will have a referral card.

All incidents and sanctions applied will be recorded on the student's ClassCharts log, usually by the member of staff dealing with the situation or, in some circumstances, by another member of staff.

Homophobic, Sexist or Racist comment

- homophobic, sexist and racist comments **must** be challenged as unacceptable/inappropriate – "I and others find it"
- if appropriate to the context, staff may wish to discuss the comment with the rest of the group
- if the student was being deliberately offensive they should be sent to another teacher's class. This must be recorded on the student's ClassCharts log
- all homophobic, sexist and racist incidents must be reported to the Pastoral Manager so it can be fully investigated and followed up and entered on the student's ClassCharts log

Swearing

- if swearing is directed offensively at any member of staff the student should be reported to the Subject Leader/Leading Teacher/Head of Year and the incident recorded on the student's ClassCharts log
- if swearing is directed offensively at another student the comment should be challenged by the member of staff and appropriate action taken depending on the context. However, it is important that students are made aware that swearing is unacceptable
- swearing in general will not be tolerated and should be commented on and shown to be inappropriate without creating an issue

General misbehaviour out of lessons

The following list provides examples of likely misdemeanours with appropriate sanctions:

Dropping litter, chewing gum, eating/drinking in the corridor	15 minutes litter duty at lunchtime or break (inform Student Services)
Using the wrong stairs/door, running in the building, shouting	Reprimand and make them retrace their steps but walking in an appropriate manner Repeat offenders placed in lunchtime detention
Pushing, queue jumping	Sent to the back of the queue
Disrupting Session 9	Attendance at Session 9 activities withdrawn Letter home
Unacceptable behaviour towards others during break/lunchtime	Report incidents to the Pastoral Manager for investigation Isolated during breaks/lunchtime
Disruptive/inappropriate behaviour during break/lunchtime	Isolated during breaks/lunchtime
Fighting	Students taken to Time Out and placed in separate rooms The incident to be investigated to enable appropriate action to be decided
Smoking	Taken to lunchtime detention or pastoral team informed Isolated during breaks/lunchtime and/or detention
Off-site during break/lunchtime	Parents informed Isolated during breaks/lunchtime

Serious incidents of misbehaviour

This may include:

- peer on peer abuse
- violence or threats of violence against staff or their property
- abusive language directed at a member of staff
- blatant defiance of a reasonable instruction
- violence, or threats of violence, against other students or their property
- bullying, either physical or psychological, including cyber bullying
- dangerous behaviour
- being in possession of offensive weapons
- misuse of drugs or alcohol
- being in possession of alcohol, drugs, drug paraphernalia and substances
- theft
- vandalism
- inciting others to commit any of the above

Any occurrences of these incidents will be referred immediately to the Pastoral Manager to be investigated so that an informed decision can be made regarding appropriate action. During the investigation students directly involved will remain in isolation until action has been agreed.

Sexual violence and sexual harassment

Sexual violence and harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. The sexual violence and harassment may occur online or offline (both verbal and physical) and is never acceptable. It is important that all victims are taken seriously and offered appropriate support. All Walton High staff should make it aware that sexual violence, sexual harassment or peer-on-peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. It will not be dismissed as 'banter' or 'part of growing up', 'just having a laugh' or 'boys being boys'. Behaviour such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts is not acceptable, and dismissing or tolerating such behaviours risks can normalise them.

When responding to reports of sexual violence or sexual harassment the staff should report the disclosure to the DSL (Designated Safeguarding Lead) and record it on MyConcern. The DSL will manage any report on a case-by-case basis and make required referrals to the MASH (Multi Agency Safeguarding Hub) and/or the Police. Support will be provided for all parties involved.

Sanctions

The sanctions and strategies used will depend on the context and any previous incidents the student may have been involved in. Account will be taken of SEN, disability and the needs of vulnerable children in deciding appropriate sanctions. Staff should not use sanctions or make comments that are intended to humiliate or belittle students.

Effective and appropriate actions and sanctions may include:

- community service, e.g. litter picking, cleaning
- charge for cost of replacing/repairing damaged property
- withdrawal of privileges, e.g. Session 9 activities
- behaviour report
- series of detentions
- meeting with parents
- withdrawal from lessons
- Behaviour Support Plan
- Pastoral Support Programme
- Managed Move
- fixed term exclusion (see Exclusion Policy)
- referral to Bridge Academy
- permanent exclusion (see Exclusion Policy)

Additional information regarding sanctions

Under current legislation, staff have specific legal powers to impose detentions outside school hours.

Parental consent is not required for a detention to go ahead and parents cannot over-rule the school's decision to issue a detention for a student under the age of 18. It is important that parents support the school with regard to detentions so that issues can be addressed promptly.

Parents are expected to make arrangements to ensure that their child attends the detention but may ask the school to consider an alternative date for their child to complete the punishment if the original date will cause the family a particular problem. The member of staff issuing the detention will consider any request but is not obliged to reschedule the detention.

There is no legal requirement for a school to give notice of a detention. However, parents will be notified of detentions outside school hours that are longer than thirty minutes through any of the following:

- text or email
- telephone call or voice message
- letter or detention memo delivered either by student post or by mail
- a signed and dated note written by a member of staff in a student diary
- during a meeting with parents

As parental permission is not required for a detention to go ahead, returning an acknowledgement slip or giving permission is not a requirement for the detention to proceed.

Staff do not have to inform parents of a detention set for break or lunchtime as these are in school hours.

If a student does not attend a detention that has been set, disrupts or refuses to stay in a detention, then a further or higher level sanction may be imposed.

Use of force to restrain students

The Education Act 1996 forbids corporal punishment, but allows all members of staff to use reasonable force to prevent a student from:

- committing a criminal offence
- injuring themselves
- damaging property
- acting in a way that is counter to maintaining good order and discipline

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff, other than teachers, and volunteer helpers are also able to use reasonable force if necessary, in the above circumstances, provided they have been authorised by the Principal to have charge of students.

Staff should try to avoid putting themselves in situations that might be misconstrued and used in a malicious way. Staff should avoid physical contact with students and only use restraint when a student's behaviour is likely to cause injury to another student or themselves. Only reasonable force should be used in these exceptional circumstances (q.v. 'Use of reasonable force to restrain students' guidelines).

A member of the SLT must be informed immediately of any incident involving the use of force.

Parents will be contacted as early as possible to allow an opportunity to discuss the incident.

Any incident involving force must be recorded and the record given to the Principal.

Records should include the following information:

- the name(s) of the student(s) involved
- the name(s) of staff involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used
- the student's response
- the outcome of the incident
- a description of any injuries suffered by the student or others and/or any property damage during the incident

Under the power to search students without consent, reasonable force may also be used by the Principal and authorised staff. It is not illegal for a member of staff to touch a student and there may be circumstances when this is appropriate and necessary.

Confiscation of inappropriate items

Under the general powers to discipline, members of staff may confiscate, retain or dispose of a student's property. Walton High is not liable for any loss or damage to confiscated items.

Items that may be confiscated

- an item that poses a threat to others or that is on the list of items not allowed in school
- an item that disrupts learning, e.g. a student using a mobile phone in class without permission to do so or an I-pod etc.
- items that are not permitted in an examination or a controlled assessment
- items that are against the school uniform rules
- items that disrupt the smooth running of the school
- food or drink that is being consumed outside the designated areas

Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Returning items

Not all items will be returned under the power to confiscate. Items of little monetary value, such as a note on a piece of paper will be disposed of. The Principal and members of the SLT have the authority to screen or search for any form of weapon without consent. Confiscated items that are banned items will not be returned and may be handed to the police.

Returning items of monetary or emotional value

Items that are confiscated during a lesson may, at the member of staff's discretion, be returned at the end of the session. Other items will be labelled with the student's name and taken to Student Services where it will be recorded and stored securely until collected by the student at an agreed time – usually at the end of term. Students will be required to sign the record to confirm that the item has been returned.

In the case of persistent offenders, e.g. for students who persistently use their mobile phones in class or have used it inappropriately in school, or who persistently wear non-regulation items their parents may be required to collect their child's property. The student may be banned from bringing the item into school in the future.

Mobile phones and other devices

We prefer that mobile technology is not brought into school **and take no responsibility for any loss or damage**. However, we recognise that most young people can no longer live without their phone.

Although the school has an internet filtering service on its network and is able to monitor students' use of the internet when they are using the school's equipment, it is unable to check students' use of the internet if they have accessed it via their own devices using 4G. **Parents are reminded of their responsibilities for ensuring that the appropriate parental control settings are applied to their son's or daughter's devices to prevent any inappropriate use.**

To ensure devices do not interrupt learning, phones must be switched off (not on silent) in lessons but the applications and functions on the phone, e.g. calculator, camera, internet access, may be used with the teacher's permission.

Phones and other mobile devices must not be used between lessons, on the stairs or in the corridors as in a crowded building students must look where they are going. This includes not wearing AirPods or headphones and applies to all students including Post 16. Mobile devices may only be used in designated social spaces before and after school and at break or lunchtime. "I was only checking the time" and "It's my Mum on the phone" are not valid excuses for a phone being used outside the designated times and locations.

If a student has a device confiscated for any reason the phone will no longer be returned to the student. Instead, parents will be required to collect the device on behalf of their child. Phone collection times will be between 16.00 and 16.30, Monday – Thursday and 15.00 and 15.30 on Friday.

Whilst we recognise that this may be inconvenient for some, the student can prevent this by ensuring they comply with the school's rules regarding use of mobile devices. Any student who fails to comply **immediately** with a request to hand over a mobile device will be issued with a 30 minute same day

detention. Total non-compliance will result in the child risking a referral to Time Out or exclusion. For repeat offenders the sanction will be increased in line with the school's Behaviour Policy.

Tracking behaviour

Through pastoral systems in the school behaviour is tracked closely so that concerns can be addressed promptly and appropriate strategies can be implemented to prevent escalation. Incidents of unacceptable behaviour are recorded electronically and parents of students giving cause for concern regarding their behaviour are notified.

Managing persistent behaviour concerns

For students displaying persistently poor behaviour despite sanctions being imposed the school has a range of strategies that may be used according to the individual needs of the student. Support strategies may include any number of the following:

- on-going engagement with parents
- close monitoring of individual targets for improvement through escalating levels of report
- monitoring and support from the student's Personal Tutor and Head of Year
- daily contact and support from a Behaviour Support Assistant
- daily review of targets and monitoring of progress with the Pastoral Manager
- use of a Learning Link card
- use of restorative practices and mediation meetings
- referral to the Student and Family Support Adviser or Student Safety and Welfare Coordinator
- referral to the Time Out room for an agreed period of time
- referral to Time Out for identified lessons
- one to one mentoring through the pastoral team
- in-class support
- learning support for motivation, organising and prioritising work
- Behaviour Management Plan or Social Skills Programme
- Pastoral Support Programme involving regular meetings with parents to review progress
- referral to external agencies, including Child and Family Practices, Children's Social Care, Educational Psychological Service, Child and Adolescent Mental Health Service (CAMHS), Compass, Brook
- Common Assessment Framework (CAF)
- change of campus to Brooklands or Walnut Tree
- Managed Move to another local school for a trial period initially
- referral to Milton Keynes Behaviour Partnership to access alternative provision
- fixed term exclusion
- permanent exclusion

Multi-agency approach

The school has a multi-agency approach to support students who display continuous disruptive behaviour. Therefore, some students are already referred to other agencies such as Specialist CAMHS, Speech and Language Therapy or the Educational Psychologist. For students who are not already referred, parents will be encouraged to support the school's recommendations that they agree to a specialist referral to assess whether the behaviour is due to any unmet underlying educational or other need.

Exclusion

The decision to exclude is never taken lightly as this is the ultimate sanction available to the Principal. Only the Principal (or in their absence, the senior teacher in charge) can exclude a student.

When making decisions on exclusions and administering the exclusion procedure, the Principal must comply with the law and must also have regard to the current guidance 'Exclusions from Maintained Schools , Academies and Pupil Referral Units in England' as published by the DfE.

If a student has been involved in a serious incident at school that breaches the school Behaviour Policy or has been persistently poorly behaved, the Principal may decide to exclude the student from school. This means that for the exclusion period the student cannot attend school or come near to the school premises. Exclusions may be fixed-term, which means that the student may return to the school once the exclusion has been served, or permanent which means the student may never return to Walton High.

In deciding to exclude and determining the length of exclusion, the Principal will consider the evidence including any relevant student and staff accounts. The student's record of previous incidents as well as any special educational needs or disability will also be taken into account before reaching a decision.

A student may be excluded, and possibly permanently excluded, after being involved in a single or 'one off' incident that is a serious breach of the behaviour policy.

Permanent exclusion means that the student can no longer attend the school, ever, unless the decision is overturned. A permanent exclusion might be used for persistent poor behaviour or for single "one-off" incidents which are considered serious enough to warrant a permanent exclusion.

Linked policies

The following policies are relevant to the Behaviour Policy and can be found on the school website:

- Anti-bullying Policy
- Exclusion Policy
- Safeguarding and Child Protection Policy