



MILTON KEYNES EDUCATION TRUST

WALTON HIGH

Behaviour Management Policy

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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

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 Student 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
- 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, vapes
- 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
- electric scooters
- 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 – if this is a detention the student should be clearly informed of the detention, its duration and location and the behaviour that has led to this consequence.

Sending outside the classroom should only be used as a temporary calming down action or as an opportunity to speak to the student alone. Ideally a student should only be sent outside a classroom for 1 minute before a restorative conversation is attempted.

Appropriate sanctions that might be applied in particular circumstances are:

| Behaviour | Sanction |
|----------------------------|---|
| Distracting others/talking | Move student to another area of the class. Conversation regarding positives changes required for future lessons. Consider if a reflection is an appropriate consequence |

| Behaviour | Sanction |
|---|---|
| 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 and a reflection issued if appropriate |
| Continual misbehaviour or lack of effort | Phone call to discuss with parents Reflection |
| | Entry into the student's ClassCharts log and forward to line manager, and discussion with student and/or parent |
| Behaviour does not improve despite use of sanctions | Discuss with Personal Tutor/line manager Reflection where appropriate 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. See Appendix 1 at the end of this document for the consequence ladder. This is a guide to help promote consistency in the consequences to students' behaviour.

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, sanctioned 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 Key Stage Assistant Principal and the 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) |
| Running in the building, shouting | Reprimand and make them retrace their steps but walking in an appropriate manner Repeat offenders placed in 15 minute afterschool detention |
| Pushing, queue jumping | Sent to the back of the queue |
| Disrupting Session 9 | Attendance at Session 9 activities withdrawn; letter or phonecall home |
| Unacceptable behaviour towards others during break/lunchtime | Report incidents to the Pastoral Manager/HoY 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/Vaping | Taken to lunchtime detention or pastoral team informed; isolated during breaks/lunchtime and/or detention; referral to Pastoral |
| Off-site during break/lunchtime | Parents informed Isolated during breaks/lunchtime |

Serious incidents of misbehaviour

This may include:

- child on child 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, vapes 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 child on child 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 on the physical restraint form.

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/vapes
- 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 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

From September 2023, students can bring a mobile phone into the school, but it must be switched off and stored in their bag (not their pocket) before entering the school gate at each campus. Headphones, earphones, smart watches and other similar electronic devices with internet connectivity must also be removed and stored in a school bag (not in blazer pockets).

Mobile phones and other devices listed above must then remain switched off and out of sight at all times on the school site, including break and lunchtime.

Students who use their phones for medical reasons will be exempt – Medical Room Supervisors will post a list of these students in the Staff Bulletin, and will update that list as necessary.

If a student is found in possession of an electronic device:

- The device will be confiscated and stored securely in Student Services who will log the confiscation; the member of staff confiscating the device will record it on ClassCharts
- On the first confiscation, students can collect the device from Student Services between 3pm and 4pm
- On the second confiscation, students will again be allowed to collect the device from Student Services between 3pm and 4pm but parents will also be notified of the incident
- For the third and subsequent confiscations the device will be available for parents to collect from Reception between 3.30pm and 4.30pm
- Any defiance towards staff when a phone is confiscated will lead to further escalation in line with the school's behaviour policy

If there is an emergency, students should go to Student Services who will be able to assist them by telephoning parents; this should not need to happen during the school day.

On school trips and ALDs outside of school, students will normally be free to use their mobile phones at the trip leader's discretion.

In the exceptional event that the use of a mobile phone is considered to be absolutely necessary to support learning in a Post 16 lesson, the member of staff will give students prior notice. Any other instance of a Post 16 student using a mobile phone, or other device, will result in the device being confiscated following the above procedure.

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 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, Terence Higgins Trust
- 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 suspension
- 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 suspend or 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 suspension period the student cannot attend school or come near to the school premises. Suspensions 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 suspension, 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
- Suspension Policy
- Safeguarding and Child Protection Policy

Appendix 1

| | Behaviour | Sanction | Logged By | Closing the Loop | Notes |
|--------------|-----------------------------|------------------------------|-----------------|-----------------------------|--|
| READY | No diary | No sanction | Teacher | Tutor tracks and calls home | Tutor should be alerted so parents can be contacted if new diary needs purchasing. |
| | Lack of equipment | No sanction | Teacher | Tutor tracks and calls home | Lend student equipment for the lesson. Tutor alerted (via. Classcharts) to track. Call home if persistent. |
| | Uniform infringement | HOY discretion | HOY | Tutor call home | HOY to call home if persistent. |
| | Late to lesson | 15-minute next day detention | Tutor | Tutor call home | Tutor to track and call home if required. |
| | Persistently late to lesson | Monday 30-minute detention | Attendance team | HOY call home | 5 instances in one week. |
| | Persistent late to school | Monday 30-minute detention | Attendance team | HOY call home | 3 times in one week. |
| | Disruption to learning | 15-minute next day detention | Teacher | Teacher RC | Should be set if appropriate steps have been taken to stop disruption first. |

| | Behaviour | Sanction | Logged By | Closing the Loop | Notes |
|----------------|---|-------------------------------|----------------------|-----------------------------------|---|
| RESPECT | Defiance | 15-minute next day detention | Teacher witness | Teacher RC | When a student refuses a reasonable request. |
| | Damage to property | 30-minute next day detention | Staff witness | Tutor/HOY call home | Damaged item repaired or replaced and student responsible charged for cost. |
| | Abusive language to student | 30-minute next day detention | Staff witness | Tutor RC | Depending on severity alert HOY. |
| | Intimidating behaviour to student | 30-minute next day detention | Staff witness | Teacher call home | Check that this is not a pattern towards a specific student. |
| | Failure to attend 15-minute detention | 30-minute next day detention | Detention duty staff | Tutor call home | Duty staff log and record detention for next day. |
| | Persistent disruption to learning | 30-minute next day detention | Teacher | Tutor call home | Persistent in a series of lessons. More than 3 incidents in a week. |
| | Parked to another lesson | 30-minute next day detention. | Teacher | Teacher RC | Students should only be parked when steps have been taken to correct behaviour. |
| | Cumulation of 15-minute detentions in a day | 30-minute next day detention | HOY | HOY call home | Students who receive 3 or more 15-minute sanctions in a day. |
| | Failure to attend 30-minute detention | 60-minute next day detention | Detention duty staff | HOY call home | Duty staff log and record detention for next day. |
| | Refusal to hand over banned item | Referral to pastoral | HOY/SLT | HOY/SLT call home | Kept until item handed in. Immediate isolation. |
| | Refusal to be parked | Referral to pastoral | Subject Leader | Subject Leader/Pastoral call home | Subject Leader should visit student in isolation for RC. Immediate isolation. |

| | Behaviour | Sanction | Logged By | Closing the Loop | Notes |
|----------------|---------------------------------------|-----------------|----------------------|-------------------------------|--|
| RESPECT | Intimidating behaviour to staff | 1 day isolation | Subject Leader/HOY | HOY/Pastoral call home | Staff account needs to be taken. |
| | Discriminatory language | 1 day isolation | SLT | SLT/Pastoral call home | Accounts need to be taken from student and witnesses. |
| | Failure to attend 60-minute detention | 1 day isolation | Detention duty staff | SLT call home | SLT to pick up students next day. |
| | Theft | Referral to SLT | SLT | Pastoral call home | Review item and situation of theft to consider suitable outcome. Suspension considered. |
| | Abusive language to staff (Swearing) | Referral to SLT | SLT | Teacher RC | Any other form of abusive language should be logged as aggressive behaviour. Suspension considered |
| | Bullying | Referral to SLT | Pastoral | SLT/Pastoral call home | Investigation needs to take place. Suspension considered. |
| | Refusal of isolation | Referral to SLT | Pastoral | SLT/Pastoral call home | Referral for action should be completed and include initial behaviour. Suspension considered. |
| | Persistent discriminatory language | Referral to SLT | Pastoral | Pastoral meeting with parents | Persistent racist language is 3 or more incidents in a year. Suspension considered. |

| | Behaviour | Sanction | Logged By | Closing the Loop | Notes |
|-------------|-------------------------------------|------------------------------|-----------------|--------------------------------|---|
| SAFE | Leaving without permission | 15-minute next day detention | Teacher | Teacher RC and phone call home | Record specifics of the incident. |
| | Misuse of IT | 15-minute next day detention | Teacher/IT | Teacher/IT RC | Possible ban for a period. Subject depending. |
| | Corridor disruption | 15-minute next day detention | Staff witness | HOY RC | Depending on severity and danger, HOY should be notified. |
| | Dangerous behaviour | 30-minute next day detention | Staff witness | Teacher RC | Depending on severity alert HOY. |
| | Internal truancy | 30-minute next day detention | Attendance team | Attendance team call home | Student will need work to complete in detention. |
| | External truancy | 60-minute next day detention | Attendance team | Attendance team call home | Parents need to be alerted if student leaves site. |
| | Possessing banned items (vape etc.) | Referral to pastoral | SLT | SLT/Pastoral call home | Item to be confiscated. Immediate Isolation. |
| | Physical violence | 1 day isolation | Staff witness | HOY/Pastoral call home | Accounts need to be taken. Track for regular incidents. Restorative work completed. |
| | Aggressive behaviour to staff | 1 day isolation | SLT | SLT/Pastoral call home | Depending on severity alert SLT. Restorative work completed. |
| | Vaping/Smoking in school | Referral to SLT | SLT | SLT/Pastoral call home | Item to be confiscated. Suspension considered. |
| | Persistent physical violence | Referral to SLT | HOY | HOY meeting with parents | Persistent physical violence is 3 or more incidents in a year. Suspension considered. |