

Behaviour Policy – appendix

Walton Academy

Edition – September 2024

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Values and Ethos

At Walton we promote a 'Culture of excellence and kindness'.

Our culture is underpinned by the Trust's Core Values:

- We Empower
- We Respect
- We Care

And embedded through our academy expectations:

- Ready
- Respectful
- Responsible

In line with the academy ethos we strive to achieve the highest standards of behaviour.

We recognise that this can only be achieved with the full co-operation of pupils and support of parents / carers through the implementation of the:

- Code of Conduct
- Personal development and well-being procedures and the policies on:
 - Behaviour / Rewards
 - Anti-bullying
 - Attendance
 - Social Inclusion

We have high expectations of all pupils and expect excellent behaviour.

The Walton Code of Conduct

The Code of Conduct expects all stakeholders to treat each other with care, courtesy and consideration

- Following the Code improves the quality of life in the school and provides an orderly, secure and civilised atmosphere in which learning can be more effective.
- A high standard of courtesy, respect and behaviour is expected both between pupil and pupil and between pupils and members of staff.
- The way in which pupils dress, move about the premises and show respect and consideration for others will be reflected in standards of work and behaviour.
- As part of its duty to care, the academy takes all reasonable and considered measures to restrict and prevent bullying, involving parents, outside agencies and the community whenever necessary.
- Our rewards system increases the motivation of the pupils, and reinforces our policy of seeking to foster high standards, through rewarding for effort, either inside or outside the classroom. The scheme has been designed so that all pupils, not just the academically more able, have equal opportunity to receive an award.
- The tired behaviour system operates to discourage unacceptable behaviour. The academy wishes to work in partnership with parents and will communicate with parents whenever necessary.
- Good attendance provides continuity in a pupil's education and is likely to reduce the risk of behavioural problems arising. The attendance policy encourages procedures to be followed to allow effective monitoring of attendance.
- For those few members of the Walton community who fail to follow the expectations, a variety of sanctions will be imposed. These include academy detentions, internal suspension, alternative provision, loss of unstructured time, deprivation of privileges and the carrying out of tasks which will benefit the academy.

1 The Principles and Aims of the Behaviour Policy

Walton's Behaviour Policy is centred on creating and sustaining an effective climate for learning. Pupils and staff should feel safe within an environment that enables teachers to teach and learners to learn.

1.1 Principles

- Pupils should be ready to learn.
- Pupils should respect all members of the school community and should be entitled to respect for themselves, by staff and pupils.
- That respect should automatically include care for their own and others' safety, property and well-being at all times.
- It is the responsibility of all members of the academy to be courteous and show consideration for others.
- Everyone shares the responsibility for maintaining a positive learning environment

1.2 Aims

We aim to provide:

- Good adult and peer role models of respectful, caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- A positive climate for learning
- Celebration of a wide range of achievement.
- Acceptance by all adults in the academy of a common responsibility for maintaining good discipline and promoting and implementing the academies expectations, 'Code of Conduct' and anti-bullying policy.

2 Strategies for managing behaviour

All strategies for managing behaviour are centred on achieving a positive climate for learning by implementing a recognition and rewards first system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies. Walton will encourage positive behaviour. All aspects of behaviour are monitored through the SIMS system, a database from which staff can respond to patterns of behaviour and devise strategies as appropriate.

2.1 Three basic principles observed in managing behaviour

1. Recognition and rewards - the academy's system for recognising pupils who try hard, show commitment and demonstrate clear improvement and progress.
2. Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others and their learning in the academy community.
3. Implementing strategies to deal appropriately with poor behaviour.

3 Recognising our pupils

- Verbal praise (individually and in public)
- Achievement points (electronic)
- Written praise (letters of commendation) – Recognition cards
- Reward stamps and stickers in books, on work and in pupil planners
- Weekly Round Up – Shout Outs
- Trips and activities
- Department/faculty awards
- Achievement point badges
- Year group and House celebration assemblies
- Achievement evenings
- Faculty and Year Group success boards
- Displays of pupils' work
- Attendance certificates and badges
- Reward trips
- EDGE pledge badges, on completion of challenges

4 Support Structures

- Form Tutors
- Pastoral Mentors
- Heads of Year
- Attendance Officer
- Behaviour Mentor
- Academy Counsellor
- ELSA trained staff
- Mental Health First Aiders
- SEND Department
- Safeguarding team
- Outside Agencies (PRT, BOSS, Counselling etc)
- Parental Involvement
- Post 16 mentoring
- Intervention Strategies

5 Identifying unacceptable behaviours

The following behaviours are unacceptable and will result in the academy's agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to pupils on academy excursions, journeys to and from the academy on public transport, academy transport, on foot or by bicycle.

Asterisked items are dealt with in more detail in further sections.

- Smoking and/or possession of tobacco/vaping products *
- Substance abuse and/or non co-operation with the school drugs policy *
- Possession and/or consumption of alcohol *
- Repeated non co-operation
- Disruption to learning
- Defiance / disrespectful behaviour towards staff, visitors or others
- Physical assault and/or threatening behaviour
- Incitement
- Bullying, including cyber bullying
- Vandalism and purposeful damage to academy property
- Racist behaviour
- Extremist views and/or use of extremist language*
- Verbal abuse and threatening behaviour*
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to the academy*
- Bringing firearms or imitation firearms to the academy
- Bringing knives, clubs or other offensive weapons to the academy
- Bringing the academy into disrepute
- Inappropriate use of internet or other technology *
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from the academy/lessons

- Lateness to the academy at the start of the school day (after 8.50 am) and/or to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated area
- Disruption to orderly corridor and stairwell environment
- Disruption to queuing systems
- Non co-operation with academy uniform policy and standards *
- Non co-operation with academy jewellery policy *
- Incorrect equipment
- Excessive noise levels
- Insolence and bad manners
- Possession/use of aerosols
- Use of mobile phone in academy time *

6 Strategies

The management of pupils' behaviour is organised through a tiered system of Response. Tier 1 incidents are overseen by subject teacher and form tutors; Tiers 2 – 4 incidents are overseen by the middle and senior leaders. Pupils can be moved up or down the tiers, according to how they respond to the strategies employed.

There will be exceptional circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Possession and/or use of illegal substances including drugs, alcohol, tobaccos products including vaping products

7 Behaviour before and after the academy day

Every pupil represents Walton Academy on their journey to and from school. Pupils are expected to observe the basic principles of the behaviour policy, expectations and the academy's code of conduct. In situations where pupils have brought the academy into disrepute, academy sanctions will be applied.

Additional attention needs to be given to the following:

- Pupils should be respectful and polite to members of the local community.
- Pupils should act in a socially responsible manner.
- Pupils should not damage public and private property.
- Pupils should not drop litter.
- During events after the academy day on the school site, the behaviour policy is in full effect. Poor behaviour can result in sanctions being applied, in addition to being prohibited from attending subsequent extra-curricular activities.
- When representing the academy in sporting or other activities at Walton and at other venues, pupils should conduct themselves within the full spirit of the academy expectations and Code of Conduct, remembering that they are ambassadors for the academy.

8 The Use of Reasonable Force

[Please refer to separate Use of Reasonable Policy for detailed information]

This policy is written in line with DfE Guidance issued July 2013 [Extracts from DfE's Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013 (please see Appendix 2)]

Whilst every effort is made to deal with behavioural situations in a calm manner there may be occasions when staff may need to use reasonable force.

All members of academy staff have a legal power to use reasonable force.

8.1 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In an academy, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Academy's can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Academies cannot:

- Use force as a punishment.
- Use techniques such as 'seated double embrace', 'double basket hold', 'nose distraction technique'.

8.2 Power to search pupils without consent:

In addition to the general power to use reasonable force described above, the Principal and senior staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, tobacco products, vaping products
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

An electronic device may be used to scan a pupil where there is a high suspicion that they are holding a prohibited item(s) and these have not been surrendered. All searches will be carried out with two members of staff present, including a member of senior leadership.

9 Suspensions and permanent exclusions

9.1 Lunchtime Suspension

This is a school suspension and will not be used as a long term solution to behaviour. A lunch time suspension counts as half a day when calculating the number of day's suspensions.

If the decision is made to exclude a child from school for lunchtime, arrangements will be made with parents/carers to collect and supervise the pupil. Lunchtime suspension will not be invoked for more than one week and pupils who are eligible for free school meals will be given this provision.

9.2 School Suspensions

Suspension decisions are made in line with Local Authority guidance and DfE: 'Exclusion from maintained schools and Academies and pupil referral units in England'.

All incidents will be investigated thoroughly, using the published school procedure, before a decision is made to exclude. Where appropriate, pupils and staff involved, including witnesses, will be asked to write an account of the incident. They will be questioned to clarify any missing or conflicting details. Pupils may be isolated during the investigation. Parents/ carers will be contacted, by the person completing the investigation, at the earliest opportunity. When all the facts have been established the Principal who will make the decision whether to exclude.

Various factors will be considered when making the decision to suspend and these include:

- The severity of the incident
- Whether the pupil has shown similar behaviour previously
- Whether the pupil has special educational needs or is a Looked After Child

Parents/carers will be contacted to inform them of the decision and the formal letter will then be sent with the pupil, where possible, and another copy in the post. Work will be sent home with the pupil to complete or a form of online learning will be used.

School suspensions are usually kept to between 1-4 days, with 5 days being used for a very serious incident or persistent poor behaviour. In line with DCSF guidance: 'During these initial 5 school days of exclusion, parents must ensure that their children are not present in a public place during school hours without reasonable justification'.

If a school suspension is necessary for more than 5 days, the school, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.

Every effort will be made to avoid suspend pupils and all strategies will be used to manage behaviour. The academy will work hard to accommodate pupils who have behavioural difficulties or pupils on the Special Educational Needs or Disability register, but there may sometimes be a need to do so. 'Looked-after children', on the LA register, will be provided with full-time education after 1 day, in line with recent legislation, the LA will be informed along with their social worker.

Parents/carers will be expected to attend the re-integration meeting, following a school suspension. This is an important opportunity to agree a way forward. A pupil/pastoral support plan or individual education plan may be put in place. The pupil maybe put on report or other agencies such as the Lincs behaviour outreach and support service may be brought in to help modify the pupil's behaviour.

If requested by parents the academy board may consider any representations made by parents to a suspension but it cannot direct reinstatement.

9.3 Permanent Exclusions

If a pupil is suspended for more than 45 days in one school year, they will be permanently excluded.

A permanent exclusion is an extremely serious sanction, and a step taken by the academy only as an absolute last resort. In most cases, permanent exclusions will only be used after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are however, some situations in which permanent exclusion on the first offence is the only option. These include:

- Serious, actual or threatened violence against pupil or staff
- Racist behaviour
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

It may be necessary to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the academy board. A Principal can withdraw an exclusion that has not yet been reviewed by the academy board.

9.4 Reviewing a permanent exclusion

Parents/ carers have the right to make representations about the decision to exclude, to the academy board. If they wish to do so, they should write to the Clerk to the Discipline Committee at the school address. In this case, a meeting of the Discipline Committee will be convened where the parent can present their objections to the Principal and the Discipline Committee.

The governing body will meet in all cases of permanent exclusion, as well as any school suspension that would lead to a pupil being excluded for more than 15 days of a school term or missing a public exam.

The parents will be invited to the meeting and are entitled to bring a friend or legal representative with them. Pupils concerned are encouraged to attend and take part in the process.

Parents will be notified of the outcome of the review meeting in writing. The outcome will be either

- Uphold the Exclusion
- Reinstating the pupil

Following the meeting, parents have the right to ask an independent review panel to review the decision of the academy board not to reinstate a permanently excluded pupil. Details of this process will be given to parents following the exclusion meeting.

9.5 Conclusion

Our overriding aim is to work with parents/ carers and other agencies to find ways of modifying pupils' behaviour, so that the whole academy community can be safe and successful. Our priority is that the climate in the classroom and around the school is calm and positive so that young people can learn effectively.

10 Uniform policy

At all times, whilst wearing our uniform both in the academy and on the way to and from the academy whilst, pupils are expected to follow the academy rules.

Pupils are given regular reminders regarding their uniform and how it should be worn in and out of the academy.

10.1 General Appearance

- Pupils are expected to wear the correct uniform both in and out of the academy. Outdoor clothing should not be worn in classrooms.
- Blazers should be worn to and from the academy and at all times during the academy day, pupils may ask to remove their blazer in lessons but must wear them at all times when moving around the academy, this includes unstructured time.
- Skirts must not be rolled or folded over and should not fall more than 10cm above the middle of the knee.
- Shirts need to be tucked in at all times
- Ties are to be worn with collared shirts
- Shoes should be plain black formal shoes, no pumps or trainers to be worn.
- Socks and tights must be black or navy.
- Make-up should not be worn.
- False nails, gel nails or similar and coloured nail varnish are not allowed.*

10.2 Hair

Shoulder length hair or longer should be tied back and hair should be cut in a sensible style, acceptable to the academy and of natural colour. Extremes of style, colour or colouring are not acceptable.

10.3 Jewellery

- A wristwatch may be worn. Smart watches/devices are not allowed.
- No other jewellery is considered suitable for the academy except for one pair of small, plain sleepers or plain studs (one earring only to be worn in each lower ear lobe). Covering piercings with plaster or wearing a clear plastic retainer is not acceptable.*
- Facial (including tongue) piercings are not allowed.*

***Pupils who fail to observe these rules will be asked to remove the offending item immediately and will be issued with an appropriate sanction. Pupils may spend time in isolation, out of circulation until the issue is resolved.**

11 Mobile phones and electronic devices policy

The academy acknowledges that communication devices such as mobile phones are a useful tool, especially if safety is an issue during the journey to and from the academy or if parents need to communicate with their children outside the academy's formal day.

During the academy day, mobile phones and other smart devices must not be visible from the point the pupil enters the academy site until the end of the academy day. Pupils are encouraged to lock their device in their locker or out in their bags to minimise temptation.

Sixth Form pupils are permitted to use mobile phones at break time and lunchtime in the Sixth Form building.

As the wide range of applications now available on mobile phones and small computers are extended, by 'communication devices' we include any device which can connect to a mobile network or to the internet.

Pupils and staff have an entitlement to a learning environment which is free from interruption. All pupils have an entitlement to uninterrupted learning.

Challenges in bringing such communication devices to the academy include:

- Taking responsibility for their proper use
- Accepting that valuable staff time which should be devoted to the prime function of teaching is inevitably spent on picking up the consequences of misuse
- Ensuring compliance with the requirements of examining bodies regarding the banning of mobile phones and other communication devices in examination rooms which puts at risk the award of grades to all candidates
- Coping with the ever-increasing sophistication of electronic technology which increases the possibilities of inappropriate use

Any misuse of mobile technology, including smart watches, will be dealt with in line with policy. This will include instant confiscation (to be collected at the end of the academy day), a behaviour incident logged and suitable sanction.

Persistent offenders will be dealt with on an individual basis, but is likely to result in further parental contact and an increased number of days to hand the device in.

We cannot run the risk of pupils disrupting not only their own learning but also that of others.

Parents are reminded that urgent messages may be communicated via the school office.

If parents choose to permit their child to bring such devices to Walton, the academy accepts no responsibility nor does it undertake to investigate loss. As with other academy rules we want our pupils to understand our high expectations for learning.

12 Misuse of information technologies

Misuse of the information technologies at the academy includes:

- a) Causing embarrassment, humiliation, intimidation or harm against other pupils or staff.
- b) Bringing the academy into disrepute.
- c) Accessing inappropriate websites (pornography, violence, etc.).

Misuse of the information technologies at home or at any place outside of the academy includes:

- a) Causing embarrassment, humiliation, intimidation or harm against other pupils or staff.
- b) Bringing the academy into disrepute.

Such misuse as detailed above will incur sanctions, dependent on context and harm caused. In very serious cases, a permanent suspension could be applied. In addition to this, such misuse could be liable to a referral to the police and/or prosecution by Lincolnshire County Council and/or an individual member of staff's professional organisation.

13 Confiscation of items

Staff have the legal right to confiscate certain items that are not allowed in school. These include an item:

- That poses a threat to others.
- That poses a threat to good order for learning.
- That is against school uniform rules.
- That poses a health or safety threat.
- Which is counter to the ethos of the school.
- Which is illegal for a child to have.

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- Items of no material or emotional value that may simply be disposed of.
- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.

13.1 Staff searching pupils

Teachers have the legal right to search pupils within the following guidelines:

- Two teachers working together, one of which must be a member of the Leadership Team, can instruct pupils to turn out their pockets or their bags. Pupils and their possessions can be searched with the pupil's consent.
- The Principal can authorise a search of pupil or their possessions (including bags or lockers) for weapons and drugs.

An electronic device may be used to scan a pupil where there is a high suspicion that they are holding a prohibited item(s) and these have not been surrendered. All searches will be carried out with two members of staff present, including a member of senior leadership

14 Anti-drugs policy

The use of illegal drugs or alcohol by any pupil, or the illegal supply of these substances during any academy activity is strictly prohibited, whether on site or off. Although use and supply of tobacco products is illegal, such products are dealt with separately within the Anti-Smoking Policy detailed below.

- The use of illegal drugs or alcohol on the academy site or during an off-site academy activity will result in serious sanctions being applied.
- In appropriate cases, drug education will form part of the package of measures in response to a drug-related incident.
- The repeated use of illegal drugs or alcohol on the academy site will result in a permanent exclusion.
- In certain cases, the one-off use of illegal drugs will result in a permanent exclusion.
- The supply of illegal drugs (including 'sharing') on the school site will result in an immediate permanent exclusion.

15 Anti-smoking policy

- The academy is committed to the health and safety of all of its pupils and staff and will take action to safeguard and promote their well-being.
- It is important to recognise that the majority of young people choose not to use tobacco products.
- The academy prohibits the use of tobacco, tobacco-based products and vaping paraphernalia, and the supply of these substances, by all members of the academy community.
- The academy has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.

Smoking/vaping is not allowed:

- On the academy site
- In the vicinity of the academy
- On the journey to and from academy
- In the bus park
- On the buses

- Pupils are not allowed to bring vapes, tobacco, tobacco products, matches, lighters or any equipment for the purpose of smoking onto the academy site. This applies to all pupils, including Post 16 pupils.
- Any pupil found in possession of illegal tobacco products will have them confiscated and destroyed. Any pupil refusing to co-operate with confiscation will incur Tier Four sanctions.
- Any pupil supplying illegal tobacco products on the school site or during an off-site academy activity will incur Tier Four sanctions.
- If found smoking on the school site, or in the vicinity of the academy, appropriate sanctions will be applied

16 Behaviour off-site policy

- The object of this policy is to ensure the safety of the pupils at all times that they are in the care of the academy.
- Under no circumstances should Y7-11 pupils leave the academy site during the course of the day without permission.
- On school-organised excursions, all pupils and staff follow the academy's behaviour policy.

17 Excursions, Trips and Visits

- On academy-organised excursions, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.
- Pupils must follow staff instructions at all times.
- Pupils who misbehave on academy excursions, or behave in an unsafe manner, risk the following:
 - Incurring sanctions upon return to school
 - Not being permitted to go on subsequent academy excursions
 - Not being permitted to engage in extra-curricular leisure events (disco's etc.)
 - Being returned home immediately. In some cases, parents will be asked to collect their child.

18 Positive behaviour management – rewards

TUTOR LEVEL	TEACHER LEVEL	SUPPORT STAFF LEVEL
<ul style="list-style-type: none"> • VERBAL PRAISE • CORE DAY APS • PUPIL OF THE WEEK • LEADERSHIP OPPORTUNITIES • EDGE PLEDGE • NOMINATIONS. FOR CELEBRATION ASSEMBLY 	<ul style="list-style-type: none"> • VERBAL PRAISE • PHONE CALL / EMAIL HOME • GOTW • FGF • APS • EXTRA CURRICULAR 	<ul style="list-style-type: none"> • VERBAL PRAISE • APS • NOMINATIONS. FOR CELEBRATION ASSEMBLY • +VE CONVERSATION • FGF
HOY LEVEL	HOF LEVEL	LEADERSHIP LEVEL
<ul style="list-style-type: none"> • VERBAL PRAISE • APS • WEEKLY R/UP • CORE DAY TRACKER • GOLDEN TICKET • ASSEMBLIES • PHONE CALL / EMAIL HOME • EXTRA CURRICULAR 	<ul style="list-style-type: none"> • VERBAL PRAISE • FACULTY SUPERSTARS • APS • AMBASSADORS • PARENTAL CONTACT • FACULTY DISPLAYS • WAGOLL WORK • TRIPS/VISITS 	<ul style="list-style-type: none"> • VERBAL PRAISE • LETTERS HOME • PARENTAL CONTACT • APS

19 Positive Behaviour Management – Sanctions

As an academy we have a target rewards to sanctions target of 20:1, this is seen as exceptional.

We all have a responsibility for behaviour and rewards, the flow charts below show the interventions at each level.

Tier 1 (classroom)

- Verbal warning
- Move seats in the classroom
- Have a conversation with the student
 - Log BP (add details)
- Contact home (phone/email)
- Inform HOF (subject based)
- Inform HOY (tutor based)
 - Set ER
- Tutor/Subject Report
- Uniform/Punctuality Report

Tier 2 (HOF)

- Co-ordinate moving student out of lesson within faculty area
- Talk to the student about their behaviour
 - Contact home
- Arrange meeting with parents
 - HOF report
 - Set ER
- Inform HOY if persistent
- Liaise with BM for additional support if necessary

Tier 2 (HOY)

- Talk to the student about their behaviour
 - Contact home
- Arrange meeting with parents
 - HOY report
 - Set ER
- BSP to be created with BMs
 - PSP/BOSS referral
 - Reduced timetable
- Internal exclusion in WR

Tier 3 (Leadership)

- Meet with the student
- Arrange a meeting with parents
 - Internal isolation in WR (extended time)
 - Alternative package
 - Reduced timetable
 - BSP created
 - Referral for IP/AP
 - Online learning
 - Manage move
- Leadership/P16 timetable

Tier 4 (Principal/VP)

- Meet with the student
- Arrange a meeting with parents
 - Academy Suspension
 - Reintegration Plan
 - Permanent Exclusion

APPENDIX 1 – Associated Documentation Links

Associated documents:	
Walton anti bullying annex Walton attendance annex Walton uniform expectations	DAT behaviour policy: https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf DAT attendance policy: https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/03/Attendance.pdf
Links to:	
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf Equalities Act 2014 https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf Searching, screening and confiscation 2022 https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf	Keeping Children Safe in Education 2024 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 Working Together to Safeguard Children 2023 Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk) SEND Code of Practice 2015 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf Use of reasonable force in schools 2013 http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

APPENDIX 2 – DfE Policy on Use of Reasonable Force

You can access the DfE's policy on 'Use of Reasonable Force' 2013 here:

[DfE advice template \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)