



William Edwards School
Inspirational Learning with a strong Sporting Ethos



Policy Name	Behaviour Policy
Approved by	Lee Greenwood
Date Approved	31 st August 2023 - updated 15 th September 2023
To be Reviewed by	31 st August 2024

Our commitment to you and your child:

Our aim is to promote responsible and respectful behaviour for all members of our school community. The school's principles are set out allowing all stakeholders to raise standards academically and create an environment to support, develop and provide outstanding learning opportunities which will they take into the wider community. We will work in partnership with parents and carers ensuring positive relationships that demonstrate an inclusive culture where pupil differences are valued, respected and celebrated in a secure environment allowing all pupils to reach their full potential. This will be achieved by consistent, confident and skilled staff who will ensure pupils take ownership of and responsibility for their own learning. Pupil success will be celebrated through our set of values and strong sporting ethos which will encourage and develop honesty, ambition, leadership, team work, integrity, respect and resilience. The school is committed to staff development and invests in high quality training, to ensure that, as a staff, we are continually developing our skills as teachers and mentors of young people, ensuring bespoke support to meet the individual needs of our pupils.

The values and principles we promote:

• Respect

We treat others as we would like to be treated and are never unkind.

We pay attention in lesson, listen to instructions and the views of others.

We respect and celebrate differences between people.

• Resilience

We never give up particularly when things are difficult.

We learn from constructive feedback and use it to improve.

We have a positive outlook to school and life.

• Conscientious

We always try to our very best and our level of effort is always as high as possible.

We take responsibility for our own learning and take an active part in it.

We are dependable and trustworthy.

• Curiosity

We are curious about things we don't understand and seek to find the answers.

We are keen to embrace new learning and approach things with an open mind.

We are curious about different people, cultures and opinions and seek to understand them.



The Way We Do Things Here

There are 10 expectations for behaviour in class and around the school site that underpin the expectations, rules, values and principles promoted here at William Edwards.



Classroom Rules and Expectations (as a result of pupil feedback)

Expectations

- Be polite
- Respect the rights of others to learn
- Help to support the learning of others around you
- Respect the views of others
- Follow all reasonable instructions given by staff
- Respect our school and the property of others
- Present all work to the best of your ability and apply maximum effort

Rules

- Arrive on time for lessons
- Enter and exit the classroom in an orderly fashion
- Keep phones out of sight unless given verbal permission from the teacher
- Always have the correct equipment
- Stay in your seat unless instructed otherwise
- Use the bins provided in class for any and all rubbish
- Complete class work, homework and/or coursework to the best of your ability
- Complete homework/coursework on time
- Raise your hand if you need teacher assistance or support with your learning

Positive Reinforcement

Learning Management in Practice

At William Edwards the rewards policy is designed to foster, recognise and reward academic effort, progress and achievement; extra-curricular participation & achievement; positive behaviour reflecting the School Values (Respect, Resilience, Conscientiousness & Curiosity), and contributing to the wider school community. We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate pupils' successes, but to inspire and motivate young people to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance.

The rewards system is presented via assemblies, tutor activities, screens around the school and in every lesson. A copy of the Rewards table is displayed in each tutor base.

Class Charts

We use Class Charts to log, monitor and reward behaviour. Staff, parents and pupils can view the behaviour profiles of the pupils' achievements live providing instant recognition of pupils' achievement in school.

We award positive behaviour points under the following categories:

- Best in class (best progress, best effort and best behaviour for learning). Teachers award three per lesson.
- Homework completed
- Working well with others
- Helping a teacher
- Upholding school values
- Showing respect
- Showing resilience
- Showing curiosity
- Being conscientious
- Excellent classwork
- Excellent effort
- Excellent homework

For tutors:

- 100% attendance in a half term
- Taking part in a tutor challenge
- Bespoke rewards identified by the tutor on a daily and weekly basis

Extra-Curricular and Enrichment

- House representative
- School representative
- Attended an enrichment activity
- Attended a revision session
- Participation in school event
- Rising star

Awards

- Pupil of the week – each teacher can choose one pupil per week to receive a positive phone call home from SLT.
- Tutee of the term

Special Awards

- Awards evening winner (via the annual Celebration of Achievement Evening)
- Awards evening nominee (as above)
- Jack Petchey Awards (9 winners per year)

Badges

Pupils earn badges to wear on their lapels for their positive points.

- In KS3 pupils earn a badge (bronze, silver, gold) per 100 points.
- In KS4 pupils earn a badge (bronze, silver, gold) per 50 points.

Individual pupil totals are celebrated through regular activities during tutor time, assemblies and Tutee of Term reward events. This not only encourages healthy competition amongst pupils, but also motivates and inspires them to go beyond the norm in becoming successful learners.

Spendable Points

Via the Class Charts app, pupils can see how many “spendable points” which can be spent on a rewards afternoon at the end of each term.

The positive behaviour points are used consistently and fairly across the whole school, regularly monitored and celebrated by the Senior Leadership Team, House Leaders and Form Tutors. Achievement points contribute towards the House Point System.

The House Point System

On top of the positive points, the five Houses also receive points for:

- Inter House competitions
- Attendance
- Tutor challenges

Pupils who consistently contribute to the house point system will be recognised by being selection for positions of responsibility and pupil voice roles. Reward events are offered, which build social skills and promote the House ethos of family and mutual support. Film nights, an inflatables afternoon, and trips are examples of such rewards.

At the end of the year, one House is declared the winner. This is a source of House pride.

Celebration of Achievement Evening

This annual event gives departments and Houses the opportunity to recognise individual successes. Each department and house awards a subject prize and a progress prize per year group. There are also special prizes e.g. the best academic achievement; sporting achievement; D of E award; the Mel Kenny Prize and the Head Teacher's Prize.

Positions of Responsibility & Leadership

It is important that pupils can see a pathway to the leadership and pupil voice roles to aspire to. Pupils are encouraged to record their achievements and successes on their Unifrog Pupil Passport, and this evidence is used to apply for roles of responsibility across the school. Examples are listed below:

- Sports Leaders
- WES Champions
- House Captains / Sports Captains
- WES Ambassadors
- Pupil Executive

Celebration of Success

We promote pupils' achievements via

- Screens, boards and photos around the school
- Galleries and pop up areas for Art, Photography, Creative Curriculum.
- Assemblies
- Social media platforms

Negative Consequences

To achieve success it is recognised and accepted by all stakeholders that our pupils are led by example. All adults and pupils will model, understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching/learning support assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupils is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include pupils out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours (secondary schools)
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose sanction on that pupil
- To be lawful, the sanction (including detentions in secondary schools) must satisfy the following three conditions:
 1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher
 2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
 - a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
 - b. Causing personal injury or damage to property; or
 - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Pupils are made fully aware of the behaviour system and consequence system via assemblies, tutor activities and in each lesson. A copy of the consequence table will be displayed in each room. We use Class Charts to log, monitor and analyse behaviour. Staff, parents and pupils can view positive and negative behaviour incidents live providing instant notification of any behaviour that fails to meet the rules, expectations values and principles of the school.

Out of Class Behaviour Including Outside the School Gates

To support our values and reinforce the standards and expectations, the 10 principles identified on page 2 of this document set out the “Way We Do Things” here at William Edwards. Failure to meet these standards and expectations can result in an out of class sanction. Uniform and equipment will be checked by tutors each morning with sanctions set as and when appropriate. The school operates a process of escalating consequences in line with the seriousness and frequency of the behaviour exhibited by the pupil.

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006). This will include participating in any forms of bullying which include:

- Physical
- Verbal
- Emotional
- Racial
- Sexual
- Homophobic
- Online Bullying

William Edwards will respond to non-criminal, bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. Criminal behaviour will be reported to the police. The school will also sanction or report to the appropriate authority any incidents of pupils harassing members of staff outside of the school.

Teachers may discipline pupils when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at that school.
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

Consequence in Detail

Detentions

Teachers have the authority to issue detention to pupils.

Please note that, in accordance with the Behaviour in schools: advice for Head Teachers and school staff 2022 document, there is no longer a requirement to give 24 hours' notice for any detentions. Further information can be found here <https://www.gov.uk/school-discipline-exclusions>. All detentions are viewable on Class Charts for both parents and pupils. Parents are expected to check the app regularly. Supplementary phone calls for C2 one hour detentions, C3 detentions or any C4 detentions taking place at the end of the day will be made as and when possible or appropriate and will not always be the case.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent;
- Weekends – except the weekend preceding or following the half term break;
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact' days.

Detention definitions are below.

C1 Detention

The timing and location of the C1 is at the discretion of the member of staff who is issuing the sanction as is the activity the pupil undertakes during this time.

C2 Detention

The timing and location of the C2 is at the discretion of the member of staff who is issuing the sanction as is the activity the pupil undertakes during this time.

C3 Detention

Pupils receiving a C3 detention will be directed to attend the central C3 detention, staffed by teaching staff within departments on a rotational basis.

Pupils will be expected to undertake work or read during this time; it is the pupil's responsibility to bring sufficient work/reading during the detention.

It is the member of staff's decision if a pupil receives a C3 detention, based on behaviours such as those listed in the table below and parents will receive notification when the sanction has been set via Class Charts.

Should a parent wish to discuss a C3 detention they will need to contact the member of staff who issued the C3 detention in the first instance. Parents/Carers are also welcome to contact their child's tutor who will be happy to discuss the incident.

If a pupil fails to attend a detention or receives more than one C3 in a day then the pupil will be required to complete a C4 consequence and a 90 minute detention at the end of the following day. Notice will be given to the parents the day before the pupil is expected to attend the 'Return to Learn' room and the consequential detention.

If a pupil receives multiple C3 detentions in a day or over the course of a term the Director of Standards or Senior House Leaders may escalate sanctions to a C4 or C5 level sanction.

Staff Responsible	Consequence	Sanctions	Examples of behaviours
Teacher	Warnings	<ul style="list-style-type: none"> Verbal warning given. 1st warning – naming the behaviour. 2nd warning – Name on the board due to no change in behaviour. Informed that if pupil choose to continue negative behaviour there will be a consequence. 3rd warning – outside of class to allow time to refocus and reset. Consequence set. 	Disruption. Refusal. Silly/immature behaviour. Rudeness. Eating. Phone/Ear phones. Lack of work. Lack of department specific equipment. Swearing
Teacher	C1	<ul style="list-style-type: none"> 10 or 30 minute detention Set by and supervised by the teacher 	See list above and warning procedure
Teacher	C2	<ul style="list-style-type: none"> 30 or 60 minute detention Set by and supervised by the teacher Can be upscaled to a 90 minute HoD C2 sanction 	Left lesson without permission. Damage to equipment/property. Not attending C1 detention. Persistent bad language. Persistent disruption (more than 1 lesson). Persistent refusal (can be for the same incident e.g phone).
Centralised	C3	<ul style="list-style-type: none"> 60 minute detention Supervised by departments on a rota basis 	Failure of C2 detention.
BST	C4	<ul style="list-style-type: none"> Minimum 1 day in the Return to Learn room 90 minute detention Overseen by BST Can be immediately upscaled at the discretion of HT/DHT/DoS 	Bringing the school into disrepute. Truancy. Illicit substances. Theft. Verbal abuse of a teacher. Selling goods. Fighting. Dangerous behaviour/endangering another pupil. Vaping/smoking. Beyond care and control. Discrimination. Failure to attend or complete successfully a C3 detention
HT/DHT/DoS	C5	Suspension (fixed term exclusion) and PEX (permanent exclusion)	

B1 Detention

B1 detentions will be scheduled for first break on that day and will take place in the designated room.

B2 Detention

B2 detentions will be scheduled for second break on that day or the following day if the incident occurs during second break. These will take place in the designated room. Pupils will be informed by the sanctioning teacher and are expected to take responsibility for their own attendance. Failure to do so will result in an escalation of consequence.

B3 Detention

B3 detentions will be scheduled for the following day or the next available date if they already have a detention. These will take place in the designated room. Pupils will be informed by the sanctioning teacher and are expected to take responsibility for their own attendance. Failure to do so will result in an escalation of consequence.

B4 Detention

Pupils receiving a B4 detention will be directed to attend the central B4 detention, staffed by teaching staff within departments on a rotational basis.

Pupils will be expected to undertake work or read during this time; it is the pupil's responsibility to bring sufficient work/reading during the detention.

If a pupil cannot attend a set detention due to extraordinary mitigating circumstance, a letter needs to be given to the Director of Standards or a Senior House Leader on the morning of the detention. If the Director of Standards or Senior House Leader deems that the reason is satisfactory the detention will be re-scheduled for the following night.

Out of Class behaviour (OCB) and standards consequence procedure

Staff Responsible	Consequence	Sanctions	Examples of behaviours
Tutor	B1	<ul style="list-style-type: none"> 20min first break detention Set by tutor and supervised by BST 	Uniform issues. Lack of equipment.
Teacher	B2	<ul style="list-style-type: none"> 20min second break detention Set by school staff for any OCB incident and supervised by BST Tutors to set in addition to B1 sanctions for persistent or serious uniform issues. 	Not following instructions. Rudeness/Swearing. In an out of bounds area. Refusing to hand over requested item. Silly behavior. Throwing food. Dangerous behavior. Failure of B1 sanction. Severe/persistent uniform issues.
Centralised	B3	<ul style="list-style-type: none"> 30min detention Supervised by departments on rotation basis 	Failure of B1 or B2 sanction. Failing to attend B1 or B2 sanction. Repeated B1 or B2 detentions. Two or more late marks in a week.
Centralised	B4	<ul style="list-style-type: none"> 60min detention Supervised by departments on rotation basis 	Failure of B3 sanction. Repeated B1, B2 or B3 sanctions. Three or more late marks in a week.
BST	B5	<ul style="list-style-type: none"> Minimum 1 day in the return to learn room & 90min detention Overseen by B.S.T 	Failure of B4 sanction. Repeated B3 or B4 sanctions. Any other incident deemed extreme by the school or senior team

On-Call

To support staff in lessons, the school operates an 'On-call'-system. This is to be used for very serious incidents identified as C4 on the Behaviour for Learning consequence table or a safeguarding concern needing a quick response and to support, not simply to remove pupils. On call will also be used to support staff where the schools' behaviour management procedures have been followed and the pupil is still choosing to disrupt the learning of others.

Incident	Consequence
Disruption to learning	First verbal warning
Second incident disruption to learning in the same lesson	Name on the board and a second verbal warning
Persistent disruption to learning	Time out maximum 3 minutes to be spoken to by the classroom teacher and a C1 sanction resulting in a detention between 10-30 minutes at the classroom teachers discretion.
On call support	On Call requested and pupil is reintegrated back into class. C2 sanction issued by classroom teacher which is a detention between 30 minutes to 1 hour at the classroom teachers discretion.
On call removal	If pupil is not reintegrated a 90 minute detention with the Department Lead will be issued on identified department detention evening
Second on call in one lesson	If a pupil is reintegrated and on call is required a second time the pupil will spend the following day in the Return to Learn room until 4pm

Behaviour Reports: Tutor, House Leader, Senior House Leader

Pupils who are demonstrating behaviour that does not align with the school values and expectations will be tracked and reviewed regularly. The report system is used to help a pupil focus on specific areas of behaviour which have been identified as needing support to change, and monitor their progress in changing their behaviour. The reports run alongside interventions where appropriate. We may also use more specific reports for attendance or uniform issues, and also to support positive behaviours where appropriate. Pupils on report may not be eligible or have their eligibility withdrawn from school trips and/or excursions as deemed appropriate by the school. The school reserve the right to remove any pupil from a trip/excursion which cannot be challenged by parents/carers. Parents/carers must also be aware that removal from a trip or excursion does not always mean a refund will be received.

Report Levels

Level 1 – Tutor report	2 weeks	Pupils will be identified and recommended for tutor report by tutors as part of regular behaviour review during planned daily afternoon tutor activities. Pupils will be identified and placed on report for regular C1/C2 incidents across subjects or as recommended by the House Leader. Incidents will not include incomplete homework or subject specific equipment issues. Parents will be informed at the start of the report and are expected to check and sign the report daily. Tutors will update the parents during the report period and call home to inform whether the pupil has passed or failed.
Level 2 – House Leader (HL) report	3 weeks	The HL report is for pupils that have failed to improve their behaviour, a continuation of C/B incidents or any singular incidents as deemed appropriate by HL. Parents will be informed at the start of the report and are expected to check and sign the report daily. HL will update the parents as during the report period and call home to inform whether the pupil has passed or failed.
Level 3 – Senior House Leader (SHL) report	4 weeks	The SHL report is a 4-week programme used to support pupils who have demonstrated sustained or extreme behaviours, failed HL report or have had one or more fixed term suspension and are at risk of permanent exclusion as a result of their continued poor conduct. The SHL in discussion with the Director of Standards (DoS), will decide if a pupil should be placed on SHL report. Through discussion with pupil, parents and the DoS, clear targets will be identified and agreed. The SHL report is reviewed after 2 weeks with the pupil and Parents/Carers. At the end of the SHL report it will be decided if the pupil has met the targets or needs to be placed on a Behaviour Support Programme (BSP). Appropriate external agencies will be contacted to inform them of the risk of exclusion and identify support for the family.
Level 4 - BSP	6 – 8 weeks	The BSP is a 6 – 8 week programme used to support pupils who are at risk of permanent exclusion as a result of their continued poor conduct in school. A BSP may be issued for poor attendance, but this may not lead to permanent exclusion. The aim of a BSP is to offer both pupils and their family a framework of support and guidance, as well as giving a strong message to indicate the seriousness of their position. Both the pupil and parents/carers will be invited to a behaviour meeting with the DoS, SHL and if appropriate the Head Teacher, to inform them of the reasons for being placed on the BSP. In addition, the pupil and parents/carers will receive support and guidance and if appropriate offer a Common Assessment Framework (please see below) referral to the local authority if not already done so. Pupils on this support programme will receive bespoke support to help them to identify strategies that will help them to respond in an appropriate way to challenging situations. Outcomes if the BSP are not met will result in either a managed move via an inclusion panel, ROPE (risk of permanent exclusion) meeting or a permanent exclusion.

Common Assessment Framework

Aim: Common Assessment framework for children and young people (CAF) is designed to provide early intervention from external agencies. The Multi Agency Safeguarding Hub is organised to facilitate the service.

<https://www.thurrock.gov.uk/childrens-care-professionals-processes/common-assessment-framework>

In case of a CAF being offered a Pastoral Manager will meet with the parent to complete the referral.

Behaviour Support Programme (BSP)

The Senior House Leader in charge of Behaviour and Director of Standards will decide whether a BSP should be drawn up, following a review of a pupil. This is often as a result of suspensions or failure to change behaviours following escalating levels of behaviour reports. A BSP will generally run for 8 weeks and will include a review at the end of every fortnight through a meeting with the parent/carer. A BSP may be extended in exceptional circumstances, up to a maximum length of 12 school weeks. A pupil may be permanently excluded while on a BSP if they are in serious breach of the values and expectations set out in the behaviour policy. Please note in this instance the BSP will be cut short and will not run its term. Failure to successfully complete a BSP could lead to a permanent exclusion.

Return to Learn and the HUB

The Return to Learn Room is used when a pupil has seriously breached the school rules, or they cannot be in lessons in order to ensure they do not disrupt the learning of others. Placement in the Return to Learn Room can only be sanctioned by a Senior House Leaders, Deputy Headteacher, Director of Standards or the Head Teacher and is classed as a C4 consequence.

Example criteria for issuing a C4 consequence 'Return to Learn' in addition to the behaviours identified in the consequences table.

- Persistent disruption of learning. A pupil continues to disrupt learning despite the member of staff giving very clear instructions/warnings
- Serious defiance and/or breach of the school rules
- A fight or situation where another pupil may be at risk or harm
- Persistent or serious infringement of uniform regulations;
- Persistent non-attendance at detentions (despite rearranging, where appropriate and trying to accommodate the pupil's needs)

Parents will be informed of a pupil being placed in the Return to Learn for two on-calls in a day or with 24 hours' notice for any planned sessions, giving reasons, timings and expectations. This will also be recorded and viewable on Class Charts.

Any pupil in the Return to Learn Room will hand in their phone on arrival at the Return to Learn room and it will be returned to them at the end of day. Pupils will be working in the Return to Learn room from 8.35am to 4.50pm on Mondays and 8.35am to 4.35pm Tuesday to Friday. Pupils in Return to Learn will take their breaks at separate times to the main school body and under supervision.

Pupils will complete a reflection sheet which will prompt them to reflect on the behaviour that has led to the sanction. A conduct review will also be used to review the attitude and work ethic of the pupil, they will be given 3 clear reminders of the expectations and the consequences of not doing so. If a pupil has not behaved appropriately whilst in the Return to Learn room, then they will repeat the Return to Learn day again. Persistent failure could result in C5 sanctions as decided by the school.

Pupils will not be in circulation during break and lunch times and will be escorted to go to the toilet at offset times. Pupils should bring a packed lunch in for the day. FSM pupils or pupils who do not bring a packed lunch will be able to order cold food to be delivered to the Return to Learn room. Pupils will be dismissed at the end of the day and if appropriate the member of staff/Department Leaders will attend a restorative justice session between 3.30pm & 4.30pm (or at a prearranged time during the day).

The HUB (Helping understand behaviour)

The HUB will provide support, assessment of needs and education to help pupils learn pro-social behaviours. The aim is to enable them to access lessons and model the values and ethos of the school by assessing the social, emotional and behavioural needs of pupils to identify barriers to learning. Pupils will be referred to the HUB as part of the Return to Learn process and undertake relevant interventions as recommended by the Behaviour Support Team. In addition pupils can be referred to The HUB by their HL, SHL or member of SLT. Once assessed a member of the behaviour support team will decide on relevant interventions using the information provided.

Interventions include but are not limited to:

- Anger management
- Emotional Literacy
- Self Esteem Support
- Self Regulation
- Understanding Anxiety
- Understand Harmful Sexual Behaviours
- Social Skills
- Retracking (Making better life choices)
- Mentoring
- Understanding Racism
- Understanding Bullying
- Anti-Social Behaviour and Knife crime
- Forest School

As part of the support package pupils may also be referred to outside agencies for additional or specialist support. These Agencies may include but are not limited to:

- St Giles Trust
- WizeUp
- Affinity
- POWER
- Olive Outreach
- Goodman Project
- Firebreak

Permanent Exclusions or Suspensions

The Head Teacher decides whether to exclude a pupil, for a fixed term (suspension) or permanently, taking into account all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the whole school community. In the absence of the Head Teacher, the Director of Standards or Deputy Headteacher will take that decision in consultation with the Head Teacher wherever possible. An alternative to a suspension could be the use of a managed move or time at another Trust school. This will be in agreement with the parent instead of a fixed term suspension. If a parent does not agree to the alternative provision then a fixed term suspension would be issued.

Fixed Term Suspension	Pupils sent home and removed from the school for up to five days. Work will be provided. The pupils are the responsibility of the parents. The local governing body will not hold any type of review panel for fixed term suspensions administered by the Head Teacher for suspensions that are 5 days or below.
Suspension over 6 days	Under the Education Act 2011 including The Schools Discipline Regulations (England) 2012, the school should provide educational provision on day 6 of a suspension. Those responsible for governance will hold a review panel of any fixed term suspension that is 15 days in one term or if a number of suspensions total 15 days or over in one term.
Permanent exclusion	Prior to any decision being taken the Head Teacher must discuss an intention to permanently exclude with the Trust Chief Executive Officer (CEO). The Head Teacher recommends to the local governing body's Discipline Committee that the pupil cannot return to school. Parents have a right to appeal, if the local governing body's Discipline Committee upholds the Head Teacher's decision.
Managed move	Pupils who receive a fixed term suspension will normally be reintegrated back into mainstream lessons. This will be clearly stated on the suspension letter. Where pupils fail to rectify their behaviour or do not wish to conform to the positive ethos at the school, a "managed move," a fresh start, or a time out placement at the Pupil Referral Unit will be considered. If this is outside the Thurrock protocol and within the Trust the CEO will always be informed and correct paperwork completed.

Please note that tables shown in Appendix 1 are not intended to be an exhaustive list and provide examples of behaviours that may result in permanent exclusion or suspensions. The length of time for these will be based on the severity or repeated nature of behaviours and will be decided by the school. These can result in an immediate exclusion if deemed applicable.

Multi Academy Trust (MAT) Inclusion

MAT inclusion refers to the circumstances whereby a pupil from one school within the MAT is internally isolated for a fixed period at another school within the MAT. The rationale for this is to provide the Head Teacher with another C4-level sanction option as an alternative to issuing a fixed term suspension (FTS). MAT inclusion could also be used in a case where an exclusion is longer than 5 days and schools therefore have a statutory duty to ensure full time educational provision beyond day 6. It is the parent/carers responsibility to transport their child to the day 6 provision. The school will make reasonable adjustments on an individual basis in consultation with the parent.

Examples of criteria for MAT Inclusion

- Serious and/or persistent breaches of the behaviour policy, as decided by the Head Teacher, where serious concerns exist but do not necessarily warrant the application of a suspension; or alternatively,
- The Head Teacher may issue a MAT inclusion for a serious one-off incident committed by a pupil with a previously excellent behaviour record
- Compulsory attendance and isolation at either school may also be implemented as part of an extended fixed term suspension and each academy meeting its statutory duty to ensure full time educational provision from day 6 of a FTS.

Procedure for MAT inclusion

- Pupils would attend another school within the SWECET MAT for one or more full school days.
- A maximum of one pupil from each respective school would be issued with a MAT inclusion at any one time
- A decision would be made by 2pm of the day preceding the proposed MAT inclusion day, in order to inform the pupil, parents and staff at the other school
- The school issuing the MAT inclusion would complete a MAT inclusion Referral Form (see Appendix 7)
- Pupils will attend from 8.45am until 3:30pm. These times are slightly different to the normal school day to avoid contact with the pupils from the other school
- It is the responsibility of the school sending the pupil to provide appropriate and sufficient work for the duration of the MAT inclusion
- Liaison would be via the BST of both schools, or in their absence, the Director of Standards or SHL.
- The pupil would be housed in Return to Learn (or similar) in the alternative school
- The pupil must attend in their full school uniform
- If there were any behaviour concerns during the inclusion, the school hosting the MAT inclusion pupil would contact the pupil's main school and a Fixed Term Suspension would be immediately issued

For further information regarding suspensions and permanent exclusions use the hyperlink below for our Suspensions and Permanent Exclusions policy.

<https://williamedwards.org.uk/wp-content/uploads/2023/09/WES-Suspension-and-Permanent-Exclusion-Policy.pdf>

Not Engaged in Learning or Disturbing the Learning of Others

Pupils should have the right to learn. Pupils should be given a reminder to get back on task. Pupils who fail to complete work will be given opportunities to complete work at break time, lunchtime for a detention/extra work session after school.

Pupils who choose not to work or lack engagement may be taken from the classroom or other learning environments by "On Call" and placed in the time-out room for that lesson to reflect on their behaviour and continue their learning. The pupil will then receive extra learning after school and complete restorative work with the member of staff before the next lesson. Heads of House will determine the higher level consequence for pupils who choose not to follow the schools expectations.

Uniform

The wearing of school uniform is seen as an integral part of school life at William Edwards, and it is expected that all pupils will wear full school uniform smartly both in school and on the journey to and from school. Full details of uniform standards are below. If a pupil is not wearing the correct uniform, the pupil will be sanctioned according to the B 1- 5 sanctions tariff. Tutors will check that pupils have full school uniform for the day and will set the relevant sanctions or ensure the pupil attends extra learning sessions.

- School Blazer: with school badge – from Designated Supplier.
- School Tie: with school badge – from Designated Supplier
- School jumper (optional): with school badge – from Designated Supplier
- School shirt: plain, opaque white cotton or cotton/polyester, long or short sleeved, conventional design to be worn with a tie so no reverse collars.
- School trousers: plain black, business-style trousers (regular fit, and not slim fitting), full length; NOT denim, corduroy, brushed cotton, stretch material, chinos or 'jeans style'.
- Socks: Black, dark grey, dark blue. Short socks only, to be worn with trousers.
- Outdoor garments: Coats should be plain, dark coloured, conventional in design and suitable for cold, wet weather. Fleece and brushed cotton hoodies should not be worn. Outdoor garments must not be worn in the school building unless specifically authorised by the Head Teacher.

All footwear must conform to the following:

- Be entirely black, plain and leather in appearance
- Soles should be black, flat and continuous with no air bubbles, see through soles or missing sections of the sole
- Should not have a thick 'platform' style sole
- Should not go above the ankle



Girls

- School skirt: Plain Black, length: 2 inches above the knee. These can be purchased locally but must be the required length

PLEASE NOTE: Skirts should be formal in their presentation, free flowing, either straight or pleated. Pupils are not allowed to wear 'Lycra' type skirts. Designated suppliers (Uniformwise and Snappy Schoolwear) do sell two approved school skirts if local supplies do not meet the required length. If a uniform skirt is not purchased, girls must wear tailored, business style trousers (regular fit, and not slim fitting), full length; NOT denim, corduroy, brushed cotton, stretch material, chinos or 'jeans style'.

- Tights: must be worn with school skirts, plain black and opaque. Socks must not be worn with skirts.

PE Kit – All Pupils

- Pupils should bring their PE kit to, and get changed for, all lesson, even if they are injured or unwell, as they will be expected to take part in a coaching/referee role.
- Pupils with PE lessons Period 5 may leave school in PE kit if they wish but must get changed into it at the start of the lesson
- Indoor Shorts: William Edwards badged shorts – from Designated Supplier
- PE top: blue, with William Edwards logo – from Designated Supplier.
- Training shoes with laces: to be used specifically for indoor PE. NOT basketball style trainers or converse/fashion trainers.
- Socks: plain white sports socks. Long sports socks, royal blue in colour, and white ankle socks.
- Outdoor Shorts: as indoor kit. P.E. top as indoor kit.
- Also required: Football boots, outdoor trainers, shin pads and a gum shield.
- Additional Non-compulsory outerwear is also available from designated suppliers should you wish to purchase it.

Jewellery

- A wrist watch or smart watch may be worn. Smart watches will be treated as mobile phones with regard to when and where they can be used.
- One small single stud earring may be worn in lower lobes. Any other piercings (Body/facial) are not allowed.

NB: Piercings – a new piercing takes a minimum of six weeks to fully heal and therefore a new ear piercing should be carried out at the start of the summer holidays to ensure the studs can be removed during term time. Any piercing and stud that does not conform to school rules will have to be removed regardless of when the piercing took place.

- Earrings must be removed for PE. It is not acceptable to simply cover them. They will remain the responsibility of pupils and therefore we do not recommend that earrings are worn on PE days.
- No other jewellery is allowed. This includes all rings, bracelets or necklaces and chains.

NB: Jewellery/accessories that do not meet the expectations of the policy will be confiscated and kept until parents/carers collect the item/items.

Nails / Eyelashes

- Nail varnish, false nails or nail decoration of any kind are not allowed.
- False eyelashes are not allowed.

NB: Pupils who refuse to remove or are unable to remove accessories such as eyelashes or nails will be removed from social time. Failing to attend will result in a B4.

Hairstyles / Head Coverings

- Hairstyles should be neat and tidy without extremes of style or design (the school reserves the right to determine what is deemed an extreme hairstyle). Hair colours should be natural.
- Hair length must be of a grade 1 or above.
- Long hair should always be kept neat, tidy and appropriately restrained for sport and practical activities alike.
- Any facial hair should be kept tidy and well maintained.
- A single hair accessory is allowed to be worn; it should be they should be small, plain, and discreet.
- Hats or head coverings are not to be worn at school unless for religious purposes, and they should be plain and dark navy or black.
- No lines are allowed in hairstyles or eyebrows.

NB: Any hairstyles that do not conform to the expectations set out by the school will result in a loss of social time or time in the Return to Learn room. Failing to attend will result in further sanctions.

Mobile Phones and Other Digital Devices e.g. earphone or air pods

Mobile phones are not to be used in lessons or when moving around the school unless it is part of a planned lesson activity. During lessons they should be turned off and kept in a bag or pocket. During formal assessments mobile phones should be turned off and handed in to the invigilators before the start of the examination. William Edwards recognises that parents may wish their children to have mobile phones for use in cases of emergency. However, mobile phones can be used inappropriately and are potentially targets for theft and bullying. We have, therefore, adopted the following policy, which will be rigorously enforced.

- Mobile phones should **not** be used on school premises and pupils should keep them switched off and out of sight.
- Pupils who ignore this policy and use a mobile on school premises without permission will be required to hand over their phone to a member of staff. The mobile phone will be returned to the pupil after school on the first confiscation. If pupils persistently breach our mobile phone regulations the phone will be confiscated, and parents will be asked to collect it from the school office. On the second confiscation the phone will be handed to the House Leader and handed in before tutor everyday for one week. If the phone is confiscated after House Leader intervention the mobile phone will be confiscated by a senior member of staff for a set period of time until the parent/carer can collect the phone and meet a member of the senior team.
- If a member of staff has any suspicion that a mobile phone has unsuitable material stored on it, the pupil will be required to hand over the phone to a member of staff and parents will be asked to collect it from a senior member of staff. The content of this phone may be examined by senior members of staff or House Leaders. In a circumstance where there is a suspicion that the material on the mobile may provide evidence relating to a criminal offence, the phone will be handed over to the police for further investigation. Parents will need to recover the phone from the police in such circumstances.
- Pupils remain responsible for their own property and will bear the responsibility of any losses or damage. The school does not take any responsibility for phones that are confiscated.
- Any failure to comply with the above guidelines may result in normal disciplinary action being taken, up to and including the consideration of permanent exclusion of the pupil concerned.
- Filming pupils or incidents either inside or outside of school in uniform is forbidden and any incidents will be taken seriously according to our policy. Extreme incidents of filming could result in a permanent exclusion. The school reserve the right to decide what they feel is inappropriate filming and will sanction accordingly.
- All pupils take full responsibility for expensive equipment they bring to school e.g. phones, i-pods etc. During certain lessons pupils must hand their valuables to the teaching member of staff for safety. An example of this is during a Physical Education lesson. If pupils choose to look after their own phones etc., the school will take no responsibility if they go missing/stolen.
- Parents should be aware that whilst there are obvious benefits to pupils having mobile phones in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons. Phones are also a major distraction to learning and can be used inappropriately.
- Pupils inciting violence/disruption and/or filming any incident is forbidden and will be taken seriously and dealt with according to the behaviour policy.

NB: There has been a recent court case where a person has received a custodial sentence for showing someone a video on a mobile phone, which caused them distress. Parents and pupils should be aware that such incidents are likely to be treated seriously.

Advice on Safe Use of Mobiles

Pupils using mobile phones need to be careful and keep them in a safe place.

- Pupils should not give out their number or friends' numbers to people they do not know, especially in Instant Messenger or Chat Rooms.
- Pupils should keep their security code or PIN number private.
- If pupils get texts which upset them, they must not reply but keep a record and tell you or the school.
- In serious cases you can report it to the police. If pupils receive an inappropriate or embarrassing image or text about someone they must not forward it to others.
- Pupils must not distribute sexual images of other young people as this is harassment and could be illegal. If they receive something like this they must tell a parent/carer or a member of staff immediately.
- Pupils must ask permission before taking a picture of their friends and think before sending it on. Once pictures have been sent they have lost control of it and it could become public before they know it.
- If pupils are receiving harassing or threatening messages outside of school, we encourage the parents to alert the appropriate authorities as these are not always matters the school can deal with. The school will then assist the identified authorities with any investigations. The school will support the police and distribute pupil details in accordance to GDPR regulations.

See Kidsmart at www.kidsmart.org.uk for:

- Information on staying safe
- Leaflets
- Interactive games.

All emergency contact between pupils and parents/carers must take place via the school office, pupils accepting calls or communicating via their phones during lesson time to parents will be liable for any relevant sanctions deemed appropriate by the member of staff. If pupils are found using their phone outside during social time will have their phone confiscated. Again parents should note we cannot and do not accept responsibility for loss or damage to phones or other electronic devices that are brought into school or that have been confiscated.

Contraband

It is illegal and against the school rules to bring contraband onto school site to sell to other pupils. This is in breach of our Behaviour for Learning and Rewards Policy and as such sweets/any items brought in for this purpose are banned. If a pupil breaches the policy they will be searched for the banned items in line with our policy, will have the contraband confiscated for parent's collection and receive an appropriate consequence. Please note that this could include a fixed term suspension which, in line with legislation, will form a permanent part of a pupil's record.

Searching Pupils

William Edwards School appreciates that pupils have the right to expect a reasonable level of personal privacy and will do its utmost to ensure that, as far as possible, this right is respected. Nevertheless, the school also takes seriously its obligation under health and safety legislation to be managed in a way which does not expose pupils or staff members to unnecessary risks. This policy sets out the framework in which the school will meet this obligation by outlining the circumstances in which pupils can be screened and searched. The policy also outlines the legal powers to seize and confiscate items during a search.

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- European Convention on Human Rights
- DfE (2018) 'Searching, screening and confiscation'
- DfE (2013) 'Use of reasonable force'
- DfE (2016) 'Behaviour and discipline in schools'

Parental Consent

The school is not required to inform parents before a search takes place or to seek their consent to search their child. The school will inform the individual pupil's parents/carers where alcohol, illegal drugs or potentially harmful substances are found via a phone call, though this is not a legal obligation. Complaints about screening or searching will be dealt with in line with the school's Complaints Procedures Policy.

<https://swecet.org/download/complaints-policy-6/?wpdmdl=3756&refresh=645a0e2d2ef3a1683623469>

Searching with Consent

Any member of staff has the authority to search pupils for any item with their consent. Formal written consent is not required for this sort of search. If a member of staff suspects a pupil is in possession of a banned item, the pupil will be instructed to turn out their pockets or bag. If the pupil refuses to do this, the staff member will apply an appropriate sanction and refer to their House Leader. We will never make a physical search, but will call the Police if we believe the risk makes it necessary.

Searching without Consent

The Head Teacher and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited or banned item. The Head Teacher is responsible for deciding who the authorised staff are. Staff members authorised by the Head Teacher with these powers are: Members of the Senior Leadership Team, House Leaders or another teacher delegated by the Head Teacher if none of these persons are available. The staff member will decide what constitutes as reasonable grounds for suspicion on a case-by-case basis.

Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person.

Banned items are:

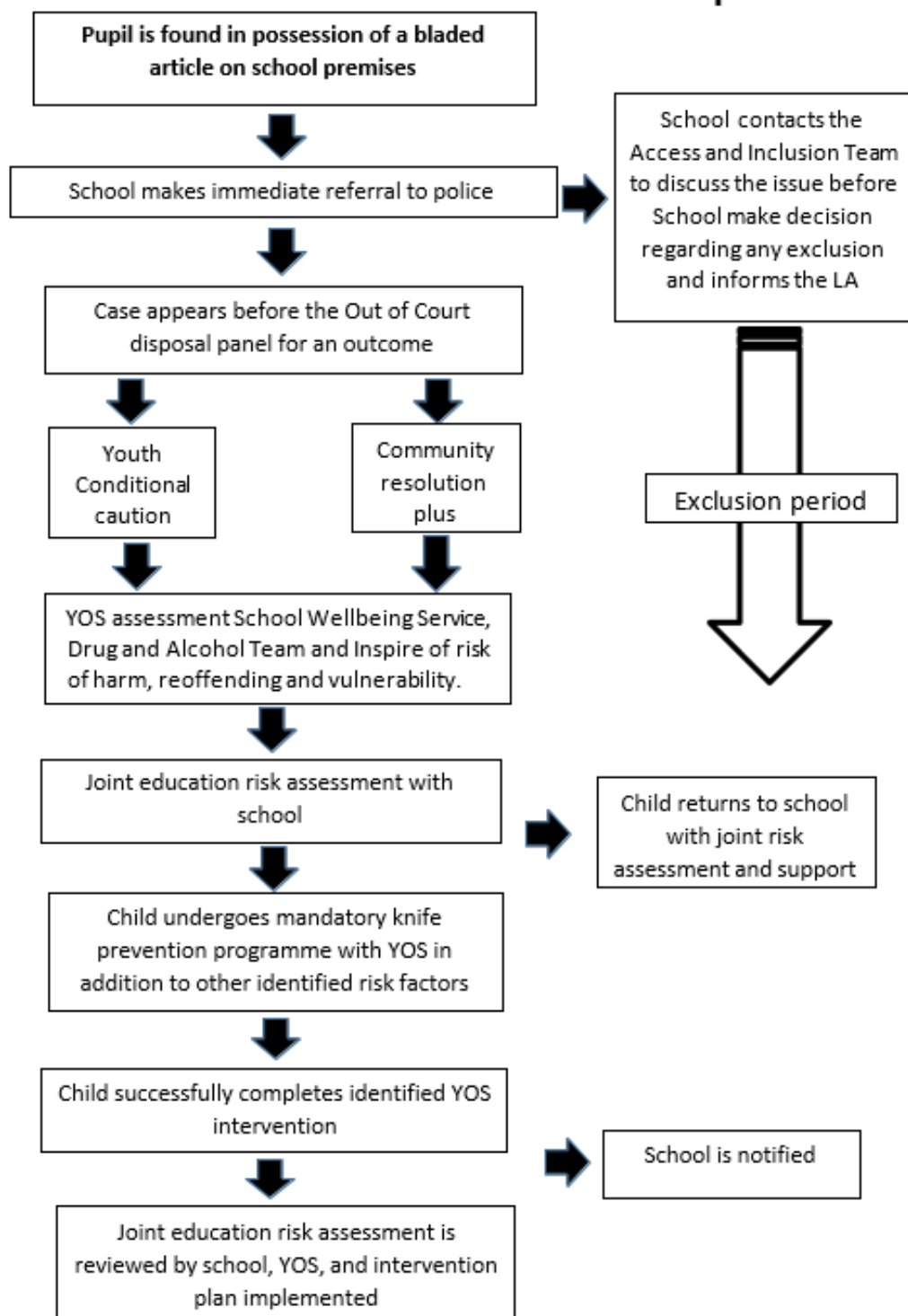
- Items that the school has reasonable grounds to believe a pupil might be intending to sell on the school site.
- Stolen items / presumed stolen items
- Vaping equipment
- Mobile phones (in the context of additional phones believed to place the pupil at risk, or mobile phones used inappropriately – eg. to record /photograph on the school site, pass on inappropriate material, or make inappropriate contact)
- Legal highs
- Aerosol cans and paint thinners
- Non prescribed needles
- Chewing gum
- Any type of bladed item

The legislation sets out what must be done with prohibited items found as a result of a search.

Pupils will only be searched by staff members who are the same sex as them and all searches will be witnessed by another member of staff. A search will only be conducted by a person who is not the same sex as the pupil being searched, or without a witness, where the staff member reasonably believes that there is a risk of serious harm if the search is not conducted immediately. Under these exceptional circumstances, the member of staff conducting the search will consider that a pupil's expectation of privacy increases as they get older. The school may consider the use of CCTV footage in order to decide whether to conduct a search of an item. Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff conducting the search has lawful control or charge of the pupil, e.g. on a school trip.

Under the discretion of the Head Teacher confiscated items may be passed to the police or returned to parents. However, it is for the teacher to decide if and when to return a confiscated item. Any confiscation must be agreed with a member of the senior team. Weapons and knives and extreme or child pornography will always be handed over to the police. Please refer to the flow chart below published by the Local Authority and distributed to all schools.

Possession of bladed articles on school premises



During the Search

Definitions:

- Outer clothing – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.
- Possessions – any goods over which the pupil has or appears to have control, including storage areas in school and bags.

The person conducting a search will not ask the pupil being searched to remove any clothing other than outer clothing. A pupil's possessions or storage area will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately.

The power to search without consent enables a personal search, involving removal of outer clothing and the searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (i.e. a police officer) can do. If a pupil does not consent to a search or withdraws consent, then they may be subject to a search without consent but only for prohibited items. Members of staff are permitted to use such force as is reasonable, given the circumstances, when conducting a search for prohibited items, but will not use force to search for items banned only under school rules except in the case of immediate danger.

After the Search

Staff members are permitted to confiscate, retain or dispose of a pupil's property where it is reasonable to do so. Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the pupil's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be a potentially offensive weapon, it will be destroyed or passed to the police. Staff members are legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a search conducted without consent

Staff members carrying out a search are permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

When a staff member conducting a search finds:

- Alcohol, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the pupil.
- Controlled drugs, will deliver them to the police as soon as possible; however, they may also be disposed of but only after consultation with the appropriate outside agencies.
- Other substances which are not believed to be controlled drugs will be confiscated if believed to be detrimental to behaviour and discipline.
- Stolen items will be delivered to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
- Tobacco or cigarette papers will be retained or disposed of; they will not be returned to the pupil.
- Fireworks will be retained or disposed of, but not returned to the pupil.

- A pornographic image will be disposed of unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. the image is extreme child pornography); in these cases, the staff member will deliver the image to the police as soon as possible.
- An item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property will be delivered to the police, returned to the parent, or retained or disposed of.
- Weapons or items which are evidence of an offence will be passed to the police as soon as possible.

It is up for authorised staff to decide whether there is a 'good reason' not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item. Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such. In relation to stolen items, the police will not be involved in dealing with low value items (e.g. pencil cases); however, it may be appropriate for the school to contact the police if high value items (e.g. laptops) or illegal items (e.g. fireworks) are involved.

NB: The school reserves the right to impose the relevant sanction for bringing an illegal or deemed to be banned item onto school premises or have these items on them outside of school. The sanctions could include a permanent exclusion.

Electronic Devices

If an electronic device that is prohibited by the school rules or that is reasonably suspected to have been, or is likely to be, used to commit an offence or cause personal injury, filming or damage to property is found during a search, the staff member is permitted to examine any data or files on the device where there is good reason to do so. Parental consent is not required in order to search a pupil's phone if it has been seized in a 'with or without consent' search. Staff members have the authority to delete data or files if they think there is a good reason to do so, unless the device is suspected to be relevant to an offence, or contains pornographic image/s of a child or pornographic image/s; in these cases, the device will be given to the police and files and data will not be deleted from the device prior to doing this. In determining what a good reason is, the member of staff will reasonably suspect that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules. Any electronic device that has been seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible. If a member of staff does not find any material they suspect is evidence in relation to an offence, and decides to not give the device to the Police, they are permitted to decide whether it is appropriate to delete any files or data from the device or retain the device as evidence of a breach of school discipline. Parents/carers must be aware that if these items are brought into school, the school will confiscate them but hold no responsibility for loss or damage. They are, therefore, brought it at the risk of the owner.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property which in itself causes danger.

For pupils with extreme behavioural, social, emotional needs, where reasonable force might need to be used more frequently, a Risk Management Plan may be agreed in partnership with parents.

Parents will be made aware of any risk management plan.

Head Teachers and authorised school staff may also use such force as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or harm.

Schools can also identify *additional items* in their school rules which may be searched for without consent but force **cannot** be used in this case. Once any restraint has been used on a pupil each member of staff must complete a significant incident report (Appendix 5) and send to the Head Teacher or Director of Standards. This report will be filed on the schools on line CPOMS system.

Any use of reasonable force will always be a last resort and will adhere to the dfe 'Use of reasonable force- 2013' guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

SMOKING/SHISHA PENS/E-Cigarettes/Vapes

Smoking including e cigarettes, vapes and Shisha pens are strictly forbidden on school premises.

Matches, cigarettes, e-cigarettes and lighters are not allowed in the school and if found will be confiscated for parents to collect. You may not smoke when off school premises if you are still in uniform, or otherwise associated with the school. Persistent offenders could face permanent exclusion. We will assume you have smoked, or intend to do so if you are found in possession of cigarettes, lighter or matches. This could result in a C4 sanction or a fixed term suspension of at least 1 day, but possibly more severely for repeat offenders or pupils with other poor behaviour records. In all cases pupils will receive drugs education and be referred to external programmes as appropriate.

Vandalism, Graffiti, or Lack of Respect for School Equipment or Property

Any form of vandalism will result in a consequence. Pupils may be given community service. Pupils may be given the opportunity to clean off their own graffiti, and any other marks found, as a consequence. If it is a more serious offence of vandalism, parents/carers and the relevant authorities will be informed. Pupils may be invoiced for an appropriate financial remuneration to rectify damage. Pupils may also be put in the Return to Learn room. In the most serious examples of damage a fixed term suspension, alternative provision, managed move or even a **permanent exclusion** could be appropriate.

Deliberate Activation of the Fire Alarm

Due to putting the health and safety of the school community at risk, any deliberate activation of the fire alarm would face sanctions which could include the emergency services being provided with pupil names (who may take action) and possible fixed term or permanent exclusion.

Behaviour Outside of School

We expect our pupils to behave well at all times. Pupils in uniform represent the school wherever they may be and are expected to behave accordingly. The school has responsibility for pupils on the way to or from school and will respond where any pupil brings the name of the school into disrepute. This includes conduct in and around the school/local area. Please be aware that such behaviour may lead to permanent exclusion whether or not such poor behaviour takes place on the school premises. It is not acceptable for pupils to gather in large numbers. If pupil's behaviour is anti-social or threatens the safety of others we encourage parents/carers to inform the correct authorities and not wait until the next school day. The school are able to support, but not always deal with incidents outside the school gates and should not always be the first port of call.

Inappropriate Use of Social Media

We expect pupils to use all Social Media in a safe responsible manner. The school supports this through Tutor times, focus days, PSHE lessons and the wider curriculum. If a pupil uses social media in an inappropriate way i.e. posting pictures, filming of staff or pupils without consent, online bullying or posting comments that bring the school into disrepute the pupil/pupils can receive a suspension or in serious cases a permanent exclusion. Staff members are permitted to examine any data or files on the device where there is good reason to do so. Parental consent is not required in order to search a pupil's phone if it has been seized in a search. Staff members have the authority to delete data or files if they think there is a good reason to do so, unless the device is suspected to be relevant to an offence, or is a pornographic image of a child or an extreme pornographic image; in these cases, the device will be given to the police and files and data will not be deleted from the device prior to doing this. In determining what a good reason is, the member of staff will reasonably suspect that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules. Any electronic device can be seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible. If a member of staff does not find any material they suspect is evidence in relation to an offence, and decides to not give the device to the police, they are permitted to decide whether it is appropriate to delete any files or data from the device or retain the device as evidence of a breach of school discipline. There is regular monitoring for Social Media sites and will use any information found as evidence in any investigation to set any relevant consequences or passing material to the police as appropriate.

Bullying

Incidents of bullying are taken extremely seriously and dealt with in accordance with the Anti Bullying Policy –

<https://williamedwards.org.uk/wp-content/uploads/2023/06/Anti-Bullying-Policy-May-2022.pdf>

This section outlines what William Edwards School will do to prevent and tackle all forms of bullying; the policy has been adopted with the involvement of the whole school community, including Pupil Voice; William Edwards School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Definition of bullying:

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally” (DfE, ‘Preventing & Tackling Bullying’ July 2017);

Bullying can include name calling, taunting, mocking, making offensive comments, unwanted physical contact, taking belongings, producing offensive graffiti, gossiping, excluding people from

groups, and spreading hurtful or untruthful rumours; This includes the same unacceptable behaviours expressed online, sometimes called online or Online bullying. This can include: sending offensive, upsetting or inappropriate messages by phone, text, instant messenger, gaming, websites, social media sites and apps, and / or sending offensive or degrading photos or videos. Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Forms and types of bullying covered by this policy can be found in Appendix 7:

School Ethos

William Edwards School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school :

- The member of staff who has witnessed the incident or heard the disclosure will log the matter on CPOMs under the heading 'alleged bullying';
- The school will provide appropriate support for the person allegedly being bullied – making sure they are not at risk of immediate harm, and involving them in any decision making as appropriate;
- The Designated Safeguard Lead (DSL)/Deputy Designated Safeguard Lead (DDSL) will assign an appropriate person from the Vulnerable Pupils Team to interview all parties involved and gather evidence;
- The Vulnerable Pupil Team will speak with / inform other members of staff where appropriate;
- The school will ensure that parents / carers are kept well informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies at an appropriate time;
- Sanctions, as identified within the school's Behaviour Policy, and support, will be implemented in consultation with all parties concerned;
- If necessary, other agencies (such as MASH or assigned social workers) may be consulted or involved, if a child is felt to be at risk of significant harm;
- Where the bullying of or by pupils takes place away from the school site or outside of normal school hours (including Online bullying), the school will endeavour to fully investigate the concern, and if appropriate the DSL/DDSL will collaborate with other schools;
- A clear and precise account of alleged bullying incidents / outcomes that confirm bullying will be recorded by the school on CPOMs – this will include recording appropriate details regarding decisions and action taken.
- All confirmed cases of bullying will be logged on Class Charts and the perpetrator identified for any relevant intervention programme.
- Where a case is not confirmed as bullying it will still be sanctioned/supported through other means which might include intervention re: friendship/mediation.

Online Bullying

When responding to Online bullying the school will :

- Act as quickly as possible after an incident has been reported;
- Provide appropriate support for the person who has experienced online bullying
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- Take all available steps where possible to identify the person responsible. This may include – looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider.
- Referrals to MASH will be made if there is concern that the matter needs reporting to the Police;
- Work with the individuals and online service providers (where possible to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include confiscating and searching pupils' electronic devices, such as mobile phones and watches.
- Ensure that sanctions are applied to the person responsible for the Online bullying
- All confirmed cases of online bullying will be logged on Class Charts and the perpetrator identified for any relevant intervention or intervention programme.
- Provide information to staff and pupils regarding steps they can take to protect themselves online, such as advising those targeted to avoid retaliating or replying, providing advice on blocking or removing people from contact lists, and helping those involved to think carefully about what private information they may have in the public domain.

Preventing bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse);
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and implement additional pastoral support as required;
- Openly discuss difference between people that could motivate bullying, such as – children with different family situations, such as looked after children or young carers, religion, ethnicity, disability, gender, sexuality, or appearance related differences;
- Challenge practice and language (including 'banter') which does not uphold the school values of respect towards each other;
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- Work with the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice – driven bullying;
- Actively create 'safe spaces' for vulnerable pupils;
- Celebrate success and achievements to promote and build a positive school ethos.

CHILD ON CHILD ABUSE (PREVIOUSLY PEER ON PEER ABUSE)

All staff recognise that children are capable of abusing their peers (referred to as child on child abuse) and it can happen both inside and outside of school and online. The school does not accept pupils passing off peer on peer abuse as 'banter' and zero tolerance is given in these circumstances. Allegations or disclosures will be treated in the same way as all child protection referrals.

All staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to: bullying (including Onlinebullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Full details of child on child abuse can be found in our separate 'Child on Child Abuse' policy linked below.

<https://williamedwards.org.uk/wp-content/uploads/2023/07/Child-on-Child-Abuse-Policy-2023.24.pdf>

Lateness and Truancy

Pupils late for school (or lessons) will be given a consequence to make up for the work time lost. All staff may give this consequence. Pupils may be asked to complete work during break, lunch or after school to reflect on their behaviour choice. Persistent lateness to school or lessons will be classed as truancy and sanctioned accordingly. Pupils wandering the building without a corridor pass and not in the correct place poses a health and safety risk to themselves and the school and again will be classed as truancy and sanctioned accordingly.

Litter

William Edwards is a litter and chewing gum free zone. Each classroom, corridor and every playground has litter bins and pupils should use the bins provided. All pupils who choose not to respect the school environment will receive a consequence. Those pupils who chew gum may be requested to complete extra learning after school. If pupils persistently choose not to adhere to expectations may be given community service e.g. litter picking during or after the school day or a sanction according to the policy.

Health and Safety Risk

The Health and Safety of all members of the school community is our first priority. Pupils who put themselves or others at risk will receive an appropriate consequence.

Pupils who push in the corridor, fail to walk on the right or do not arrive to lessons on time may receive a consequence in line with the behaviour policy.

The Use of Violence

William Edwards is a 'Hands Off School' therefore pupils must not use aggressive behaviour towards others at school. Pupils who engage in "play" fighting, aggressive pushing or inciting violence will receive a consequence that the Head of House or Senior Staff see fit.

Fighting or inciting violence is unacceptable at William Edwards, both on and off school site. Pupils who choose to engage in this activity will receive a consequence set out by the pastoral or Senior Leadership Team which could result in a **permanent exclusion**.

Members of staff may in extreme circumstances restrain pupils. If they are a danger to themselves, other members of the school community or the schools property. This will only be done as a last resort and a full incident record sheet must be completed and kept on file.

Premeditated or persistent bullying of pupils may also lead to a **permanent exclusion** or a combination of consequences.

Conclusion

The aim of any consequence should be to deter future poor conduct. The best method of giving a consequence is by fairness, proportionality, reasonableness and in partnership with parents. As a school we stress the requirement for parents to support the School Behaviour Policy. The school organises a series of monitoring reports designed to support improvements in behaviour. Staff must carry out restorative work with pupils following a consequence being issued when deemed applicable.

If Head of House or Senior Staff feel a pupil's needs cannot be met without the involvement of other agencies a Common Assessment Framework form will be completed with the support of parents. The case will be put at an early Stage to the Multi Agency Safeguarding Hub, to identify if the pupil would benefit from external agency support.

All pupils should feel confident that William Edwards staff will seek to meet their needs. Pupils with Special Educational Needs are covered by a statutory framework and children in need or those on the child protection register have additional support from social services. All pupils must, however, have a right to learn at school and no one should feel bullied or be at risk in the school community. The School Behaviour Policy is reviewed on an annual basis.

Links to Legislation:

Please see below policies, documents and Dfe guidance that support this policy. These may include (but are not limited to):

- Health and Safety at Work etc. Act 1974
- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- European Convention on Human Rights
- DfE (2018) 'Searching, screening and confiscation'
- DfE (2013) 'Use of reasonable force'
- DfE (2016) 'Behaviour and discipline in schools'
- Behaviour in schools: advice for headteachers and school staff 2022
<https://www.gov.uk/school-discipline-exclusions>
- The SEND Code of Practice 2015
- The EDUCATION & Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents.
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2017) 'Sexual Violence and Sexual Harassment between Children in Schools & Colleges'.
- Childnet's 'Onlinebullying : Understand, Prevent and Respond : Guidance for Schools'
- www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England May 2023](#)

Appendix 1

Example Behaviour for Suspension (Fixed Term Exclusion) and Permanent Exclusions

Examples of Suspension (Fixed Term Exclusion)	Examples of when a Permanent Exclusion might be applied
Unresolved or repeated C2, C3 or C4 behaviours (as identified on the Suspensions Tariff)	Unresolved or repeated extreme behaviours
Continual refusal to comply with school rules, policies and procedures	Aggressive behaviour towards a member of staff following the necessary investigation
Stealing from staff or pupils	Serious or repeated verbal abuse against a member of staff following the necessary investigation
Obscene language or gestures to staff	Any violence or attempted violence towards a member of staff following the necessary investigation
Vandalism or damaging school property (pupil responsible for the cost of repair)	Any action that brings the school into disrepute
Unprovoked (or provoked) physical attack on another pupil	Association with legal high or illegal drugs
Setting off the fire alarm or extinguishers	Possession of banned item(s)
Anything that contravenes the school health and safety policy and places the community at risk	Alcohol, legal high or illegal substance misuse
Bullying including Online bullying and sexist or racist or homophobic language	Possession of an offensive weapon
Joint enterprise, for example goading/encouraging other pupils to participate in a serious breach of the school rules such as fighting Filming poor behaviour and circulating it via social media or behaviour that brings the name of the school into disrepute	Inappropriate use of social media that brings the school into disrepute
Unwanted sexualised comments to or sexual harassment of another pupil(s)	Using and/or carrying an offensive weapon
Persistent lateness	Serious assault on a pupil
Inciting violence or other potentially dangerous acts	Sexual violence
	Persistently not following the school rules
	Failure to successfully complete a BSP

Appendix 2

Suspensions (Fixed Term Exclusion) Tariff

NB: These are examples and the school reserves the right to decide on the number of days a pupil is suspended.

FT1	1 – 4 days	Any examples from Table 4, C2, C3 or C4 incidents plus any incidents that occur during the school day that are deemed severe enough by HT, DHT or DoS. Bringing the school into disrepute Truancy Illicit substance Theft Verbal abuse of a teacher Selling goods Fighting, Dangerous Behaviour Endangering another pupil Vaping Beyond care and control Discrimination
FT2	5 days	One or more FT 1 incidents More serious/severe incidents from FT1 list as deemed appropriate by HT, DHT, DoS. Any incidents that occur during the school day that are deemed severe enough by HT, DHT or DoS.
FT3	6+ days	One or more FT 2 Extreme incidents from FT1, FT2 list as deemed appropriate by HT, DHT, DoS. Any incidents that occur during the school day that are deemed severe enough by HT, DHT or DoS.

Appendix 3

BEHAVIOUR SUPPORT PLAN GUIDANCE

WHAT IS THE PURPOSE OF A BEHAVIOUR SUPPORT PLAN?

A Behaviour Support Plan (BSP) is a school-based intervention which will meet the needs of the pupil in order to support management of their behaviour to promote successful learning and healthy emotional wellbeing.

WHO SHOULD HAVE A BSP?

Criteria:

- At risk of failure at school through disaffection
- Behaviour is deteriorating
- Multiple fixed term exclusions
- Continual behaviour issues despite previous interventions and/or reports

A BSP should complement, and not be used to replace the following:

- CAF
- IEP
- PEP (for Looked After Children)

A BSP is useful in supporting the EHCP process.

WHAT WILL A BSP AIM TO ACHIEVE?

It will aim to:

- Meet the needs of the pupil
- Identify triggers to behaviour
- Provide clear evidence of what has worked and what has not
- Identify clear measurable targets and goals
- Provide support, strategies and intervention
- Identify positive reinforcement as well as sanctions

Appendix 4

Behaviour Support Plan

Behaviour Support Plan						
Childs name		D.O.B		SEN/EHCP		Teacher initial
		Age		SENCO		Parent initial
Year Group		BSP Start date		BSP review date		Pupil initial
Known triggers: (Please list): Anything any other child or adult does or he feels is not fair. Rules and instructions						
Safe spaces out of class						
Strategies						
Stage	Behaviours Exhibited	Helpful Strategies	Unhelpful Strategies	Evaluation ((Date and progress achieved – to be completed by CT with parent/carer at the end of weeks 2, 4,6 and 8)		
Secure						
Ambivalent						
Avoidant						
Disorganised						
Classroom targets						
1.						
2.						
3.						

Behaviour Support Plan; Fortnightly review							
Childs name		D.O.B		SEN/EHCP		Teacher initial	
		Age		SENCO		Parent initial	
Year Group		BSP Start date		BSP review date		Pupil initial	
Are any other agencies involved with this child? Yes/No (Please highlight) E.g. Educational Psychology Service, Behaviour Improvement Team, Student Support, Social Care, CAMHS, School Nurse, Paediatrician, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Family Support Worker, Banardo's Worker (Please highlight)							
Evaluation - General comments							
What <u>has gone well</u> for this fortnight							
Teacher							
•							
Parent/Carer							
•							
Pupil							
•							
What <u>changes need to be made</u> for the next two week							
Teacher							
•							
Parent/Carer							
•							
Pupil							
•							
Outcome: (Please highlight)							
Student no longer needs BSP / Draw up a new BSP / Continue current BSP / Referral to outside agency for support (CT and parent/carers to liaise with SENCO/IM)							
Agreed future action/strategies							

Appendix 5

Significant Incident Record

Pupil's Name (whom force was used against):	
Class:	SEN:
Date:	Time:
Location:	
Details of pupils involved (directly or as a witness):	
Description of Incident (member of staff, please specify any attempts to de-escalate and warnings given that force may be used):	
Reason for using force:	
Any injury suffered by staff or pupils and any first aid and/or medical attention required:	

Follow up support and disciplinary action against pupil:
When and how those with parental responsibility were informed about the incident and any views they have expressed:
Pupil Views:
Has any complaint been lodged?
Name and role of the person compiling the report:
Name and role of the person countersigning the report:

APPENDIX 6

Risk Management Plan

William Edwards School	Individual Risk Assessment							
	Organisation Name:							Organisation Assessment Number:
	Individual details :		Name :		D.O.B :			
			Groups:		Age:			
	Issued by:		Approved by:		Issue Number:		Sheet Number:	1 of 3

Information Source: **- check club behaviour/conduct guidance
- check Health and Safety guidance**

Date of Assessment:

Assessor Name:

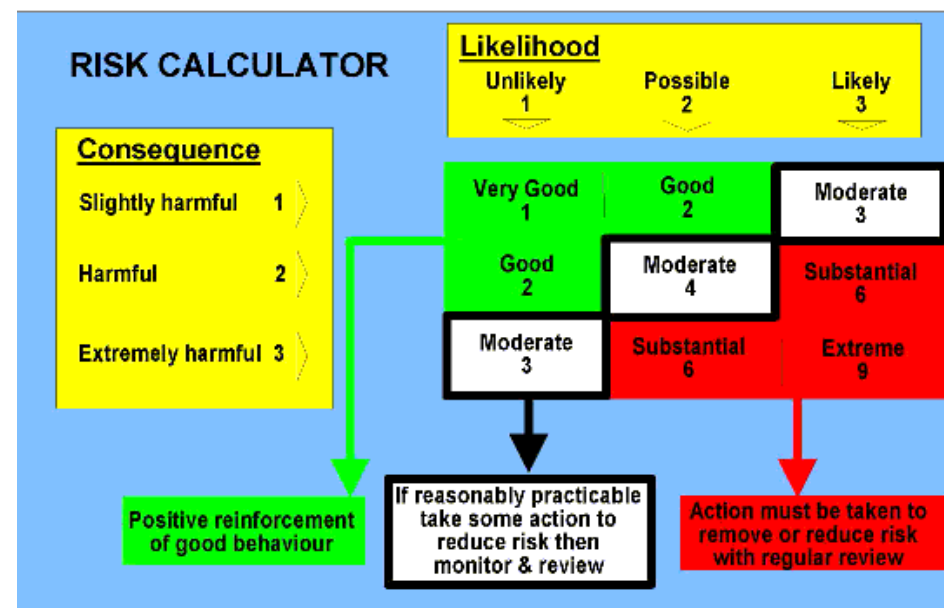
Assessment Frequency:

Follow up Assessment Dates:

Signed and accepted by Club Welfare etc:

Additional Information:

e.g. Individual had two separate incidents of bullying other children



Key Triggers :

	Concern	Who may be harmed?	Risk rating before controls Consequence x Likelihood =	Control measures/ notes	Risk rating after controls Consequence x Likelihood =	Control measures by: Date & Sign
1						
2						
3						

4						

No of hazards		Total Hazard score		Hazard score after controls		
		Average score		Average score		
Notes / comments :						

Risk Score after controls	Action to be taken
1 – 2	Individual is unlikely to be a risk to themselves or others within the community
2 – 3	Individual may place themselves or others within the community at minimal risk
3 – 4	Individual may place themselves or others within the community at low moderate risk. Individual will need to be monitored.
4 – 6	Individual may place themselves or others within the community at high moderate risk. Individual will need to be closely monitored.
6 – 7	Individual may place themselves or others within the community at low substantial risk. Individual will need to be closely monitored and adults made aware of triggers and interventions.
7 – 8	Individual may place themselves or others within the community at greater substantial risk. Individual will need to be closely monitored and adults made aware of triggers and interventions. Additional adult assistance may be required.
8 – 9	Individual may place themselves or others within the community at high substantial risk. Individual will need to be closely monitored and adults made aware of triggers and interventions. Additional adult assistance may be required and exclusion/ <u>withdrawal</u> from events may be implemented.
9	Individual presents extreme risk to themselves or others within the community. External agencies may need to be involved and exclusion/ <u>withdrawal</u> from the community considered.

Appendix 7

MAT INCLUSION – REFERRAL FORM

Name of student:

Form:

Date:

Emergency contact details for student

Brief summary of the incident

Tick to confirm previous C4/C5 level sanctions :

☐ Return to Learn

☐ Suspension

Contextual information receiving Academy need to be aware of e.g. FSM/medical issues etc... this is not an exhaustive list

Signed by Headteacher to confirm sanction agreed: _____

Date: _____

Date/s sanction will be completed: _____

Tick to confirm you have informed parents of the following information:

☐ Student should arrive in uniform

☐ Student should arrive at 9am and sign in at the main reception

☐ Student should bring a packed lunch, if in receipt of FSM a meal will be provided by the hosting school

☐ Students will be briefed about behaviour expectations whilst in R2L at the host school, these mirror their own school rules, failure to abide by the rules will result in a FTE

Tick to confirm you have informed the host Academy

☐ when and how work will be received

☐ relevant contextual information

Signature of DOS/SLT Link: _____ Date: _____