

Woodchurch High School

A Church of England Academy



BEHAVIOUR POLICY DOCUMENT

"In the name of our Lord Jesus Christ, agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought"

1 Corinthians 1

**Approved by Trustees: Summer 2026
Next Review: Summer 2027**

Contents

- 2. Our Christian Vision, culture and learning
- 3. Behaviour statement
- 5. Teaching and Learning
- 7. The Rights and Responsibilities of school, trustees, pupils and parents/carers
- 11. Code of Conduct
- 13. Behaviour Curriculum
- 15. Behaviour Stages
- 17. The power to discipline
- 18. Detentions
- 19. Confiscation
- 23. Weapons, drugs and stolen property
- 24. Use of reasonable force
- 25. Expectations for off site behaviour
- 26. Social Media, abuse of intimidation of staff outside school; rewards and sanctions
- 29. Sanctions
- 31. Taking into account individual pupil needs
- 32. Harassment and bullying
- 33. Procedures for dealing with unacceptable behaviour
- 34. Levels of incidents/sanctions
- 36. Workroom
- 37. Positive Behaviour system
- 39. Detentions/centralised detentions
- 40. Electronic tagging
- 41. Fixed and permanent exclusion
- 43. Offsite direction - Managed Moves
- 44. Offsite direction - Alternative Provision
- 46. Offsite direction - School Led Satellite Curriculum (SLSC)
- 47. Permanent exclusion
- 51. Support for parents/carers, pupils
- 52. Learning Mentors/Counsellors

Appendices - see Page 52 for details

Our Christian Vision is to:

*Let your light so shine before men, that they may see your good works,
and glorify your Father which is in heaven (Matthew 5:16)*

It is our hope and our drive that all members of the school community follow the teachings and examples of Jesus Christ in their lives.

When this happens, there is a change in behaviour, attitude, handling of issues and a change in purpose. Their purpose is to behave in a manner that glorifies our Father in heaven. Our good works honour and glorify his name.

Every child in our community has gifts and talents. It is our mission as a community to nurture these talents, encouraging every pupil to thrive and grow spiritually and academically, being the best version of themselves that they can be.

This is manifested as all members of the community 'letting their light shine'. This is evident in words, actions, deeds and thoughts; all of us following the teachings of Jesus, being the best that we can be.

All members of our school *belong*. We all belong to the same community, following the same teachings and guidance from our Lord Jesus Christ. Belonging is a key part of academic and social success. All members of our community are working together to ensure that each young person has the best opportunities to thrive and be a part of something greater.

Our culture

Our school culture comes from our vision. Our culture is manifested in how every member of our community *does things*. We see our culture in every aspect of school life; in classrooms, corridors, communal areas and in the local community. Expectations of pupils are clear and are consistently monitored and behaviours are recognised and rewarded or challenged as necessary.

Learning

Fundamental to pupils shining, flourishing and belonging is learning. Pupils have the right to learn in an atmosphere that is calm, safe and supportive.

We believe that every pupil has the potential to be a success, making the most of their gifts and talents. In order for this to happen, teachers (and other adults in the classroom) need to teach and pupils need to learn.

Our expectations are clear and fair. Pupils are expected to meet our expectations and those who chose to disrupt learning in our community are addressed justly, swiftly and predictably.

Our standards do not change at any part of the day, week, month or year.

Our standards are high in order for pupils to be challenged to learn, challenged to make progress and challenged to be the best that they can be.

Behaviour

Behaviour in our school is the sum total of routines, habits, skills, attitudes, emotions and needs. All members of our school community are clear about what good behaviour looks like in our school and staff are expected to challenge all pupils to reach the same high standards.

Good behaviour in school is essential to ensure that all pupils benefit from the opportunities we provide.

All pupils are *taught* how to behave using our Behaviour Curriculum and this explicitly states the behaviours that we will teach our pupils and expect them to meet.

The Behaviour Curriculum helps pupils understand our expectations and why they are so. It is a vehicle to help them succeed in school and therefore in life.

We expect all staff to apply our behaviour system clearly and consistently. Pupils will therefore be clear on our expectations and actions that follow from their choices.

Sanctions alone do not change behaviour and our Positive Behaviour System is designed to firstly recognise the good and reward the good works that our pupils do. It is also designed to correct behaviour and its application should be fair and just.

Good behaviour is fundamental to the well being and progress of our pupils.

We believe that good behaviour and good conduct are central to a good education. We strive to lead behaviour well and it is the responsibility of all staff to provide a calm, safe, supportive and caring community in which pupils can learn and thrive.

We therefore expect the highest standards of behaviour, conduct, support, encouragement and care for one another from all members of our community.

Behaviour is something that we are all constantly working on as a staff collective. Behaviour is never 'finished' and is something that we are always looking to improve.

We train staff and pupils to embody our culture and values - teaching our pupils how to behave.

We strive to foster trust, discipline and the joy of learning in our school and hope to equip pupils for the next stage in their life journey when they leave.

With the challenges that the modern world poses to adults and young people, how we approach and support our young people is crucial. We attempt to open up horizons of hope and aspiration, guiding pupils into ways of fulfilling them. Negative experiences and behaviour, wrongdoing and evil do not succeed in our school.

We strive to heal, repair and renew, repent, forgive and reconcile as much as we can, modelling trust, generosity, compassion and hope. It is these values that are more fundamental than meaningless suspicion, selfishness, hardheartedness and despair.

Human dignity is central to a good education. The basic principle of respect for the value of each person involves discernment, deliberation and action. We are vigilant in all aspects of safeguarding.

We recognise that all pupils are of equal worth regardless of their background, ability or additionality.

There are no problems here, there are simply people. People are made in the image of God. All of us, without exception, are loved and called in Christ. The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion.

Archbishop of Canterbury

We have in our heart a belief that all children are loved by God, are individually unique and that we have a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

We strive to ensure that our Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality are vital in our community: every child should be revered and respected as a member of a community where all are known and loved by God.

We seek to create this caring, learning environment by:

- Adults and pupils acting with integrity, showing respect for each other demonstrating a knowledge and understanding of our ethos and values. It is the responsibility of all staff to support the development of a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour.
- Promoting good behaviour. The school will not allow pupils to prevent effective teaching and learning from taking place. Good behaviour and service should be rewarded and sanctions applied consistently for inappropriate behaviour.
- Continually working to maintain high standards of behaviour
- Ensuring fairness of treatment for all. All members of the school community will be listened to, responded to and trusted until that trust is broken.
- Ensuring that all members of the school community can work in a safe and secure environment free from disruption, bullying or any forms of harassment.
- Ensuring pupils whose behaviour and attendance may deteriorate through genuinely difficult circumstances or for genuine reasons are identified, supported and treated compassionately.
- Encouraging a positive, trusting relationship with parents/carers to ensure a shared approach, working in partnership together with the Woodchurch Agreement as a framework for pupil progress.
- Expecting adults and pupils to act with integrity and as appropriate ambassadors for the school at all times, inside and outside of school.
- Encouraging all school adults to model positive behaviour and to promote it through development of pupils' knowledge and understanding of Christian Values.

This policy seeks to put into practise the shared values of the Woodchurch community: its students, staff, parents/carers and the wider community that we serve.

Teaching and Learning

For Woodchurch High School to be proactive in promoting positive behaviour it is important that we provide opportunities within the curriculum in which good character and Christian Values can be modelled, taught and practised.

We expect all adults to support our pupils in learning how to act in keeping with the school's values and beliefs. These opportunities exist not only within the curriculum but also through:

<ul style="list-style-type: none"> • Attendance Policies and actions 	<ul style="list-style-type: none"> • Pastoral assemblies
<ul style="list-style-type: none"> • Celebration assemblies 	<ul style="list-style-type: none"> • Form time
<ul style="list-style-type: none"> • School Council 	<ul style="list-style-type: none"> • Extra-curricular activities
<ul style="list-style-type: none"> • Peer Mentoring opportunities 	<ul style="list-style-type: none"> • Collective Worship
<ul style="list-style-type: none"> • Sex & Relationship Education 	<ul style="list-style-type: none"> • Careers Education & Guidance
<ul style="list-style-type: none"> • Positive Behaviour systems • Chaplaincy Team 	<ul style="list-style-type: none"> • Drug Education • Ask WESS/ Ask WESS Live
<ul style="list-style-type: none"> • Activities provided in collaboration with external agencies such as the police, NHS etc... 	<ul style="list-style-type: none"> • Other leadership opportunities

Pupils with more challenging behaviour have the opportunity to benefit from periods of targeted support and intervention in a number of ways:

- Mentoring schemes
- Support from school counsellor & welfare officers
- Placement in the Learning Support Unit (LSU)
- Pupil Profiles (Tiered for levels of support)
- Additional Support Plans
- Pastoral Pen Portraits
- Involvement of outside agencies (CAMHS, Response, Targeted Family Support, Community Matters, Wirral Toolbox, Health Service in School, the Brook, Social Workers in school programme)
- Involvement of external professional/specialists e.g. Ed Psych, School Nurse, Family support, Social Worker in school and the Wirral Inclusion Team
- Alternative Educational Provision in line with the Wirral Guild of Alternative Education Providers. (including recent OFSTED guidance on school use of Alternative Education provision)
- The school led satellite curriculum

- The school's learning and teaching policy will support staff in promoting positive behaviour and attendance.

We hope in this way to prepare our students for the opportunities, responsibilities and experiences of adult life.

Pupils and parents/carers will be kept firmly up to date with all relevant policies and will be included in this regular evaluation via our website,, questionnaires etc.

Regular parental voice ensure that the service we are providing is meeting the needs of the pupils in our community.

Regular pupil voice will ensure that the service we are providing is supportive, developmental and caring.

Pupil voice is also used to identify safeguarding and wellbeing issues.

The Rights and Responsibilities of school, trustees, pupils and parents/carers

At Woodchurch High School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. However, the Headteacher and Senior Leadership Team are responsible for the school's policy and procedures.

We also recognise that it is the responsibility of all members of staff to model and promote the school's ethos and values on a daily basis.

Mr Canham (Head teacher), Miss Griffiths (Deputy Head teacher), Mr Smith (Assistant Head teacher) and Mr Joplin (Assistant Head teacher) oversee the day to day leadership, implementation and management of the behaviour policy

The Head teacher is responsible to the Trustees for the successful implementation of this policy.

School/Trustees

RIGHTS	RESPONSIBILITIES
To make clear the schools statutory powers to discipline pupils and that pupils and parents/carers respect this.	To ensure that the whole school is consulted and informed about the principles of the behaviour policy.
To enforce the school behaviour policy including rules and sanctions.	To ensure that the measures used to ensure good order, respect and discipline are communicated clearly; striving to create a calm, safe and supportive environment
To expect pupils and parents/carers cooperation in maintaining an orderly climate for learning, adhering to all aspects of the Woodchurch Agreement	To ensure that the school behaviour policy does not discriminate against any pupil on groups of e.g. race, religion, gender, disability or sexual orientation in line with the Equality Act 2010.
To expect pupils to respect the rights of other pupils and adults in the school.	To ensure staff are clear about the extent of this disciplinary authority and receive the necessary professional development where appropriate.
To expect parents and carers to take responsibility for the behaviour of their child both inside and outside of school, this includes online behaviours. This is in line with the Woodchurch Agreement	To apply sanctions fairly, consistently, proportionately and with integrity, reasonably taking into account SEND, disabilities, domestic circumstances and the needs of vulnerable children and offering support as appropriate.
Not to tolerate violence or threatening behaviour by pupils or parents/carers.	To take all reasonable measures to protect the safety and wellbeing of staff and pupils.
To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises.	To ensure staff model good behaviour, promoting the school's ethos and values at all times.
To behave with good character, embodying our ethos Christian Values at all times, setting an example to others.	To promote positive behaviour through active development of pupils' character. To keep parents/carers informed of their child's progress, positive and negative, use appropriate methods to engage them and where necessary support them in meeting their parental responsibilities.
	To work with other agencies to promote community cohesion and safety.

PARENTS/CARERS

RIGHTS	RESPONSIBILITIES
To contribute to the development of the school behaviour policy through their questions and feedback at school events	To respect the school's behaviour policy and the disciplinary authority of school staff, trusting and supporting school decisions.
To be kept informed about their child's progress including issues relating to their behaviour.	To help ensure that their child follows reasonable instructions and adheres to school rules, Commitment To Learning Criteria, code of conduct and the Christian Values.
To expect their child to be safe and secure in school.	To ensure that their child(ren) attends school each day punctually, in correct uniform, rested and equipped to learn.
To have any complaint they make about their child being bullied taken seriously and investigated/resolved as necessary.	To ensure staff are aware of any SEND related or other personal factors which may result in their child displaying behaviours outside the normal.
To appeal to the Headteacher/Trustees if they believe the school has exercised its behaviour policy unreasonably.	To be prepared to work with the school to support their child's positive behaviour, trusting and supporting school decisions
To appeal against a decision to suspend their child, first to the Trustees and then in cases of permanent suspension to an independent panel.	To attend meetings with the Headteacher or other school staff if asked to discuss their child's behaviour.
To be treated with respect and compassion, fostering trusting relationships with school	If their child is suspended from school to ensure that the child is not found in a public place during school hours in the first 5 days of suspension and to attend a reintegration interview with the school at the end of the fixed period of suspension.
To adhere to all aspects of the Woodchurch Agreement	To follow the requirements laid out in the Woodchurch Agreement.
	To support the school in ensuring that their child completes daily home study and revision
	Following a meeting, a parent may be asked to ensure a series of measures are taken at home to compliment support put in place in school

PUPILS

RIGHTS	RESPONSIBILITIES
To attend a community that is calm, safe and supportive	To follow reasonable instructions by staff, follow the code of conduct and Commitment To Learning criteria and accept sanctions appropriately.
To be taught in environments that are safe, conducive to learning and free from disruption.	To be trusted as ambassadors for the school when off school premises, adhering to the Code of Conduct
To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.	Not to bring inappropriate or unlawful items to school.
To appeal to the appropriate authority if they believe the school has exercised its disciplinary authority unreasonably.	To act with integrity, showing respect to school staff, peers, school property and the school environment.
To adhere to all aspects of the Woodchurch Agreement and Code of Conduct	Never to denigrate, harm or bully other pupils or staff.
To be supported to achieve the require behavioural standards	To cooperate with and abide by any arrangements put in place to support their behaviour.
	To behave with good character, acting with humility by respecting the rights of others and embodying our ethos and Christian Values.
	To follow the requirements laid out in the Woodchurch Agreement. This includes enforcing our uniform and piercing codes
	To complete daily independent study at home
	To value justice by reporting incidents and cooperating when there are investigations that require witnesses

Code of Conduct

The school's Code of Conduct promotes positive behaviour and sets explicit standards for all pupils. It was drawn up in consultation with pupils and staff. It covers expectations of attendance, punctuality and behaviour around the school and in the community before, during and after school.

Woodchurch High School Behaviour Curriculum

Pupil Code of Conduct

Our Principles

At Woodchurch, behaviour is built on three key principles:

1. Safety - keeping yourself and others safe.
2. Respect - showing care for everyone and everything around you.
3. Readiness - being prepared to learn, ready to engage, and responsible for your choices.

Our Christian Values

We live out our values every day:

Humility	Justice	Compassion	Humility
Hope	Forgiveness	Integrity	Wisdom
Trust		Thankfulness	Service

Belonging to our school means we value and support each other so everyone can flourish. Our values guide how we think, speak, and act - in class, around school, and in the wider community.

Commitment to Learning

We expect every pupil to:

1. Give their best effort in lessons
2. Complete homework to a high standard
3. Engage in independent learning

We encourage you to be motivated, independent, ambitious, and responsible in all aspects of learning.

This helps you to SHINE and be the best version of yourself.

Behaviour Tiers - A Summary of What Happens if Rules are not Followed

Every behaviour choice has a consequence:

Tier	When This Applies	Example Behaviours	Example Consequences	S T A G E S Y S T E M
1	Lower level	Calling out, talking over others, forgetting equipment, minor rudeness	Verbal reminder, short detention, teacher support	
2	Continued / higher level	Refusing instructions, missing homework repeatedly, persistent rudeness, missing Tier 1 detention	Central detention (1, 2, or 3 × 1 hour), parent/carer involved	
3	Highest level/serious	Encouraging/inciting unsafe behaviour, fighting, vandalism, truancy, mobile phone out/used, repeated Tier 2 offences	Night school (1, 2, or 3 × 2 hour), parent/carer involved, alternative learning, or suspension	

Every choice you make affects yourself and others. Repeated or serious issues lead to stronger consequences.

Quick Reminders for Pupils

1. Be Safe - protect yourself and others.
2. Be Respectful - show care for people, property, and the school environment.
3. Be Ready - arrive prepared, engage fully, complete your work.
4. Live Our Values - act with honesty, compassion, forgiveness, humility, and service.
5. Commit to Learning - aim high, take responsibility, and work independently.

You are always part of our community

Even outside the school building, you are part of our community. You are expected to:

- Model good behaviour and live out our values.
- Respect and serve the local community at all times.

The Behaviour Curriculum

Rationale

- We need to respond to the rise in challenging behaviours since the pandemic
- It is wrong to assume that pupils know how to behave and the purpose behind this
- We need to teach our pupils what we expect, rather than just telling them - and why (cf recent assemblies)
- We want our community to be a calm, safe and supportive environment where pupils can flourish
- Culture is formed by a multitude of small signals, small things, and the Behavior curriculum will be a series of such things to teach our pupils our expectations
- To reinforce expectational norms that everyone needs to have a shared understanding of.

Led by our vision

- 'Let your light shine' - the light is the good within us all
- It symbolises change and growth, and realisation of our gifts and talents through words, actions and thoughts
- To let your light shine, each one of our community should strive each day to follow the example of Jesus

What is a Behaviour Curriculum

- It will explicitly teach pupils how to navigate the social dynamics of school life
- It defines the expected behaviours in our school and how they will be taught and maintained
- It will teach pupils our expectations, what we expect on a daily, monthly, five year basis
- It will also explain why we want our pupils to behave in this way
- It will address the teaching of behaviours in all areas of school life, to and from school, unstructured behaviour, moving to lessons and behaviours in lesson
- It will 'coach' the pupils, covering academic, procedural and cultural behaviours

How does it look in practice?

- Behaviour is the sum of routine, habit, skills, attitude, emotions and needs
- We need to be clear about what good behaviour looks like. E.g. If someone comes into our lesson with bracelets on, lots of makeup, without the right equipment, and are late and are not challenged, we are telling the class that this is okay.
- We have several opportunities in the day to teach the pupils our expectations:
 1. Form Time
 2. Collective Worship
 3. Lessons
 4. Corridors & transitions
 5. Unstructured times
 6. Line Ups (outside lessons, end of lunch, Fire Drills)
 7. Toilets
 8. After school (including in the community)
- We have talked in the past about our modelling our values, but this will be a vehicle to model the behaviours we wish our pupils to exhibit, as well as teaching them

- It will link in with Practice Sessions, Collective Worship and whole school events such as Equality & Diversity Week & WellBeing Week
- It will also link with the Behaviour Stages, BromCom escalation process etc...
- Certain subjects can lead on aspects of this specifically. e.g. PE with organisation, Food Tech with being responsible for owning and therefore tidying, your own work spaces

Our Behaviour Curriculum

To make the most of your gifts and talents

Be Ready	Be Respectful	Be Safe
<ol style="list-style-type: none"> 1. We arrive at school on time, every time. 2. We get to lessons on time. 3. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. 4. We make sure we have the right equipment for the day. 5. We take part fully in lessons and show endurance. 	<ol style="list-style-type: none"> 1. We always listen when an adult is talking. 2. We always listen to pupils in our class giving ideas and feedback. 3. We are polite and show good manners to everyone. 4. We respect differences and know we are all equal. 5. We look after our equipment and share it. 6. We look after our environment and never drop litter. 7. We respect the law and the rules of school and society. 	<ol style="list-style-type: none"> 1. We follow instructions -first time, every time. 2. We do not tolerate bullying of any kind. 3. We walk sensibly around our school. 4. We line up sensibly. 5. We know who to go to for help and support. 6. We stay safe online and outside school. 7. We use equipment safely.



let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16


 THE CHURCH OF ENGLAND
 Diocese of Chester

Behaviour Stages

Woodchurch High school uses a behaviour stage system for the following reasons:

- To define clear threshold and an escalation process, making it clear to pupils and parents our expectations and acceptability
- Add fairness to individual cases
- To enable Pastoral staff to engage with parents ore effectively with clear escalation and consequences
- To provide an opportunity to 'stop' and to put support in place and to explore root causes of behaviours, utilising internal and external support to improve behaviours.

There are four behaviour stages:

Stage	Member of staff	Possible outcomes of meeting
1	Pupil Progress Leaders/Assistant Pupil Progress Leader	Review meeting If a review meeting, possible move to Stage 0 or to Stage 2
2	SLT	Review meeting If a review meeting, possible move to Stage 3 or to stage 1
3	Head teacher / Deputy Head teacher	Review meeting If a review meeting, possible move to Stage 4 or to Stage 2
4	Trustee	Review meeting If a review meeting, possible move to Stage 3

There is documentation that is to be completed prior to the meeting, outlining attendance and behaviour data.

If it is a review meeting, the documentation will detail the *change* in behaviours since the previous meeting.

Initial Meeting

At the initial meeting

- The Stage system will be explained to all present
- The areas of concern will be discussed
- The support processes are discussed and necessary actions identified
- Targets are set for the school, parents/carers and the child
- A review date is set

Following the meeting:

- Staff are informed of the meeting
- Mrs Evans notes on BromCom that the pupil have moved to a Behavioural Stage

Review meeting

At a review meeting

- Data is reviewed to see if there has been an improvement in behaviours
- Previous targets are reviewed
- The support processes are reviewed to see if further support is required
- A decision is made whether to remain at the stage, to move up, or to move down
- A review date is set

The desired pathway for all pupils is to move from a stage

The Staged documentation is found as an appendix

Following the enactment of the Education and Inspections Act 2011, the following are pertinent points for this policy

Power to discipline

- Schools have a statutory power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction as long as it does not breach any other legislation and is reasonable in the circumstances.
- All teachers and other staff in charge of pupils are trusted and have the power to discipline.
- The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers.
- Part 2 of the Education Act 2011 extends the power given to school staff in Section 550ZA of the [Education Act 1996](#) to search a pupil or their possessions if they believe them to be carrying certain items to include power to search if the member of staff believes one or more of the possessions have been, or may be used, to commit a criminal offence, cause personal injury or damage property.
- In the Education Act 2011, staff are also given the power to search a student even if they are under the age of criminal responsibility, and for staff of the opposite sex to the student to search said student if they believe the risk is so great that serious harm would be caused if they waited or attempted to find a member of staff who is the same sex as the student to be searched. Teachers are also given the power to examine data files on electronic devices and delete them if they believe there is good reason to do so.
- Part 2 also, through Section 4, gives Headteachers of maintained schools and lead teachers of pupil referral units in England the power to exclude a pupil either permanently or for a fixed-term for disciplinary reasons. The section also gives the excluded party the power to appeal to a "review panel" if the Headteacher or lead teacher has decided not to reinstate a pupil, who may uphold the suspension, recommend a review of the suspension by the Headteacher or lead teacher, or quash the suspension and force the Headteacher to reconsider the suspension.
- Section 5 of Part 2 of the Education Act 2011 removes the requirement on a school to provide a student's parent, guardian or carer with 24 hours' written notice of an out of school detention. (Woodchurch High school choose not to enact this right)
- The Government recognises that school suspension, managed move and off-site direction are essential behaviour management tools for Head teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

Outside school premises

- Schools have a statutory power to discipline pupils for misbehaving outside school premises and not supervised by school staff if such behaviour poses a threat to another pupil or member of the school or could adversely affect the reputation of the school or could have repercussions for the orderly running of the school. (Woodchurch High school works in partnership with the local police force and PSCO service when necessary)

Detentions

- Teachers have a legal power to put pupils aged under 18 in detention after school sessions and on weekends and non-teaching days.
- Schools do not need to give parents/carers 24 hours' notice in consideration of health and safety issues. (Education Act 2011, Government Guidance on Behaviour 2022, DFE)
- Each lesson there will be a team of staff who are on patrol on the corridors. Their purpose is to return pupils to lesson who are absent without permission or to escort a pupil to a lesson who is significantly late
- If a pupil is given permission to leave a lesson, they are to be given a yellow slip (or other appropriate note)
- A pupil who is out of lesson without permission, will be challenged and will be sanctioned as necessary.
- The length of the detention is dependent on the action and can vary from ten minutes to placement in Night School (two hours per session)
- Pastoral Leads may take into account other matters and vary the length of this detention
- Parents/carers will be informed by the MCAS Application of the detention
- The pupil will be collected from their lesson to serve the detention
- Any instances of defiance on the corridor will be logged via BromCom and actioned as necessary
- Any pupil who refuses to attend their same-day sanction will be issued an Alternative Suspension
- Should a pupil wish to rearrange this detention, parents/carers must be contacted for verification. However, this is not the norm and will only be considered in extreme situations.

Confiscation

- The Education Act 2011 states that "reasonable force" can be used by staff to confiscate items if
- *the person carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency, and*
- *in the time available it is not reasonably practicable for the search to be carried out in the presence of another member of staff.*

This is further detailed in *Screening, Searching & Confiscation* (July 2022) which states:

- Searching can play a critical role in ensuring that school are safe environments for all pupils and staff
- It is a vital measure to safeguarding and promote pupil and staff welfare, and to maintain high standards of behaviour through which pupils can learn and thrive
- Headteachers and staff they authorise have statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil have have a prohibited item (the list of prohibited items is above)
- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful confiscation must be a reasonable sanction in the circumstances of the particular case.
- The current legislation protects school staff from liability for damage to, or loss of, any confiscated items.
- Members of the Safeguarding Team have the right to view suspected content on a child's mobile telephone in the presence of another member of staff. Should the contact be of a Safeguarding nature, appropriate action will be taken
- Should a pupil choose to bring into school a prohibited coat, it will be confiscated and returned at the end of the day. A letter will also be sent home informing the parents/carers of the action their child has chosen to take and the action taken by school. A log is kept of pupils who bring in prohibited coats and should the offence be repeated, the coat will be confiscated until such time as a parent/carers collects it from school.
- Weapons and knives must always be handed over to the police; otherwise it is for the teacher to decide when and if to return a confiscated item.
- Pupils are not permitted to sell items, prohibited or otherwise, on the school premises.
- All searches are logged on the school's safeguarding software, CPOMS
- Should a search find no prohibited items, a standard letter is sent home informing parents/carers that the search took place:

I am writing to inform you of an incident that took place on X.

Following, it was deemed necessary for Y to be searched by an authorised member of staff.

The search was conducted in line with school policy and Government guidelines and Y was found not to be in possession of a prohibited item.

A record of this search has been entered into our Safeguarding software.

Should you wish to discuss this further, do not hesitate to contact your child's PPL or a member of the Safeguarding Team.

Guide for staff who are authorised to search:

Those staff who are authorised to search are required to use the following guidance:

Searching, Screening & Confiscation - Guide for staff authorised to search

Searching can play a critical role in ensuring that our school is safe for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, maintaining high standards of behaviour through which pupils can learn and thrive.

The Behaviour Policy details that the following staff have the right to search pupils: Mr Canham (Head teacher), Miss K Griffiths (Deputy Headteacher) Mr A Smith (Assistant Headteacher and Designated Deputy Safeguarding Lead), Mr P Joplin (Assistant Head teacher and Designated Safeguarding Lead), Miss Quigley (Senior Pastoral Lead) and Mrs Barker (Senior Pastoral Lead).

Mr Bannon (Assistant Head teacher) has this right at the school's satellite provision.

The Behaviour Policy details that the following items can be searched for:

- *Weapons, knives, alcohol, pornography, fireworks, smart watches, cigarettes, electronic cigarettes and other tobacco products, illegal drugs and stolen items (this list is not exhaustive)*
- *School reserves the right to search for electronic cigarettes and items which, there is a suspicion, have been brought in to sell to other pupils for profit. Prohibited drinks such as Lucozade will be confiscated, as will items which have been brought in to sell.*

Before searching

- All pupils may be searched if there are reasonable grounds to suspect that the pupil is in possession of one or more of the items listed above.
- The member of staff should ensure that there is another member of staff present and that one of the two staff is of the same sex as the pupil being searched
- Explain to the pupil why they are going to be searched and what will take place
- If a pupil refuses to cooperate, the pupil may be sanctioned in line with our Behaviour Policy
- Ensure the search takes place in a private place where the pupil will not be viewed by other pupils.

When conducting a search

- Ask the pupil to remove his/her bag and then look inside
- Ask the pupil to remove their blazer/coat and search the items
- If the pupil is male, ask him to turn out his pockets, then to raise his trousers to examine whether there are items in his socks
- If necessary, pupils can be asked to remove their shoes
- Staff are permitted to search lockers
- Any prohibited items should be placed in an envelope, with the pupil's name and placed in the school safe
- Staff may not ask pupils to remove items which are next to their skin
- Staff are permitted to use a metal detector to assist with the search

After the search

- Staff should consider whether the search, or the outcome of the search gives cause for the pupil to suffer and offer necessary support
- The search should be logged on the school's Safeguarding software:CPOMS

- If necessary, inform the Safeguarding Team of the outcome of the search
- Parents/carers should be informed immediately if the outcome of the search is positive.
- If the outcome of the search is negative, the standard searching letter needs completing and sending home

Confiscation

Staff authorised to search can confiscate any item that they have reasonable grounds to suspect:

- May pose a risk to staff or pupils
- Is a prohibited item as detailed above
- Is evidence relating to an offence

The confiscated item will then be placed in the school safe.

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to. In these cases, the member of staff must safely dispose of these drugs.

Where a member of staff conducting the search finds prohibited items, they may retain them or dispose of them as they think appropriate. They should not be returned to the pupil

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect its possession constitutes a specified offence. In such a case, the police should be contacted immediately.

Searching a pupil's telephone

A member of the above staff may look through a pupil's mobile telephone if they suspect:

- There are images/videos/recordings of other pupils or members of staff which have been taken without consent
- There is evidence of bullying of another member of the community or a member of the public

Before viewing a pupil's mobile telephone

- Inform the pupil why there is reasonable ground to suspect that there is unacceptable content on their telephone and what the content is.
- Explain the protocol (as detailed below) and the procedure for searching their telephone
- Inform the pupil which areas of their phone are being examined
- Ensure that there is another member of staff present

Process for looking through the telephone

- Ask the pupil to unlock the telephone and pass to the member of staff searching
- Ensure that the pupil and other members of staff can see the phone at all times
- Staff should inform the Safeguarding Lead if an indecent image of a minor or other illegal content is found
- Following the search, if there is no reason to retain the telephone, it should be returned to the pupil

Screening

Screening pupils can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment

Statutory screening takes place before a formal examination and in the school's satellite provision.

Screening is the use of a walk-through or hand-held metal detector to scan pupils for prohibited items.

Before the screening

- Pupils will line up in the main foyer to be reminded of examination rules and regulations

During the screening

- One of the staff named above, or a member of the child's Pastoral Leadership team will use the wand to identify if the pupil has any metal items on their person
- Should the metal detector activate, the pupil will be asked to leave the line and hand over the prohibited item
- Should a pupil refuse to engage, the statutory right to search may be activated.



Confiscation

The aim of confiscating property is to maintain an environment conducive to learning one which safeguards the rights of other pupils to be educated with regard to Health and Safety, threats to good order, uniform violation, the ethos of the school.

At Woodchurch High School all adults have the authority to seize, retain or dispose of the following items if reasonably applied: sweets, chewing gum, cans of drink, paper balls, condoms etc. (this list is not exhaustive)

Adults will also confiscate but not dispose of the following items: mobile phones, media players, jewellery deemed inappropriate. Such items will be placed in the school safe and must be collected at 3.15 pm of the same day for a first offence. Repeated offending will result in parents/carers being invited in to discuss and collect the offending items.

Exceptions to the above include material that is inappropriate, may be regarded as inappropriate or is illegal for a child to have such as cigarettes, e-cigarettes, lighter, pornographic material. This material should be referred to Mr Smith or Mr Canham in the first instance.

A pupil may reasonably be asked to turn out their pockets or to hand over an item that is against school rules.

It should be noted that while it is legal to confiscate a mobile phone or smart watch searching through the phone or accessing text messages without the pupil's permission is not. If investigating any issue of cyber bullying the pupil's permission to look at their text messages should be sought.

Should there be a suspicion of inappropriate images on the mobile phone, staff will not try to access the images, but are to contact the police.

For further information, please see

- Safeguarding
- Child on Child abuse
- Sexting policies.

Weapons, Drug, Stolen Property

A separate legal provision makes it lawful for authorised school staff to search suspect pupils for knives, weapons, drugs, cigarettes, e-cigarettes, fireworks or stolen property without consent. At Woodchurch High School the following adults are authorised to search for weapons without consent using the agreed DfE guidance (Screening, Searching and Confiscation).

- Mr Canham, Headteacher
- Miss Griffiths, Deputy Headteacher
- Mr Smith, Assistant Headteacher
- Mr Joplin, Assistant Head teacher
- Mr Bannon, Assistant Head teacher (at the school's remote provision)

On no account should any other adult attempt to carry out a search of a pupil's property or clothing for any reason. Suspected pupils should be referred to the named staff who will decide on the appropriate action to take.

When the search takes place, a member of staff the same sex as the pupil should be present. With reference to searching, the school complies with Government guidance around screening, searching and confiscation.

Should a pupil refuse to be searched, parents will be contacted and the police may also be contacted if there is a suspicion that another member of our community is at risk



Use of Reasonable Force

- Staff also have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Clarification is also provided as to when "reasonable force" can be used by staff to confiscate items, as well as setting out the process to be followed if specified items are found.

At Woodchurch High School we expect every adult to have familiarised themselves with the Department of Education guidance outlined (see Appendix)). In applying the policy there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

Staff are also trained in deescalation techniques and use this guidance to support

De-Escalation : Non-Physical Incident response			
The "Self" Check Regulate your own nervous system first <ul style="list-style-type: none"> • Regulate breathing to avoid 'fight or flight' • Open posture at a forty-five degree angle (not toe-to-toe) • Keep tone low, steady, and monotone 	Verbal Intervention Break focus <ul style="list-style-type: none"> • "Stop" - sharp directive • "Names" - identify • "Consequences" - clear results 	The "Don't" of De-escalation Some behaviours can escalate tension: <ul style="list-style-type: none"> • Don't say, "calm down" - it dismisses feelings • Don't get defensive - ignore any character attacks • Don't comment - use requests (<i>Could you...?</i>) • Don't block exits - prevent feeling trapped 	
TECHNIQUE Active Listening	HOW TO USE IT Nod, use cues like, "I see" or "okay"	WHY IS WORKS Shows the person that they are heard	
Validation	"I can see you are frustrated right now"	Acknowledges feeling without agreement	
Clarification	"What part of this is the biggest problem?"	Forces logical thinking to explain	
De-Escalation : Physical Incident response			
Immediate Safety Manage Environment <ul style="list-style-type: none"> • Call/signal for help and assistance • Clear bystanders by directing them • Remove hazards such as furniture 	Verbal Intervention Verbal intervention <ul style="list-style-type: none"> • "Stop": short, sharp directives • Names: loudly identify • Consequences: mention hurt, removal from school 	Physical Response Physical response <ul style="list-style-type: none"> • Wait for safer back up • Separate if needed: pull from behind • No pain: avoid pain • Use of Reasonable Force update Summer 1 	Post-incident Thirty minute cooldown <ul style="list-style-type: none"> • Isolate pupil in secure location • Cool down - monitor heart rate, give water • Medical intervention - first aider check
Document and Debrief <ul style="list-style-type: none"> • Fact-only report: report the facts, not interpretations • Identify triggers: note and analyse events occurring thirty seconds before the incident • Staff debrief: review the response efficacy and identify protocol improvements 			
			

Expectations for positive behaviour off site

At Woodchurch High School we have high expectations of the behaviour and integrity of our pupils when off school premises. This includes behaviour on activities arranged by the school such as work experience, educational visits, alternative provision, behaviour on the way to and from school, behaviour when in a public place.

As such this policy has the following objectives:

- To act with respect and integrity on transport, educational visits or other placements.
- To secure behaviour which does not threaten the Health and Safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To protect individual staff from harmful conduct by pupils of the school when not on site.

To that extent the school will:

- Work with transport providers to agree how behaviour on contract transport should be addressed.
- Make our expectations clear about the consequences of poor behaviour on transport (including loss of access to transport) to all pupils (see previous).
- Work with work experience/alternative education providers to ensure the school/provider contract makes clear our expectations of behaviour and procedures to use in the case of poor conduct.
- Liaise with the local community, retail staff and police to establish clear communication in managing complaints by individuals in the community.
- Work with parents/carers to show how they can report poor out of school behaviour by pupils.
- Ensure that all applications for educational visits include clear statements to pupils and parents/carers about behavioural expectations.

Expectations are laid out in the Woodchurch Agreement which pupils and parents/carers sign at the start of Year 7

Social Media (such as mobile phones, smart watches, internet sites and chats rooms)

Technology can be exploited by pupils in order to bully or embarrass fellow pupils or staff. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated and confiscation, disciplinary sanction (up to and including suspension and police involvement)/ restorative justice procedures will be applied as appropriate.

Abuse or intimidation of staff outside school

At Woodchurch High School we will not tolerate abuse or intimidation of staff by pupils when not on the school site and when not under the lawful charge of a member of staff.

Staff who feel they have been subject to abuse or intimidation by pupils outside school should refer to the issue in the first instance to Mr Canham or a senior member of staff.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school (such sanctions are likely to include referral to the police).

Rewards and Sanctions

Acknowledging good behaviour encourages repetition and communicates the school's expectations, standards and values.

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture, vision, ethos and values.

Positive rewards and recognition should be applied clearly and fairly, enforcing the routines, expectations and standards that we expect as a school.

Our Code of Conduct is supported by a coherent system of rewards and sanctions that are based on the idea of 'choice and consequence' with the ownership of the behaviour placed firmly with the pupil.

- Should pupils choose to follow school expectations and Behaviour Curriculum and behave with integrity then they will be rewarded.
- Should pupils choose not to follow school expectations and Successful Learning Criteria and behave inappropriately then a system of sanctions will be applied where appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with pupils in a manner that:

- Encourages and promotes good behaviour
- Looks to defuse and positively manage confrontation should it arise.

REWARDS

At Woodchurch High School we believe that the Christian Values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life, including behaving as expected.

To secure the positive climate for learning, we seek to create an atmosphere where the emphasis is on praise and encouragement whilst accepting there will be a need to support those pupils who find it difficult to maintain acceptable behaviour.

Behaviour is habitual and all staff should try to encourage pupils to live out our ethos and values, reflecting the school’s vision

At Woodchurch High School a wide range of rewards are available and all adults are encouraged to reward positive behaviour through:

- Oral praise (public and private)
- Feedback through Live Marking in the classroom
- Special responsibilities
- Referral to FT/Curriculum Leaders/Pupil Progress Leaders/SLT
- Contact with parent/carers
- Displays of pupils’ work
- Non verbal praise
- BromCom rewards

In addition to the above strategies the school has a formal reward system which is used to recognise and congratulate all pupils when they set good examples or show improvement in their own behaviour or attendance or effort and display our Christian Values. This system includes:

- Prizes
- Certificates/postcards home
- Commendation letters
- Headteacher awards
- Presentation assemblies

1. Individual rewards

- a) Performers of the week
Top pupils each week recognised in assembly and rewarded with a certificate
- b) Recognising performance and hitting milestones

Year	Milestone for Form Tutor certificate	Milestone for PPL certificate	Milestone for AHT certificate	Milestone for DHT certificate	Milestone for HT Bronze	Milestone for HT Silver	Milestone for HT Gold
7	10	30	50	60	70	85	100
8	10	20	30	40	50	60	80
9	10	20	30	40	50	60	75

Rewards, Celebration & Leadership Calendar 2024-2025

<p>Autumn 1</p> <ul style="list-style-type: none"> • Ambassadors selection and celebration assembly • SHINE 1 rewards • SEND Awards • End of half term cinema for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • SEND Extra Mile Awards • Behaviour Curriculum nominations 	<ul style="list-style-type: none"> • 15 10 24 • w/c 21 10 24 • w/c 21 10 24 • End of September & October • w/c 21 10 24 • End of September & October • Last week of half term 	<p>Autumn 2</p> <ul style="list-style-type: none"> • School Council - Rewards • SHINE 1 rewards • SHINE 2 celebration event • End of half term cinema for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • SEND Extra Mile Awards • SEND Rewards trip • SEND Afternoon Tea • Behaviour Curriculum nominations 	<ul style="list-style-type: none"> • 14 11 24 • w/c 9 12 24 • w/c 9 12 24 • w/c 9 12 24 • End of November & December • w/c 9 12 24 • End of November & December • w/c 9 12 24 • Last week of half term 	<p>Spring 1</p> <ul style="list-style-type: none"> • SHINE 1 rewards for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Planned subject specific rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • SEND Extra Mile Awards • Behaviour Curriculum nominations • Random Act of Kindness week 	<ul style="list-style-type: none"> • w/c 3 2 24 • w/c 3 2 24 • End of January & February • w/c 3 2 24 • End of January & February • Last week of half term
<p>Spring 2</p> <ul style="list-style-type: none"> • SHINE 1 rewards • SHINE 2 celebration event for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • SEND Extra Mile Awards • SEND Afternoon Tea • Behaviour Curriculum nominations 	<ul style="list-style-type: none"> • w/c 24 3 25 • w/c 24 3 25 • w/c 24 3 25 • End of March and April • w/c 24 3 25 • End of March & April • w/c 24 3 25 • Last week of half term 	<p>Summer 1</p> <ul style="list-style-type: none"> • Acting Prefects selection • SHINE 1 rewards • End of half term cinema for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • SEND Extra Mile Awards • Behaviour Curriculum Awards 	<ul style="list-style-type: none"> • w/c 21 4 25 • w/c 19 5 25 • w/c 19 5 25 • End of May & June • w/c 19 5 25 • End of May & June • Last week of half term 	<p>Summer 2</p> <ul style="list-style-type: none"> • Prefects selection • Positive Behaviour Trip • SHINE 1 rewards • SHINE 2 celebration event for four best forms: BromCom rewards, SHINE Awards, Attendance & Punctuality rewards occasions • Pastoral Celebration Assembly • Christian Values Awards • SEND Awards Event • Behaviour Curriculum Awards 	<ul style="list-style-type: none"> • w/c 14 7 25 • 17 7 25 • w/c 14 7 25 • w/c 14 7 25 • 8 7 24 • w/c 14 7 24 • End of July • w/c 7 7 24 • Last week of half term



10	10	20	30	40	50	60	75
11	10	20	30	40	50	60	75

SANCTIONS

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in line with the school's standards and expectations.

The first priority of all staff is the safety of our pupils and the desire to promote a calm, safe orderly environment.

It is important that staff across the school respond consistently, fairly and proportionately.

To achieve these aims, a response to behaviour may have various purposes:

- 1) Deterrence
Effective sanctions can be deterrents for a specific pupil, or other pupils
- 2) Protection
Keeping all our community safe is a legal duty for all staff. A protective measure in response to inappropriate behaviour may be immediate or after an assessment of risk
- 3) Improvement
To support pupils to understand and meet the expectations of the school, reflecting our values, ethos and vision. Pupils should be supported to understand and follow the rules. These may be via sanctions, reflective conversations or targeted pastoral support.

Where pupils choose, after appropriate help and intervention, NOT to respond to the school's expectations for misbehaviour and follow our Commitment To Learning Learning Criteria, then sanctions will be necessary. We want available sanctions to be used to promote and develop positive behaviour and we expect all adults and pupils to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

We expect pupils to take ownership of their behaviour, their learning and our Christian Values, however there is also an expectation that all adults will maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils. Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- Make clear they are dealing with the behaviour, not the person.
- Avoid early escalation to secure sanctions.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome).
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as consistent and inevitable (i.e. when a sanction is mentioned, it is used).
- Take account of individual circumstances.
- Attempt to link the concept of sanctions to concept of choice i.e. 'choices lead to consequences.'
- Encourage pupils to reflect on the effects of their misbehaviour/absence on others.
- Encourage pupils to demonstrate, through acts, our Christian Values.
- Apply the behaviour system fairly and consistently.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. In the classroom however the primary responsibility for creating a learning climate lies with the adults in the classroom.

The aims of any response to misbehaviour should be to maintain the culture and ethos of the school, to restore a calm, safe and supportive environment in which pupils can learn and flourish.

Taking account of individual pupils needs (Additional Needs, disability, vulnerability, race, religion, culture, sexuality)

At Woodchurch High School we endeavour not to discriminate – through application of the behaviour policy – against pupils whose apparent inappropriate behaviour may be a function of their Additional Needs, disability, gender, sexuality, gender orientation racial and/or religious/cultural background.

Adults should be aware that blanket policies might put the school at risk of discriminating against some pupils. In other words we need to make reasonable adjustments for some pupils in our community/care.

Therefore when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions (see Appendix).

Woodchurch High school is an inclusive school and has many complex pupils with additional needs. During transition periods, it is vital that these pupils can move from one area of the school to another in a calm, orderly atmosphere. To ensure this, all pupils are expected to walk on the left hand side of corridors, not engaging in any physical contact with other pupils.

Harassment and bullying

The Department for Education states that bullying is,

“repeated behaviour that is intended to hurt someone physically or emotionally

At Woodchurch High School we seek to promote racial harmony and eradicate all forms of bullying based on gender, sexuality etc. Bullying will not be tolerated. All adults and pupils are advised to follow reporting procedures as outlined in the Anti-Bullying Policy as soon as they can.

Bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person. This can have an impact on socialisation and academic achievements.

Bullying can have a significant impact on young people. It may result in truancy or cause pupils to leave school early before getting the qualifications they want and of which they are capable. Pupils may become non-communicative, isolated or particularly badly behaved. If they are treated poorly in schools and colleges this can, in turn, lead to loss of confidence and self-worth, self-harming, and alcohol or drug misuse

Procedures for dealing with unacceptable behaviour

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom (for examples see table 1). They should fill an incident report on BromCom. Type 1 BromCom incidents will be followed up by the classroom teacher with the support of Curriculum Leaders where needed, Type 2 by Pastoral Leaders and Type 3 by Pastoral Leaders, with sanctions administered by Senior Leadership Team.

After the Curriculum/Subject Leader has dealt with the incident, in line with departmental policy, the follow up should be recorded by the Subject Leader/Curriculum Leader on BromCom. There is a clear line of escalation with the BromCom categories with lines of responsibility clearly laid out.

The Pupil Progress Leader will monitor pupils' behaviour across the curriculum. They will become involved usually when a pupil's behaviour is causing concern in a number of subject areas. They will then take appropriate action and again record the follow up on the pupil's BromCom log. They are also responsible for dealing with serious incidents which are likely to result in suspension.

Members of the SLT are available throughout the day to intervene, or in some cases remove pupils from lessons where there is serious disruption.

Subject teachers should send a reliable pupil to Headteacher's PA, who will contact the member of the SLT available. However these incidents still need to be recorded by the member of staff to enable Pupil Progress Leader/SLT to deal with the matter.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent suspension.

In dealing with the incidents of unacceptable behaviour it is expected that all staff will follow the school's positive behaviour system.

Level of incident/sanctions

Outlined below are examples of unacceptable behaviour and sanctions which are available; this list is not exhaustive. This is not a tariff and each case must be dealt with according to its merits. Sanctions should be applied in accordance with DfE guidelines.

When gathering evidence and making decisions, school works on the *balance of probability*

This extract from the 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 July 2026

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following a suspension

Behaviour	To be resolved by	Possible sanctions/strategies
<p>Low level disruption</p> <ul style="list-style-type: none"> ● Lack of concentration ● Calling out ● Telling lies ● Chewing ● Not following instructions ● Minor bad language ● Use of mobile phone ● Lack of homework ● Lack of equipment ● Late to lesson ● Littering ● Off-task disruption ● Answering back ● Having possession of low level prohibited items such as chewing gum, fizzy drinks, isotonic drinks ● Bringing a prohibited coat into school ● Talking without permission ● Moving seats without permission ● Rudeness ● Defiance ● Lack of effort ● Whispering when should be silent ● Shouting across classroom 	<p>Low level intervention by adults within the classroom</p>	<ul style="list-style-type: none"> ● Non verbal signals ● Commitment to learning strategies (see Appendix) ● Verbal reprimand ● Cooling off period outside (max 5 mins) ● Move seats ● Positive Behaviour System ● Workroom ● Detention ● Phone call home ● Provision of equipment with deferred sanction ● Recognition of lateness with deferred sanction/discussion ● Confiscation ● Community Service
<p>Medium Level Incidents</p> <ul style="list-style-type: none"> ● Persistent repeated minor incidents as above ● Verbal abuse ● Bullying – name calling ● Truancy ● Continually off task ● Minor vandalism ● Abuse/violence isolated acts 	<p>Medium level intervention by adults within the classroom with HOD/Curriculum Leaders/PPL as appropriate</p>	<ul style="list-style-type: none"> ● CAL/PPL meeting with pupils ● Contact with parent/carer via letter or interview ● Faculty detention ● PPL detention ● Rehab ● Behavioural report ● Multi agency support ● Amended timetable

<ul style="list-style-type: none"> ● Intimidating behaviour such as walking the building or grouping in gangs ● Intransigence ● Selling prohibited items such as chewing gum, cans of fizzy drinks ● Inappropriate use of social media 		<ul style="list-style-type: none"> ● Fixed term suspension ● Counselling/mentoring ● Restorative justice ● Time-out card ● Removal of status ● Removal of privileges ● Saturday Detention ● Period of respite on Alternative Provision
<p>High Level Incidents:</p> <ul style="list-style-type: none"> ● Possession of knives, drugs, cigarettes, stolen property, electronic cigarettes* ● The attempt to deal/sell any of the above items* ● Any threatening behaviour relating to the possession of the above items, such as threatening a member of staff or pupil* ● Threatening behaviour towards a member of staff that includes negative and confrontational body language ● A pupil confronting a teacher in a rude and/or aggressive manner following a decision that they have made ● Open defiance ● A group of children confronting a member of staff ● Deliberate damage to school property ● Any behaviours intended to cause disruption to the school community. Such an example would be walking around the school building ,refusing the acquiesce to request, disturbing lessons. ● Setting off the fire alarm inappropriately ● Truancy ● Wandering the school building ● Refusing to acquiesce to staff commands and instructions ● Ignoring staff when spoken to or challenged ● Graffiti ● Fighting ● Open defiance ● Sexual harassment ● Physically threatening behaviour towards staff or pupils ● Homophobic/transphobic/racial bullying towards staff/pupils ● Bullying related to SEND ● Cyber bullying ● False allegations against staff ● Use of words such as, “pedo” and “nonce” directed towards a member staff/pupil directly or indirectly.* ● Assault* 	<p>High level intervention by Headteacher/ Member of the Senior Leadership Team</p>	<ul style="list-style-type: none"> ● Internal suspension ● External suspension ● Alternative suspension ● Permanent suspension ● Negotiated Transfer ● Managed Move ● Period of respite on Alternative Provision <p>(incidents marked with * may lead to permanent exclusion)</p>

This list is not exhaustive and the Head teacher may choose to issue a sanction or fixed-term suspension following an incident that is not on this list.

Workroom

Should a pupil repeatedly disrupt the learning within a classroom, or should there be a significant act such as defiance, extreme rudeness, swearing etc, he/she may be sent to the workroom. The pupil is provided with work by the class teacher and completes it for the duration of the lesson. Following this sanction, a letter is sent home and the pupil is issued with a Faculty Detention and four Pastoral Detentions. A pupil may also be sent to the workroom for an extreme act in the lesson such as abusive language or arguing with the teacher.

The Positive Behaviour System details infractions in lessons that will not be tolerated (the list is not exhaustive and disruption to learning is not acceptable)

- Talking without permission, shouting out, moving seats without permission, rudeness, arguing, answering back, defiance, lack of effort, whispering, shouting across the classroom

The following are classed as significant incidents and will result in a child immediately being sent to the Workroom (the list is not exhaustive)

- Swearing, significant disruption, extreme rudeness or defiance.

Expectations for remote learning

When there is an occasion when pupils have to learn remotely, the same standards of behaviour and effort are expected.

Pupils are to engage in learning, completing necessary and required work without disturbing the teacher or other pupils who desire to learn

Pupils may not have inappropriate profile pictures. Pupils will be warned and then it will be forcibly removed.


Pupils who disturb the learning of others will be removed from the lesson and necessary sanctions applied upon their return to school

When there is an occasion when pupils have to learn remotely, the same standards of behaviour apply.

Positive Behaviour System


Our Positive Behaviour System is designed to allow staff to teach without interruption and challenge behaviour fairly and justly.


This system also makes it clear to pupils the behaviours that we expect and how they will be lead within the classroom




Our Positive Behaviour System


We believe that it is the right of every pupil to be taught in a calm, safe and supportive environment





CHOICE










CONSEQUENCE

To contribute positively to the learning environment in the classroom, adhering to our Behaviour Curriculum , demonstrating commitment to learning, completing independent study, displaying our Christian Values at all times

BromCom rewards, certificates, Head Teacher's Award, teacher and Pastoral recognition, academic progress, academic success, SHINE Awards, Christian Values awards, Behaviour Curriculum Awards, invitation to celebration activities.
You will flourish in our school

	CHOICE	CONSEQUENCE	CONSEQUENCE	TIER
	To choose to disrupt the learning of others in the lesson or to stop the teacher teaching	Verbal warning		ONE
	Further disruption	Name on board	10 minute detention	ONE
	Further disruption	Tick next to name	30 minute detention	ONE
	Further disruption	Second tick and sent to the Workroom	One, Two or Three Centralised detentions	TWO





What is classed as disruption in a lesson?

Talking without permission, shouting out, refusing to sit in your assigned seat, rudeness, arguing, answering back, defiance, lack of effort, whispering, shouting across the classroom.

Stopping the teacher teach and other pupils from learning, not adhering to the principles of the Behaviour Curriculum


Anything that disrupts the safe, supportive, calm environment of our classrooms





When will a pupil be immediately sent to the Workroom?

Swearing, significant disruption, extreme rudeness or open defiance.



Choices and consequences are at the heart of our positive behaviour system and all pupils are encouraged to meet our standards.


Behaviour Tiers

Our behaviours are grouped into three Tiers. These have clear consequences and expectations.

Tier	Explanations	Led by
1	Breach of standards	All teaching, duty and support staff
2	Serious breach of standards	Led by Pupil Progress Leaders and other Pastoral Staff
3	Critical Breach	Led by Senior Leadership Team


Tier	Examples of behaviours (not exhaustive)	Tier 1 outcomes (not exhaustive)

1	Calling out Off task Missing equipment Minor uniform issues	5-10 minute immediate detention Formal detention (up to 30 minutes) Use of Stage system
2	Repeated disruption Disruption of Tier 1 detention Persistent homework/equipment issue	30 minute detention One, two or three Centralised Detentions (one hour) Use of Stage system
3	Defiance Fighting Vandalism Mobile phone use Truancy	Night School (two hour sanction) Alternative Provision Fixed-term suspension Use of Stage system






Putting Learning First
"Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." – Matthew 5:16

TIER 1 – BREACH OF STANDARDS




Led by teaching, duty and support staff



some examples


-  Calling out
-  Off-task
-  Missing equipment
-  Minor uniform issues

Tier 1 Outcomes




- 5-10 min immediate detention 
- Formal detention (up to 30 mins) 
- Staged system 

TIER 2 – SERIOUS BREACH

Led by PPLs (Pupil Progress Leaders)








some examples

-  Repeated disruption
-  Disrupting Tier 1 detentions
-  Persistent homework/equipment issues

Tier 2 Outcomes


Centralised detention:

-  30 minutes
-  1x 1 hour
-  2x 1 hour
-  3x 1 hour








TIER 3 – CRITICAL BREACH





Led by SLT (Senior Leadership Team)



some examples

-  Defiance
-  Fighting
-  Vandalism
-  Mobile phone use
-  Truancy

Tier 3 Outcomes

- Night School (2-hour detentions) 
- Alternative provision 
- Suspension 
- Staged system 

© NotebookLM

Detentions

Detention time should be used purposefully to either:

- Allow pupils to catch up on learning they missed due to inappropriate behaviour; or
- Resolve more serious behaviour related issues through discussion.

Detentions should not be used to humiliate pupils and the use of lines and copying out should be avoided

It should be noted that the Education Act 2011 does not make it a school requirement to give parents and carers twenty-hour hours' notice before issuing a detention.

Alternative arrangements may be made between the PPL and parent/carer regarding notice for detentions.

Parental consent is not required, by law, for detentions

Staff should not issue a detention where there is reasonable concern that doing so would compromise a pupil's safety. When issuing a detention, staff should consider:

- whether the pupil is likely to be put at increased risk
- whether the pupils has caring responsibilities
- whether the detention clashes with a medical appointment
- whether suitable travel arrangements can be made by the parent for the pupil

The Head may also choose to issue a Saturday Detention

Centralised Detentions

These take place in the main hall, after school, in silence

School Leaders administer the detentions

Pupils are collected at 3:10pm for the detention.

Pupils who disrupt Centralised Detentions, or fail to attend without an acceptable reason have their status escalated to a Night School.

Night School

This sanction is in lieu of a fixed-term suspension.

Senior Leadership Team lead this sanction and it is also completed in silence.

Night School is our most serious 'in school' sanction.

Should a pupil fail to attend, Senior Leadership Team will contact home that evening.

Lunchtime detentions

Lunchtime detentions must not be of such duration that a pupil or supervising adult misses the opportunity to eat, drink and use the toilet or for the pupil to go home for lunch. They should normally not exceed 30 minutes. Pupils may need to be kept with Pupil Progress Leader all the time therefore supervised.

What to do if a pupil walks out of detention

- Point out that the pupil needs to return to the detention but make clear that the pupil will be accountable for the choice they make.
- Make this point clear to the other pupils who may also be on detention.
- Do not ensure the requirement to remain by use of force.
- Inform your line manager (and office staff if appropriate to allow them to contact home) that the pupil has left the detention without permission. A further higher level sanction may be imposed on the pupil subsequently.

Electronic Tagging

Electronic Tagging of pupils in school raises serious concerns for the health and safety, and harmony of our community.

Effects on our community:

During or following a court procedure, a pupil may be subject to the wearing of an electronic tag. This would indicate an involvement in criminal behaviour, potentially, placing the welfare and safety of other pupils and staff in the school community at risk.

The wearing of a tag may also have a disruptive impact/effect on individuals within the community who may seek to negatively associate themselves with the wearer.

Should the tag be in place prior to the case being resolved in court, then there could be an issue in school should other pupils be aware of the case in question. This could affect evidence, statements and possible testimonies made in court.

Effects on the wearer:

The wearer themselves is at risk through pressure from peers which may ultimately impact on behaviour and jeopardise the outcome of the trial. The wearer may also attract a reaction from outside influences which could place them and others at risk

Such a pupil who is subject to an electronic tag may present and a Health & Safety risk to other pupils in our community.

It is therefore school policy to ensure an Alternative Provision for any pupil who has an electronic tag. At such time as the tag is removed, the Head teacher retains the right to request that the pupil does not return to the school community following their prior involvement in criminal activities to ensure the Health & Safety of the rest of the school is not at risk.

Into consideration is the Equality Act 2010 and SEND regulations.

Procedures for Fixed and Permanent suspensions

The school has a strong disciplinary code which is welcomed and understood by pupils and parents/carers.

Our intention is to allow our pupils to be able to learn in a quiet, calm atmosphere. Poor behaviour lowers standards.

As already stated, when pupils misbehave a wide variety of sanctions are available including: alternative suspension, short term suspensions and ultimately permanent suspensions.

All sanctions issued by the school take into consideration a pupils' additional needs as detailed in the *suspension from maintained schools, academies and pupil referral units in England* document which states:

The Head teacher and governing board must comply with their statutory duties in relation to SEN when administering the suspension process. This includes having regard to the SEND Code of Practice.

Fixed Term suspension

When pupils are issued with a fixed-term suspension, they will be given the opportunity, during the period of their suspension, to engage in online lessons. They will be invited into the lesson virtually by their class teacher and will be able to engage in learning. Should they misbehave during this online lesson, they will immediately be removed and a further sanction be applied. This will ensure continuity of learning.

Short term suspensions are used when it is felt that all other avenues have been exhausted and / or the actions are serious enough to warrant suspension.

Short term suspensions are used in response to a variety of inappropriate behaviours (see previous list). As far as possible parents/carers will be contacted prior to the suspension and informed as to the reason for this action.

If any incidents occur at or near the time of examinations the suspension will be postponed whilst pupils are allowed to remain in school for revision and the exams. They may be placed in our Learning Support Unit for a short term or at the Woodchurch Satellite Provision in lieu of suspension if circumstances warrant.

School has also introduced an alternative to a fixed term suspension in the form of extended night school detentions. These are designed and set up to be supportive of parents/carers who work or who prefer their child to serve these detentions in order to avoid them missing school work. Should parents/carers select this option then attendance at the detentions is mandatory. Every one day suspension will equate to two three-hour detentions served after school, at mutually agreeable dates, from 3.30 pm until 6.30 pm. Parents/carers will be invited to attend a return to school meeting with the Pupil Progress Leader as with normal Fixed Term suspensions.

Fixed-term suspensions are within half and four days with no pupil issued more than fifteen days per term, or forty five days per academic year.

Saturday detentions will also be available as an alternative to a fixed term suspension and will be organised on a Saturday monthly under the supervision of the Headteacher (see Appendix).

Following a suspension parents/carers of the pupils will be interviewed in school along with the pupil. This interview allows the Senior Leadership Team and Pupil Progress Leaders to talk to parents/carers and continue the partnership which is essential to ensuring good behaviour. It also allows school to reach those parents/carers who are less inclined to engage with school as well as to ensure parents/carers are aware of the escalating nature of their child's sanctions and the potential for more serious sanctions to follow.

If a pupil's conduct continues to be so unacceptable that it is adversely affecting the education of other pupils, and when all other avenues once again have been used, i.e. involvement of Education Social Worker and/or Educational Psychologist and/or Youth Liaison Officer and/or Social Services etc, then pupils are permanently excluded.

Running through our behaviour and disciplinary procedures are the principles outlined below:

- pupils should be in school and learning
- suspensions should be used sparingly in response to serious or repeated breaches of school policy or law
- permanent exclusion is used as a last resort when all other reasonable steps have been taken and (very importantly), when allowing the child to remain in school would be seriously detrimental to the education, welfare or health & safety of the pupil or of others
- the extent of the violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- Only the Head teacher has the right to issue a fixed-term suspension. If the Head teacher is absent, Miss Griffiths (Deputy Head teacher) and Mr Smith (Assistant Head teacher) then have the right to issue a fixed-term suspension

Managed Move

Should a pupil's behaviour have deteriorated to the point where he/she is at risk of permanent exclusion and the pupil has failed to respond to support and intervention put in place, a Managed Move may be sought.

The Managed Move process is facilitated by the Local Authority.

This process is designed to avoid the pupils being Permanently Excluded and offers the pupil an opportunity to continue their education in another mainstream school.

This process involves schools working together to support a pupil in having a 'fresh start' trial period at another school. Initially, a member of a school's Senior Leadership team will contact his/her representative at another school to broker the move. An initial meeting is held at the proposed school, attended by a member of the Local Authority Inclusion team.

If the initial meeting is successful, a six week trial period is arranged and targets set for the pupil. After the six week period, an interim meeting is held and progress reviewed. There is then another six week period before a final meeting. If successful, the pupil moves onto the roll of the new school. If not, the child returns to the initial school. (More information to be found in the Local Authority Managed Move Guidelines document.)

Should the Managed Move be successful, the pupil will continue his/her education full time at the other school.

Should it not be successful, then the Headteacher will consider Permanent suspension.

A Managed Move may be considered for a one-off high level incident (see above) or a series of persistent low or medium level incidents.

Woodchurch High school supports the Managed Move process.

Trustees' Consultation Group

The Head may choose to consult with members of the Governing Body when there is a situation which may require an objective viewpoint. In such cases, documentation will be prepared with the child/children's behavioural log for the consultation group to review before offering advice and guidance on the way to move forward.

Alternative Provision

The school uses Alternative Provision in line with Section 19(1) of the Education Act 1996 and Wirral Alternative Provision Guidance 2023

Following an incident, or a series of incidents, the Head teacher may decide that a period of respite is required. This may be for a number of reasons:

- A vocational option
- To re-engage pupils in learning
- To allow for intensive mentoring and support
- To avoid Permanent suspension
- As a precursor for a Managed Move
- To allow the pupil to reflect on their actions for a significant period of time.

Alternative Provision placements are usually within the Wirral Guild and applications are made in person and using the Wirral Alternative Provision portal. However, the school may wish to pursue other provisions outside of the Wirral guild should it be felt that this will be more beneficial for the child. Should this be so, the Local Authority will be informed of a daily basis of the pupils who are placed outside of the guild.

When a placement has been secured, a school representative will accompany the pupil and parents/carer to an initial introductory meeting. The purpose of this meeting is to ascertain the child's suitability for the placement, what is required for their successful transition into the provision and what is required to maintain the provision.

Should this initial meeting be successful, the child will be educated for a period of time (initially six weeks).

During this period, school will contact via telephone every day, or check attendance via the Wirral Portal.

On a weekly basis, a member of staff will visit the pupil and speak with the child and a representative of the provision. A summary sheet covering work and mentoring/therapy will be completed, and returned to school.

After the initial six week period, the provision will recommend whether they feel that the child is ready to reintegrate back into Woodchurch. Should the Head agree that this is acceptable, there will be a meeting with the Head, child, parent/carer, representative from the provision and ASM. If the meeting is successful, a joint timetable of reintegration will be agreed. If the provider feels that they are not yet at a position where they can successfully reintegrate, the Head may wish to continue to fund the placement or make alternative arrangements for the child's education.

Should this process be successful, the child may increase their number of days in school until such time as they are attending full time.

Should a provider feel that they can no longer meet the needs of a child on provision, the Head will decide on the educational future for the child.

Some providers, within the Wirral Guild, are not registered with OFSTED. As per Government guidelines, should a pupil be at an unregistered provision for twelve weeks, the school will need to make alternative arrangements so that the majority of time, the pupil is at a registered provision.

This could include:

- A part-time timetable at Woodchurch High school.

- Time at the school's remote satellite provision
- Placement at a registered provision for part of the week (e.g Reaseheath college, Everton Free school)

The placement of a child on Alternative Provision is regularly reviewed and monitored.

On a monthly basis, the attendance certificate of pupils who attend Alternative Provision is reviewed to ensure that pupils are attending regularly. Pupils who do not attend regularly may have their place suspended or terminated.

Pupils who attend Alternative Provision may still be subject to the school's attendance panel system and an Education Penalty Notice may be issued.

Woodchurch School Led Satellite Provision

As part of the school's relationship with St Mary's church, the school uses one of their buildings as a satellite provision.

This provision is staffed by teachers (Senior Leaders, teaching staff, Pastoral and support staff may be in attendance) and small group teaching is delivered to pupils.

The pupils many attend for a variety of reasons:

- To avoid issuing a fixed-term suspension
- To support catching up with work missed in school in a smaller group provision
- To support reintegration from Alternative Provision
- To support pupils who find the mainstream environment too challenging.
- To support pupils suffering with Emotional-Based School Avoidance

The Head teacher, Miss Griffiths, Mr Bannon and Mr Smith meet on a weekly basis to discuss all aspects of the provision including the pupils, staff, curriculum content and safeguarding matters.

Only the Head teacher has the authority to refer a pupil to this provision.

Permanent Exclusion

When deciding to permanently exclude the Headteacher takes into account:

- age and health of pupils (including mental health)
- previous record
- domestic situation
- parental and peer pressure
- severity and frequency of behaviour
- the likelihood of recurrence
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- whether the behaviour was committed alone or as part of a group
- whether the pupil is looked after
- additional educational needs.

The decision to permanently exclude a pupil is a very difficult decision to make and one which is only taken when the Headteacher believes to allow the pupil to continue in the school would have a detrimental effect on standards by the disruption caused, or by causing harm to the welfare of other pupils.

To support the Head when deciding whether all avenues of support have been explored, the school will use the Pre suspension/Permanent suspension/Managed Move Checklist (see below)

For pupils not on the SEND register:

ACTION	Date	Outcome	Follow-up (if necessary)
Pupil Profile produced and distributed to staff			
Evidence gathered from staff that staff have used the strategies within the profile and that they have been unsuccessful?			
Has advice been sought from external agencies such as Kilgarth outreach services, ASC Team, CAMHs?			
Has a referral/consultation been made to the Early Help Team?			
Has an EHAT been completed and a TAF in place?			
Has the pupil been supported during unstructured times?			
Have you tried to identify behavioural triggers?			
Has an Internal Gateway been made to request consultation and support?			

Has there been a series of meetings with parents using the Stage System			
Have adaptations been made to the school day, classroom or curriculum to accommodate well-being or social and emotional difficulties?			
Has the pupil been supported to develop social and emotional capacity?			
Has there been a series of interventions (such a report cards, incentivised cards etc) which have an evidence data trail?			
Has a referral to the Educational Psychologist been made for a consultation?			
Has an "At Risk of Permanent suspension" form been completed?			
Has a Managed Move been discussed with parents and carers?			
Has there been a consideration of the impact of any underlying reasons, such as bereavement, well-being or bullying?			
Has an ASP been considered, with at least one review?			
Has Primary file been looked through for further background information?			
Have you checked the behavioural log of the pupil and feel that all interventions have been exhausted?			
At least one multi-agency meeting has been held?			
Are you confident that once enough evidence has been gathered to demonstrate that allowing the pupil to continue in the school would put other pupils and staff at risk of serious harm or else impact negatively on the educational opportunities and chances of other pupils?			
Has MCA/KGR/ASM spoken with the LA Behaviour Support Manager and/or Inclusion Team			

For pupils on the SEND register:

ACTION	Date	Outcome	Follow-up (if necessary)
Pupil Profile produced and distributed to staff			
Evidence gathered from staff that staff have used the strategies within the profile and that they have been unsuccessful?			
Has advice been sought from external agencies such as Kilgarth outreach services, ASC Team			
Has a referral/consultation been made to the Early Help Team?			
Has an EHAT been completed and a TAF in place?			
Has the pupil been supported during unstructured times?			
Have you tried to identify behavioural triggers?			
Has an Internal Gateway been made to request consultation and support?			
Has there been a series of meetings with parents, two of which used the Progress Meetings template?			
Have adaptations been made to the school day, classroom or curriculum to accommodate SEND, well-being or social and emotional difficulties?			
Has the pupil been supported to develop social and emotional capacity?			
Has there been a series of interventions (such a report cards, incentivised cards etc) which have an evidence data trail?			
Has one multi-agency meeting been held?			
Has, at least one review of the plan taken place?			
Has a referral to the Educational Psychologist been made for a consultation?			
Has an "At Risk of Permanent suspension" form been completed?			
Has an ASP been produced, with at least one review?			
Has consideration been made for a formal assessment?			
Has Primary file been looked through for further background information?			
If an EHCP is in place, has an Annual Review taken place?			

Have there been meetings/consultations within the school SEND Team?			
---------------------------------------------------------------------	--	--	--

Pastoral Leaders will initially use this checklist to support exploring other avenues to support a pupil to ensure that a Permanent suspension is the only option left

All parents/carers are made fully aware of their right to appeal to the Governing Body.

Parents/carers and Trustees are provided with detailed 'logs' outlining the pupil's behaviour which has culminated in the suspension either short or long term.

When parents/carers appeal, Trustees listen to the case put forward by the parents/carers who also have the opportunity to question the Headteacher.

Trustees then question the parents/carers, pupil (if present) and the Headteacher regarding the offences.

The Trustees' decision to overturn or uphold the suspension is taken in private and the parents/carers notified in writing.

If a permanent suspension is upheld parents/carers have the right to appeal to the Local Authority and ultimately an Independent Appeal Panel.

Support System for Parents/Carers

In addition to involving our parents/carers at all stages in their child's education we also want to gain their support for effective positive behaviour. To this end we offer parents/carers support from

- The Home School Liaison Officers
- Parenting courses arranged in school
- Family Matters
- Educational Social Worker
- Opportunities for further training
- Multi agency support targeted as appropriate
- Opportunities to discuss their problems with appropriate staff in confidence
- PP Counsellor and Welfare Officers

Support System for Pupils

In addition to regular teaching and learning about positive behaviour and regular attendance and the support of a well organised and caring community some pupils will need extra support to help manage their behaviour and attendance. Many of our pupils who are referred to external agencies will be vulnerable and have Additional Needs.

School will look to identify early those pupils most at risk in order to draw up a support plan to address issues through for example:

- Liaison with parents/carers, previous schools and LA services (CAMHS etc...)
- Liaison with outside agencies such as Police, CAMHS, Response, Brook etc.
- Referral to appropriate alternative education providers.
- Referral to pastoral leaders through data analysis.
- Regular pastoral reviews to identify pupils most at risk.
- Courses to help develop good character.
- Referral for specialist advice from agencies linked to school.
- Referral to the LSU for a period of additional support outside the classroom environment.
- Mentoring (Adult and Peer).
- Multi agency (TAF) meeting.
- One to one counselling with a trained specialist (e.g. Response, Brook, Health Service in school) or support from Learning Mentors.
- Contact with parents/carers on first day of absence.
- Early contact with parents/carers following bereavement or other family upheaval.
- Chaplaincy Team.
- PP Counsellor and Welfare Officers.

Learning Mentors/Counsellor & Welfare Officers

Should a pupil require a period of sustained support, he/she may be assigned a Learning Mentor or a series of sessions with a Counsellor & Welfare Officer.

This six week process is a bespoke support and guidance programme where individual pupil needs are addressed.

Through weekly meetings (sometimes more frequent meetings are necessary) the pupil will receive support to address any number of issues, and academic support.

Meetings are minuted and pupils are set pastoral and academic targets that are reviewed at the next meeting.

At the end of the process, an evaluation process is completed to evidence social and academic impact.

Appendices

Page	Appendix	Detail
53	1	The power to discipline behaviour outside school premises, confiscation
58	2	Detention - the law
61	3	Support to adults in developing the positive climate for learning and in positively managing inappropriate behaviour
64	4	Saturday detentions protocol
65	5	The Learning Support Unit
73	6	Anti-bullying policy
87	7	Useful organisations
89	8	Sexting
91	9	Drugs guidance
110	10	Behaviour stage documentation
117	11	Use of reasonable force

Appendix 1

THE POWER TO DISCIPLINE, BEHAVIOUR OUTSIDE SCHOOL PREMISES, CONFISCATION,

Extracts from DfE's "Behaviour and Discipline in Schools – advice for headteachers and school staff" February 2024 and "Suspension and Permanent Exclusion" July 2026

A. General Points for guidance

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. Many schools successfully create environments in which behaviour is good and pupils can learn and feel safe. Some schools need to improve their approach to behaviour and even successful schools need to be continually working to maintain high standards of behaviour. Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession. Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines different responses to behaviour that schools can use, including sanctions and pastoral approaches.

B. *Extract regarding the power to discipline in law*

Discipline in schools – teachers' powers

Key Points

- The behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detentions, be they the same day.
- school based community service, such as tidying a classroom;

- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring
- ; • fixed-term suspension;(the school issues internal and alternative suspensions) and
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls, ensuring that the action complies with the law relating to each category. 47. Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate. 48. Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil’s personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. 49. If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires

Punishing poor behaviour

What the law allows:

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them.

This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

This also applies in certain circumstances when a pupil’s misbehaviour occurs outside of school

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.^{22 53}. In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.^{23 54}. The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. ⁵⁵. Corporal punishment by school staff is illegal in all circumstances.

Teachers have authority to issue detention to pupils, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

A detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch break);
- the headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times: a) any school day where the pupil does not have permission to be absent; b) weekends during term - except a weekend during, preceding or following the half term break; or c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.^{25 68}. The headteacher can decide which members of staff can issue detentions. For example, a headteacher could limit the power to Pastoral and Curriculum Leaders only, or they could decide that all members of staff, including support staff, can impose detentions. This should be laid out clearly in the behaviour policy and communicated clearly to all pupils, parents, and staff.

Matters schools should consider when imposing detention

Parental consent is not required for detentions that satisfy the conditions mentioned in paragraphs

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention.

In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and

- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Behaviour and sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard. (This is not to be confused with the policy of Support Sessions following a failed Knowledge Test)
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; supporting the premises staff; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent suspension or direction off site

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response 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, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or
 - o travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

26. 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 staff member.

When school has been informed that there is an ongoing police investigation, school will cease to investigate or action the incident in order to prohibit conflict with external agency investigations. At such point as instructed that the police investigation is complete, school will take necessary and appropriate action to ensure that justice is served.

Appendix 2

DETENTION – THE LAW

Extracts from DfE's "Behaviour and Discipline in Schools – advice for headteachers and school staff" February 2024 and "Suspension and Permanent Exclusion" July 2026

D. Extract regarding detention

Detention

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

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

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

30. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

E. *Extract regarding confiscation*

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items”, including (but not exhaustive)

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

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

36. Weapons and knives and extreme or child pornography must always be handed over or reported to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

F. Extract regarding use of reasonable force

Power to use reasonable force

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. 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 cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

G. Extract regarding seclusion/isolation rooms

Seclusion / isolation rooms

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

H. Associated Resources

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Appendix 3

SUPPORT TO ADULTS IN DEVELOPING THE POSITIVE CLIMATE FOR LEARNING AND IN POSITIVELY MANAGING INAPPROPRIATE BEHAVIOUR

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning. Staff need to be role models in terms of conduct, modelling our Christian Values and ethos. Staff need to demonstrate a knowledge and understanding by act, word and deed our values, Code of Conduct, Commitment To Learning criteria and Christian Values.

- acting compassionately towards pupils, conscious competence in giving praise;
- developing a humble, trustworthy and high presence in the classroom;
- using congruence of tone and gesture and tactically ignoring until it is impossible to and the child is impacting significantly on the learning in the classroom;
- offering assertive statements or directions, direction the children to what you want them to do, not highlighting their shortcomings. Using positive framing when speaking to children;
- making use of good question technique, using cold calling as an appropriate strategy;
- using the language of correction, positive framing;
- offering partial agreements, but not to detriment of our rules, ethos and values;
- using the language of choice;
- fair and appropriate use of the positive behaviour system, acting with integrity at all times to foster trust and respect

Avoiding challenging behaviour:

- Be organised and on time.
- Try to have a positive or upbeat start to the lesson, ensuring that Learning Homework tasks have been completed
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending, but modelling our ethos and values of compassion and humility to foster trust
- Use your initiative, tailoring your actions to individual situations, treating each pupil as an individual with individual needs and requirements.
- Use pupils' names rather than referring to them in impersonal terms.
- Try to have a sense of humour; be relaxed.
- Give pupils a choice or a way out of situations.
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.
- Use positive framing and other standard signature strategies

Diverting challenging behaviour:

- Give pupils responsibility and ownership of their actions. Remind pupils that choices lead to consequences and promote positive choices.
- Change the subject or the conversation if possible.

- Acknowledge the reason for the conflict but say you will help and resolve it later.
- If appropriate, accept some responsibility for the situation and offer a new start.
- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support.
- Bring humour to the situation.
- Talk about pupils who have successfully dealt with other similar situations.
- Be fair and appropriate when using the positive behaviour system, acting with integrity at all times to foster trust and respect

Defusing challenging behaviour:

- Use a personal touch – use of name or reference to former achievements.
- Offer a dignified way out of conflict.
- Act with integrity, avoiding personal comments.
- Remain calm, model the behaviours expected in return
- Praise previous good behaviour and integrity
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission. Use the Pre-Workroom reflection to allow pupils to reflect on their behaviours and make wiser choices in the future.
- Smile.
- Divert by changing the topic of conflict.
- Model our Christian Values and remind pupils of the need to act appropriately, using them as a guide

Managing challenging behaviour:

- Allow the pupil space – a way out, time-out, etc.
- Keep conversation impersonal.
- Don't make impossible demands.
- Avoid making threats – state facts and make statements.
- Follow up what you say you will do.
- Avoid physical contact. (see Use of Reasonable Force policy)
- Use the agreed system when further support is needed– CAL, PPL, APPL, SLT.
- Use the positive behaviour system consistently and fairly, removing pupils from the lesson for either a “time out” to work with the CAL/PPL, and using the Pre-Workroom reflection to allow pupils to reflect on their behaviours and make wiser choices in the future; or removed to the workroom.
- Try to ensure the safety of others within the group.
- Be aware of individual Pupil Profiles, PFAs, EHCPs etc and using information and strategies within
- Avoid confining a pupil who is determined to leave – let him or her go and follow it up later.
- Restraint should only be used in proportion to the nature of the incident and only if there is threat to health and safety and property, and must be carried out using agreed restraint techniques. Authorisation for levels of restraint needs to be clear within the school and is detailed in Use of Reasonable Force policy.

TECHNIQUES	DETAILS
Pause-direction	Use a pause after calling a name to establish and sustain attention. <i>"Sharon (pause)... - back to work, thanks. "Michael..facing this way and listening, ta".</i>
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands three times; or standing next to a 'learning zone' poster in the room. <i>"Four on the Floor"</i> – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. <i>'Well done Phil – you remembered to put your hand up to answer a question.'</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to...'</i> <i>'Yes, it may not seem fair but ...'</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>'When you have finished your work, then you can go out' than, 'No, you cannot go out because you have not finished your work.'</i>
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: <i>'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'I need you to get on with your work or (consequences) – it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'</i>
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime – full stop.'</i> <i>'What does the Code of Conduct say about how you are expected to enter the room?'</i> <i>'What's our rule for working noise?'</i>

Other strategies are written in detail in the school's Behaviour Curriculum handbook

Appendix 4

SATURDAY DETENTIONS PROTOCOL

AIM

The purpose of Saturday Detention is to provide a positive educational experience and a meaningful deterrent for students who have violated school rules/policies

Saturday Detention will be used as a sanction in lieu of external suspension. This option keeps students from losing valuable learning time.

It will be used only when other sanctions, presently available, have failed or when the Headteacher considers it to be the only relevant sanction available.

The decision to place a student in Saturday Detention will lie with the Headteacher only.

Students who attend will have the opportunity to do homework, catch-up or remedial work under the supervision of the Headteacher. They are expected to wear full school uniform.

Refusal to attend or lateness without an acceptable excuse may result in an additional Saturday Detention or suspension from school.

The Detention will be held from 8.30 am to 11.30 am.

Saturday Detention will be held in the Headteacher's Office. Students will be expected to arrive with relevant work provided by staff.

Operational Procedure/Rules

- Saturday Detention will be assigned by the Headteacher following a proper investigation of all circumstances.
- Mr Smith/Mr Canham/Mr Joplin or PPL will inform parents via phone call of the decision.
- Following phone call, a letter will be sent confirming details of the reasons and giving the time and date of the detention.
- Pupils assigned to Saturday Detention will be expected to complete work for the full 3 hours of study.
- Staff will be expected to provide suitable material
- Pupils should report to the Headteacher's office for 8.30 am in full school uniform.
- If a pupil is late, this is taken into consideration and the detention may be extended to cover the three hour detention length (parents will be contacted if this is so)
- If an emergency arises and the pupil cannot attend, the parents should ring the Headteacher's office. If the reason is acceptable, the detention will be re-scheduled.
- If a pupil fails to attend with no explanations, further sanctions will be considered.
- If a student finishes all of his/her work, then additional work will be given.
- If a pupil is unable to attend Saturday Detention due to illness, they will be expected to bring verifiable proof to school. Saturday Detention will be re-scheduled. Failure to comply may result in suspension.
- Students are not permitted to talk during Saturday Detention
- Eating, chewing gum or drinking beverages IS NOT allowed.
- Students cannot leave room without permission
- No electronic devices are allowed in Saturday Detention

- All school rules, outlined in School Policies apply to Saturday Detention. Any violation of these rules may result in the student being sent home and further disciplinary action.

Appendix 5 Aims of the LSU

- Woodchurch High School is committed to serving the community by providing a supportive, caring environment to ensure that every pupil has the opportunity to make academic and social progress, letting their light shine, so that others may see their good work and glorify God in heaven
- We recognise that some pupils struggle to flourish in our mainstream community and may need a period of respite for support, small-group intervention and intensive mentoring. To that end, the Learning Support Unit is a small-group provision for pupils for a period of time, pupils who need further support to make the most of the gifts and talents that they have been given. The Learning Support Unit is based within the whole school community and is based in the Learning Mentor's office. Each lesson pupils are taken to lessons delivered by mainstream teachers and returned to the office when the lesson is completed.
- To provide a high quality, compassionate provision of education and learning within an alternative structure.
- To improve pupils' achievement, ambition, self-esteem and integrity within a trusting, caring, small-group provision.
- To provide intensive mentoring to improve the emotional, behavioural and mental wellbeing of pupils; developing the Christian Values of compassion, thankfulness, forgiveness and hope.
- To increase pupils' ability to take responsibility for themselves, developing their integrity through self-management, personal target setting and self-evaluation, recognising and realising the value of justice.
- To help pupils to raise their self-belief that they can make the most of the gifts and talents that they have been given.
- To improve pupil behaviour and develop pupils' Commitment to learning skills.
- To reduce suspensions and develop positive service to the school.
- To improve engagement with the curriculum, developing resilience and endurance by reducing barriers to learning.
- To provide therapeutic intervention to develop pupils' sense of value and worth.
- To reduce truancy and safeguard pupils.
- To identify, evaluate and disseminate effective strategies, approaches and teaching styles through which severely troubled and disaffected pupils can be supported in mainstream classes and so contribute to a reduction in disruptive and anti-social behaviour in school.
- To support LSU pupils to successful re-integration into mainstream classes as soon as possible.
- This is in conjunction with the School Behaviour Policy

The Learning Support Unit is not

- Long term respite care
- A cure for all ills
- A sin bin
- A facility for the most challenging pupils who should be in a specialised environment
- A facility for pupil behavioural or educational assessment

General Principles of the LSU

- All pupils in the LSU will have full access to all areas of the curriculum relevant to their Key Stage and will be taught by specialist teachers as far as possible. Pupils have a full time timetable and work completed in the LSU will be that which is being undertaken in mainstream classes. Modifications and differentiation may be made to suit the individual needs of pupils. Lessons allow pupils to participate fully in programmes of physical education, religious education, citizenship, and personal, social, health and economic education. Pupils who are part of the Learning Support Unit study a wide range of subjects and receive the same number of English and Maths lessons as they would in mainstream.
- Upon entry to the LSU, pupils will complete a self evaluation document designed to allow pupils to reflect on poor choices they may have made (if relevant) and to identify areas of personal and social development. This will be distributed to Learning Mentors and teaching staff. This sharing of information about pupil needs equips teachers to make reasonable adjustments and plan appropriately for the pupils in their care. If a Pupil Profile has not been completed, one will be produced and shared with staff.
- The number of pupils supported by the LSU will vary from time to time depending on the level of need and type of support required.
- Pupil progress is monitored on a half termly basis and data is used to ascertain whether pupils are making acceptable progress.
- The quality of teaching in the LSU is systematically evaluated and the impact of this on pupils' progress is measured.
- The quality of pupil's personal and social progress is evaluated and pupils are encouraged to develop their reflective skills whilst developing resilience, humility and integrity.
- Pupil progress and achievement will be closely monitored during their time in the LSU and pupil data is used on a half termly basis as it would for pupils in mainstream education. When necessary, intervention is put in place to support pupil progress.
- Detailed records will be kept for each pupil referred to the LSU and a structured referral, monitoring and recording system will be followed.
- Evaluation of the impact of the provision is regularly measured and quality assurance is provided by daily report sheets and weekly summary sheets. The sheets identify areas of development and targets for the week including academic, personal/social and Christian Value targets. These targets are reviewed on a daily basis and a weekly report detailing the impact of the provision is produced for all pupils and shared with parents/carers.
- Parents/carers will be kept fully up-dated at all stages regarding their child's progress through weekly telephone contact and six weekly face to face interviews.
- The LSU is not a room for the supervision of pupils nor should it be viewed as a punishment.
- On a weekly basis, Behaviour and Commitment to learning targets are set. Pupils are given points for achieving their targets.

- A weekly Christian Value target will also be set and will be reviewed Friday period 5 when pupils review their week and identify the Pupil of the Week.
- When pupils enter the LSU, subject staff will liaise with the pupil's mainstream teacher and identify areas of the curriculum to be covered during the period the pupil is in the LSU. Following an exit from the LSU, the teacher will complete a report detailing academic and Commitment to learning improvements.

Management of the LSU

- Overall responsibility for the LSU is with Mr Smith, Assistant Headteacher, who is in turn responsible to Mr Canham, Headteacher.
- The LSU manager will work closely with SLT, Pupil Progress Leaders, Subject Leaders and other staff to identify referrals.
- These referrals will be on the basis of a clear sequences of prior intervention strategies.
- There will be weekly management meetings involving the Learning Mentors and Mr Smith as well as all members of the teaching staff attached to the LSU.
- Mr Smith and the Learning Mentors will devise a Personal Support Programme with clear and rigorous targets and support strategies for each pupil in terms of attainment, behaviour and Commitment to Learning. This will be agreed with the pupil, parents / careers and the Management Team and reviewed as decided.
- Outside agencies will become involved in the pupils' support programmes as necessary.

Staffing and Accommodation

The LSU is focused around the Learning Mentors' office. Pupils are registered in the Reflection Unit in the morning and attend lessons within the school normally, following the Unit timetable. Pupils will have breaks and lunchtimes with the Mentors or in the school population depending on targets reached.

Pupils at KS3 receive their curriculum in line with their year groups and it is expected that unit staff will liaise with pupils' usual timetabled teaching staff to ensure continuity of learning.

KS4 pupils following GCSE courses will also follow their normal curriculum, albeit at times this may be taken by non specialist staff due to constraints of staff/subject availability within the Unit timetable.

The Role of the LSU Support Staff

Three staff – Mrs Douglas, Miss Scott and Miss Ashbrook – work daily with pupils placed in our Learning Support Unit. They are there both to supervise and organise registrations, timetables etc and to undertake work to support the social and emotional development of the pupils in the Learning Support Unit. This work takes varied forms – mentoring sessions, anger management sessions, working with outside agencies to build self esteem and self belief, to give a few examples.

The staff will specifically look to develop pupils' resilience, endurance, wisdom, trust, integrity and hope.

It is hoped that during their period of time in the LSU, pupils will reflect and understand why they have been placed in there, develop their sense of justice and look to develop their humility and integrity which are the keys to a successful period in the LSU

The staff will contact parents/carers to discuss their child's progress at least on a weekly basis.

The staff will use pupil self-evaluation documents to draw up a bespoke programme of personal and social development, as well as developing pupils' resilience and Commitment to learning skills. The weekly setting of a Christian Values target will also be used as the basis of further personal development.

Learning Support Unit Entry Criteria

CATEGORY	REFERRAL	EVIDENCE	STRATEGIES
Social, emotional or mental difficulties	By SLT or PPLs <ul style="list-style-type: none"> Repeated detentions Possibly on verge of suspension History of recent poor behaviour or recent steep decline in behaviour 	BromCom Attendance data Workroom and rehab statistics	PT / FT depending on findings. Pupil Profile <ul style="list-style-type: none"> Mentoring Anger management Parental involvement Classroom support Outside agency support Modified time-table
Poor attendees / truants	By SLT, PPLs in conjunction with the school and local authority attendance team Lots of unauthorised absences or condoned absences.	Attendance data ESW meetings with PPL's Observation Pupils log	<ul style="list-style-type: none"> Can be initially FT, but usually PT Mentor support Targeting reintegration through modified timetable
Returnee's following extended absence	By SLT, PPLs Prolonged absence may be:- School refuser Illness	Attendance data Contact information. From other agencies Any evidence from work sent home.	<ul style="list-style-type: none"> Usually PT but can be FT to reintegrate school refusers Mentoring Parental involvement Modified timetables
With temporary difficulties either physical or emotional	By SLT based on nature of difficulty	Attendance data Pupil's log Contact information	FT depending on nature of problem. Full curriculum entitlement.
Vulnerable pupils who require a period of respite from mainstream education and specialised support.	By SLT or PPLs <ul style="list-style-type: none"> Pupil having significant issues managing in mainstream 	Pupil Voice Parental Meetings BromCom logs Attendance data	PT / FT depending on findings. PSP <ul style="list-style-type: none"> Mentoring Anger management Parental involvement Classroom support Outside agency support Modified time-table

Referral System

Referral to the LSU is through the SLT and the Pupil Progress Leaders. If staff have a pupil that they have concerns about they should raise this first with their Curriculum Leader who will then advise them on whether to refer on to the relevant Pupil Progress Leader.

Once it has been decided that a pupil is suitable for the LSU then a teacher enquiry form will be sent out to allow a snapshot of the pupil's social, emotional and learning behaviours. Observations may also be carried out. A meeting with parents/carers will be set up. At this meeting Pupil Progress Leaders, parents and the pupil will discuss the provision that is to be offered and complete the pupil's Pupil Profile. This will set out clearly the targets that will be set and the strategies that may be used to achieve the targets. This Pupil Profile will be reviewed and targets reset at periodic intervals.

Monitoring and Exit Criteria

Monitoring

This will be an essential part of the LSU. Pupils will be monitored in the LSU as well as being monitored when they are returned to mainstream to ensure that their behaviour and academic progress, is being continually evaluated. Outside agencies such as ESW, Educational Psychologists, Social Care, Child and Family etc. (where relevant) will also be expected to contribute to this process.

On entry pupils will:

- Complete a self evaluation form
- Discuss and make known to the Mentors any concerns they may have
- Be introduced to the programme which has been set up for their benefit and made aware of the expectations and rules of the Unit. (See behaviour in the unit).
- Have a daily report card with daily and weekly targets set. This will be evaluated weekly. Inappropriate behaviour will result in sanctions. There will also be a Christian Values target set and reviewed on a weekly basis.
- Set themselves long and short term targets for the time of their stay in the LSU.

Weekly Review

- A weekly review and Target setting form will be completed with the pupil each Friday who will take it home to be signed by parent/carer(s).
- Parents/carers will be contacted by phone re pupil progress.
- Action will be taken re re-integration or continuation in the Unit after discussion with pupil and mentor.
- Points from weekly targets, BFL scores and Christian Values scores will be added up and a Pupil Of The Week will be rewarded.

Long-term Review

- At the end of each half-term (or period approx to such) a report will be prepared by the Learning Mentors for the parents which will highlight the progress made and / or the targets still to be met.
- Mr Smith will then arrange for parents to come back to school to meet with themselves and the pupil to review the Pupil Profile and progress that has been made.

Exit Programme

- Once it has been decided to reintegrate a pupil back into mainstream the pupil in conjunction with Mr Smith, Learning Mentors, parents/carers and PPLs (as appropriate) will decide which lessons and with which teachers success is most likely to result. A moderated time-table may be necessary in some cases. In others, part-time sessions in the Unit may still be required as ongoing support. After consultation with the staff this process will commence.
- Success will be monitored through reviews, GCSEs and ongoing formal and informal interviews with teachers and mentors to ensure that any issues are tackled immediately.
- Mr Smith will liaise with all necessary staff if further behavioural support and intervention is deemed necessary.
- When a pupil attends a mainstream lesson, he/she will take an integration sheet which will be returned to the Learning Mentors. This will allow the monitoring of pupils' progress in mainstream.
- Pupils will complete a self-evaluation upon exit from the LSU and this will be distributed to LSU and mainstream staff. This will evidence social/emotional progress.

- Staff will complete pupil monitoring pro forma, detailing academic/BFL progress. These will be returned to Mr Smith who will distribute them to mainstream teachers. These two documents will bridge the move back into mainstream lessons for the pupil.

Behaviour in the Unit

The expectations of behaviour in the unit are based on the same expectations for pupils in mainstream. Pupils will be encouraged to act with integrity, showing respect to staff and in turn should expect staff to extend them the same respect.

- Pupils are expected to act with integrity and humility at all times.
- Pupils will not be allowed to be abusive to staff
- Pupils will not be allowed to swear in the Unit
- Pupils will not be allowed to bully other pupils in the Unit
- Pupils should be thankful for the service they are receiving when in the LSU.

Failure to adhere to these guidelines will result in suspension. If this poor behaviour continues we may need to consider a managed move or in the final analysis we may need to consider a permanent suspension.

In lessons, pupils are expected to follow the same positive behaviour as in mainstream lessons. Should a pupil significantly disrupt the learning of others, he/she will be sent to the workroom and appropriate sanctions issued.

Appendix 6 - Anti-Bullying Policy

Introduction

This school policy has been developed in line with the legal requirements and statutory guidance.

These obligations are highlighted in a range of government initiatives including:

- Children Act (2004)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Ensuring Good Behaviour in Schools (June 2011)
- Behaviour and Discipline in Schools (July 2011)
- Preventing and Tackling Bullying (June 2011)
- National Strategies on Behaviour and Attendance
- Wirral Anti-Bullying Guidance
- Guidance on Behaviour in schools (February 2024)
- Suspension and Permanent Exclusion July 2026

This policy was originally developed by a working party of senior staff, staff, pupils, parents and other stakeholders. This policy review was undertaken in 2018 by Mr Smith, Assistant Headteacher, Pastoral Care, with input from:

- Staff – through Form Time discussions
- Trustees – through meetings
- Parents/Carers – through written VLE surveys and meetings
- Pupils – School Council contributed their views over a series of meetings. Pupils were consulted via surveys, feedback and discussion took place in both form time and assemblies.

This policy is available

- Online via our website
- From the school office, on request

Statement of Intent

We are committed to providing a caring, Christian, compassionate, trusting and safe community for all our pupils so they can learn in a relaxed, safe and secure environment.

Bullying of ANY KIND is unacceptable at our school. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING SCHOOL. This means that anyone who knows that bullying is happening is expected to tell the staff. NO ONE deserves to be a victim of bullying. EVERYBODY has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Aims of this Policy:

all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The aims of the Woodchurch High School Anti-Bullying Policy are therefore:

- To ensure that all those connected with the school understand what is meant by the term 'bullying' and are aware that bullying behaviour will not be tolerated under any circumstances
- To prevent and deal with any behaviour deemed as bullying
- To promote a school ethos where bullying is regarded as unacceptable by everyone
- To ensure a safe, compassionate and trusting environment is created in which everyone is able to work and learn in harmony
- To nurture amongst the whole school community the values of responsibility, duty and respect, both for oneself and others, treating people as they wish to be treated
- To provide a transparent, easily understood system for responding to reported incidents of bullying
- To fulfil its legal obligations and role within the local community, supporting parents and working with other outside agencies where appropriate
- To promote good character, ensuring pupils act with integrity, respecting one another and the adults in school
- To model behaviours which reflect our Christian Values

Valuing all God's children in our community

All of the members of our community are special, unique and important. They belong in our community and deserve to be respected and treated compassionately by all.

We are an inclusive community and all pupils are free to express themselves (within the school rules) freely and be accepted by all members of the community regardless of

- Race
- Gender
- Gender reassignment
- Sexual orientation
- Disability
- Age
- Pregnancy/maternity/paternity
- Any Protected Characteristics

Our school is made up of the members of the community. Pupils are expected to contribute to our school, to our ethos and values on a daily basis by:

- Using our values as a daily moral compass whether referring to them explicitly or modelling them for other members of the community to see
- Wearing badges of service/recognition with pride
- Serving our community
- Trusting other members of the community and asking for help when necessary
- Wearing our uniform with pride and not disgracing it inside or outside the school
- Giving back to our school
- 'Buying in' to our ethos and values for the benefit of all of the community

Our values will run through all we do as a school. We will use them as a spiritual, moral and ethical guide. With a loving and hospitable community, pupils can explore themselves and their own identity without fear of harm, judgement, disrespect or fear of being ostracized.

Values

Wisdom – the wisdom to understand other people and to communicate thoughtfully with them and reflect on behaviours when they are identified as bullies

Hope – pupils have the hope of being free to be themselves and can fulfil their potential, making the most of the gifts and talents that they have been given, free from the fear of being bullied

Respect – We will protect and respect the marginalised and the minorities through careful monitoring and protection. We will have an open, transparent community where bullying is reported and actioned.

Endurance – pupils are allowed to falter and make mistakes, to get things wrong and try again as they work out who they are and their relationships within the community.

Compassion – we will strive to develop a caring, loving community, using the demonstration of God's love as a template.

Forgiveness – pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring, peaceful community.

Roles and Responsibilities

Creating a safe community is crucial for effective learning and ensures that all pupils' rights for a positive school experience are met.

Expectations of appropriate pupil behaviour are made explicit in our Behaviour Policy. This requires a whole school approach which aims to develop a shared awareness, tolerance and understanding so that a consistent, just approach to bullying will be taken, all members of the school community sharing responsibility for preventing and combating bullying.

Headteacher / Senior Leadership Team are responsible for:

- Dissemination of policy to whole school community
- Effective implementation
- Staff training and awareness raising
- Ensuring all adults who work with pupils are aware of school policy and work within its framework
- Monitoring review and evaluating the effectiveness of the policy
- Reporting to Trustees on request
- Liaising with LA to ensure best practice

- Managing the reporting and recording of bullying incidents
- Ensuring staff act as trustworthy role models for pupils at all times
- Conducting monthly Pupils Voice to gauge and act upon feedback.

Staff

All school staff need to consider the influence of their own behaviour towards pupils. All staff have a duty to ensure that their dealings with pupils do not promote bullying by using:

- Deliberate humiliation
- Promoting the message that some people are “fair game”
- Official approval of status and power as a means of control
- A pronounced hierarchy where the message is ‘do as I say not as I do’
- Methods which make it difficult for pupils to seek help if they are being victimised
- Any actions which betray pupils’ trust
- Methods which leave no time to listen to vulnerable pupils
- Treating pupils differently from one another.

Instead the staff should

- Treat pupils with compassion and respect, ensuring justice is served
- NOT set up victims
- Presenting a positive, trusting role model – use power and authority with integrity
- Explicitly state that bullying is not acceptable and will always be challenged
- Actively seek to change pupils’ attitudes towards bullying where appropriate.
- Model our Christian Values

Trustees

- Should support Headteacher in following guidelines
- To ensure that the Head and staff act in a fair, just manner, upholding local policy and DfE guidelines and our Christian Values

Parents

- Should take their child’s concerns seriously
- Should let the school know of their concerns as appropriate
- Support key messages being given to pupils and where appropriate attend meetings and contribute in a positive way to actions aimed at solving any problems
- Support the school in Restorative Justice processes
- Support the school when sanctions are issued following incident of bullying in line with the Woodchurch Agreement and the Behaviour Policy

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

The DfE states that bullying is “repeated behaviour that is intended to hurt someone physically or emotionally.”

While there is no single definition of bullying, the DfE identifies three characteristics that are included in most definitions:

- The behaviour is intended to cause distress
- The behaviour is repeated

- There is an imbalance of power between the perpetrator(s)

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - bullying comments regarding sexual orientation
- **Sexist** – discrimination on the basis of gender because of, or focussing on, the issue of sexuality
- **Transphobic** – any transgender bullying
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing
- **Cyber** – all areas of internet, such as e-mail and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities
- **Religious Beliefs** – because of, or focussing on the issue of religion and belief

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go to school / use public bus
- Begs to be driven to school
- Changes their usual route
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books 'damaged'
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

These signs and symptoms could and may well indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting and Responding to Bullying

All staff should respond immediately to any reported or witnessed incident of bullying. The incident should, in the first instance, be reported to the PPL who will be the member of staff initially responsible for dealing with incidents pertaining to their year group community.

Should it prove necessary, the PPL will report the matter to the parents/carers of the victim and the bully.

Should the matter still not be resolved it will be referred to the Assistant Headteacher, Pastoral, or other relevant member of the Senior Leadership Team.

Should the matter still not be resolved, this will then be referred to the Headteacher.

All allegations about bullying should be dealt with as a matter of urgency and with integrity. Sensitivity and careful judgement should be applied when deciding on the most appropriate course of action, both when listening to reported incidents and when considering a just response.

Pupils are encouraged to report any bullying either of themselves or others to any adult in school. Pupils, if they prefer, can report bullying incidents and receive help through independent listeners such as:

- Learning Mentors
- School Prefects
- School Council
- Chaplaincy Team
- Ask WESS
- Ask WESS Live

A careful investigation of any reported incident is carried out. Records on BromCom will include:

- Who was involved
- Where and when it happened
- What happened
- What action was taken
- How it was followed up

The Progress Leaders ensure that a variety of measures are taken to help any victim of bullying during the course of an investigation. These may include:

- Providing the pupil with a safe haven at break or lunchtime
- Being accompanied to and from lessons temporarily
- Attachment to a friend for support
- Leaving the premises early at the end of the day
- Early boarding of a bus temporarily
- Contact with parents
- Inspection of CCTV

Punitive action, including the possible use of suspensions, is taken against pupils who deliberately intimidate or assault other pupils. Sanctions that are consistent with the offence and in keeping with the Behaviour Policy should be applied to any person found guilty of bullying another person.

When bullying is more complex, usually when the violation is more psychological or thoughtless, the Pastoral Team apply discretion in the handling of the problem.

Bullies may be dealt with through

- Sanctions – e.g. detentions, letters of apology
- Counselling with Learning Mentors/Chaplaincy Team
- Contact with parents
- Restorative justice meeting
- Peer Mentoring
- Anger management
- Behaviour/friendship contracts
- Nurse involvement

Victims of bullying will be provided with appropriate support and help from staff utilising some of the above strategies. Once the bullying has been dealt with, the victim will be followed up on to check that there has been no recurrence of the bullying.

A pupil suspected of bullying will be given the opportunity to explain their behaviour during investigation. Only when the incident has been fully investigated may a pupil be sanctioned to allow justice to be served.

Just sanctions will be applied fairly, proportionately, consistently and reasonably taking account of any additional needs or disabilities that pupils may have and taking into account the needs of vulnerable children. Bullying by these pupils is no more acceptable than bullying by any other pupils and it will be made clear to them that these actions are wrong and appropriate sanctions imposed.

However, for a sanction to be reasonable and lawful, we must take into account the nature of the child's additional needs and the extent to which the child understands and is in control of what he/she is doing.

Disciplinary penalties have three main purposes. :

- To impress on the perpetrator that what they have done is unacceptable
- To deter them from repeating this behaviour
- To signal to other pupils that the behaviour is unacceptable and to deter them from doing it.

Parents who contact school to report their child has been bullied will have their concerns taken seriously. Reception is the first contact for parents telephoning school. Therefore, all staff should be familiar with the policy. Parents contacting school should be referred to the Pupil Progress Leader for the relevant year group.

Good practice includes:

- Recognising that the parent may be angry or upset
- Remaining calm and understanding
- Keeping an open mind

- Making clear that the school does care and that something will be done, explain the school policy and make sure procedures are followed correctly
- Fostering a trusting, compassionate relationship with parents/carers
- Contacting parents regularly with updates during the investigation.

Involving Parents

- Parents of both the perpetrator and the victim should be informed by the Pupil Progress Leader / Assistant Pupil Progress Leader as soon as bullying has been confirmed through investigation (an interim telephone call whilst an ongoing lengthy investigation is taking place is good practice).
- Thereafter parents should be communicated with regularly until the matter is resolved and a letter / phone call sent advising them as to the final decision of the school with regard to the incident.
- Parents of the bully should be invited in to discuss their child's behaviour where appropriate constructively at an early stage rather than as a last resort.
- If a parent contacts school to report that their child has been bullied their concerns should be taken seriously and they are referred to the appropriate Pupil Progress Leader / Assistant Pupil Progress Leader. If they are unavailable then to a member of the Senior Leadership Team. These staff should:
 - Ask for details and record the information
 - Make a further appointment to explain actions and to find out if they bullying has stopped
 - Follow up with staff to ensure the appropriate action has been taken.
 - Ensure the school policy has been implemented

As a school, it is important for us to work with parents to help them then understand the stance of the school on bullying. We should offer a range of approaches to parents as appropriate to help them deal with their child's behaviour either in-house or by signposting the parents to appropriate channels of support including referral to appropriate Children's Services e.g. CAMHS, Educational Psychologist or use the EHAT process to involve other appropriate agencies.

If parents are unhappy with the outcome of an investigation despite every effort from school to resolve the situation, they should be informed of their right to complain, via the school's Complaints Procedure, to the Headteacher/Trustees. Copies of this are available from the school office.

Following the completion of a bullying incident, a letter is sent home to the parents of the victims of bullying with a reply slip. This slip is kept in the Assistant Headteacher's office for collation.

Strategies for Preventing Bullying

The continuing response to bullying by the school is to develop an ethos where bullying is seen as unacceptable. This will be driven forward by work carried out in various forms and using varied strategies.

Curricular Approaches

At Woodchurch we believe that the most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- The contribution of all pupils is valued and trusted
- All pupils feel secure and able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate and view positive difference in others, developing compassion and understanding
- Pupils learn to take responsibility for their actions both in school and in the wider community, acting with honesty and integrity
- All forms of bullying and harassment are challenged

- Pupils are supported to develop their social and emotional skills, i.e. through art, music, poetry, drama and dance
- Pupils are encouraged to have good character through the promotion of our Christian Values.

Some specific curriculum areas lend themselves particularly well to this kind of work, i.e. PSHE, English.

Other areas where anti-bullying work can be delivered are:

- Through assemblies, Form Tutor time
- During Anti-Bullying week
- Through student voice, school council
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Peer Mentors
- Reactive programmes for vulnerable groups or groups involved in bullying for, e.g.
 - Restorative justice
 - Counselling
 - Assertiveness training

Pastoral Approaches

The Pastoral Leadership provide an open, transparent service when it comes to acting to reduce incidents of bullying:

- Ask WESS – pupil email support service
- Ask WESS Live – pupil surgeries
- Monthly Pupil Voice – to get regular feedback on potential bullying
- EAL Pupil Voice (Termly) – to get regular feedback on potential bullying from BEM pupils
- Anti bullying week, Well Being week, Equality & Diversity week
- Promotion of the school's ethos and values on a daily basis
- Assemblies and collective worship to promote our ethos and values.

General Strategies to Prevent Bullying

- Supervision: students are supervised by trained staff at lunchtime and breaks. Staff are alert to potential problems and are in a position to deal with any incidents that occur on corridors and yards throughout these times.
- Short lunchtimes also help reduce the opportunity for bullying situations to arise. Staff need to be prompt to break duties and visible on corridors at these times.
- Punctuality to lessons by staff and pupils being lined up on corridors also helps to ensure that pupils have little time for misbehaviour and that there is an orderly and controlled start to lessons.
- Behaviour Policy – our positive behaviour policy helps all staff to ensure just and consistent sanctions are applied and avoids the use of sarcasm or threats.
- Anger management
- Counselling
- No blame approach
- Support for parents/carers
 - Via Family Matters and other parent groups
 - Parents evenings/information/events/meetings with Pupil Progress Leaders
- Support for all school staff
 - Through staff training and development for all staff including non-teaching staff involved in lunchtime and extra-curricular activities

- Regular pupil voice to ascertain whether bullying is taking place.

Implementation

To ensure that the whole school community continues to adopt the policy of bullying we will keep awareness raised through the following:

- PSHE lessons
- Assemblies
- Newsletters/VLE
- Displays
- School Council consultations
- School literature
- New staff induction and training
- Visiting speakers

Monitoring

The monitoring of the policy will be an on-going process. All incidents of bullying will be logged on our electronic behaviour management system (BromCom) by the Pupil Progress Leader / Assistant Pupil Progress Leader / Senior Management Team. This system will enable a cohesive data collection system and enable easy analysis. It will inform us of:

- Number of incidents
- Type of incident
- Age of bully/victim
- Location of incident

The Assistant Headteacher in charge of Pupil Welfare will collate and analyse the data and liaise with the Headteacher and the Pastoral Team as appropriate.

Evaluation

In order to ensure the effectiveness of the policy a process of evaluation will be carried out.

This evaluation will involve consultation with the whole school community via:

- Monthly Pupil Voice
- PSHE lesson/form time
- School Council/Year meetings
- VLE
- Parents views at parents' evenings/PTA
- Staff meeting agenda item
- Peer Mentor reports

If successful we hope to see

- A reduction in bullying incidents
- Pupils more prepared to report bullying
- Pupils less accepting of bullying
- Heightened awareness of bullying

The evaluation will be the responsibility of the Assistant Headteacher - Pastoral in conjunction with the Headteacher.

Bullying Checklist for our community

Desire	Current provision and action	Further development
An inclusive vision	All pupils are cared for and treated equally and with respect. Transgressions against our ethos and values are actioned immediately.	
Clear inclusion and anti-bullying systems	Pupils are encouraged to report bullying using the Worry Box, Ask WESS or a trusted adult. There are clear escalation policies and bullying is actioned immediately.	
Recording system for incidents of different types of bullying	BromCom has clear categories for the logging of bullying including: <ul style="list-style-type: none"> ● Inappropriate behaviour towards other pupils ● Bullying related to religion/race ● Complicit in the act of bullying ● Bullying related to appearance/health/home ● Bullying related to SEND/vulnerable pupils ● Cyber bullying ● Homophobic or personal/insulting comments ● Sexist bullying ● Sexual harassment 	The inclusion of BromCom categories to log: <ul style="list-style-type: none"> ● Biphobic bullying ● Transphobic bullying Embedding of the Bullying Log for PPLs to record incidents of bullying and action taken
Monitoring systems for anti-bullying strategies	Monthly analysis of BromCom monitors incidents of bullying Monthly Pupil Voice for each year on bullying and bullying reporting systems we have in school	
Staff training, including challenging HBT bullying		
Pastoral support for HBT bullying	Learning Mentors, Counsellors and Pastoral support in place. Well-Being policy details three waves of support for pupils.	
Collective worship communicates clear expectations and ethos regarding bullying		
Pupils can recognise and protect themselves and others against all bullying	Clear and transparent systems for pupils to report bullying. There is a culture of open and honest reporting of issues and clear pathways of action	
Curriculum opportunities are planned		

SIAMS expectations recognised, changes made and evidence of impact recorded and collated		
------------------------------------------------------------------------------------------	--	--

Restorative Justice process

The school may employ a Restorative Justice process when resolving issues between peers or a member of staff and a pupil.

This will involve all persons meeting (usually with the Head teacher present, but this is not a requirement) with a senior member of staff to discuss the incident.

A member of the police force may be invited to support this process.

The meeting is a chance for the victim to articulate how the incident(s) have affected their person and how they have changed since the incident. This gives the perpetrator an opportunity to empathise with the victim.

During the meeting, there is the opportunity for the perpetrator to ask the victim for forgiveness.

The meeting concludes with a prayer. (see below)

During the session, a document is completed and signed by all parties (see below). This document is held on file and is brought into consideration should there be a repeat of the offence.

Restorative Justice documentation:

Woodchurch High School Justice Documentation

Offence Details	
Date/Time	Location Head teacher's office
Name(s) of co-accused Charlie Piercy	
Brief outline of offence	

Offender 1 Details	
Name	Form
Offender 2 Details	
Name	Form
Offender 3 Details	
Name	Form

Community Resolution Decision

Date agreed
Resolution
Effect of incident on victim
View of the victim on how this situation could be resolved
Agreed completion date

Victim's Declaration

This process has been explained to me and I trust my school to deal with this manner wisely. I understand that once justice has been served, there will be no further action providing the offender has the integrity not to act in the same way again. By signing this I am willing to show forgiveness to the offender for the upset that he/she has caused me.

Name:

Signed:

Date:




 THE CHURCH
OF ENGLAND
Diocese of Chester

Offender

You have been identified as being responsible for

The victim has indicated that they are in agreement to allow justice to be served informally and provide you with an opportunity to act with integrity and compassion by asking for forgiveness for your actions. This is voluntary and if you agree and complete the process you will not be subject to further investigation and punishment in this matter.

Should you lack the integrity to make more wise choices in the future, this may result in the matter being investigated again and sanctions put in place. This declaration will then be presented as part of the evidence against you.

Views of the offender

Declaration
<p>I accept responsibility for my actions and part in this offence/incident. I agree to participate in the restorative course of action as outlined within this document, asking for forgiveness from the person whom I have wronged.</p> <p>I vow to have the integrity not to be trusted to repeat these, or any such similar actions.</p>

When forgiveness is granted, I can be trusted to act in an appropriate manner in the future.
Signed

Witnesses	
Signed	Print Name
Signed	Print Name
Signed	Print Name
Date:	



Restorative Justice prayer

Heavenly Father, there has been conflict in our community
 Guide us with your wisdom to peace and harmony
 Help us to remember that you are a God of compassion and peace
 Turns our thoughts to forgiveness and reconciliation,
 Letting go of anger and hurt so that we may move forward together in peace and
 harmony

Amen

Review

This policy will be reviewed every 2 years. It will appear on the agenda of the Governing Body annually.

Appendix 7 - Useful organisations

Anti-Bullying Alliance (ABA) – www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity.

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Provides both a formal and informal support network for all people who want to raise the issue of homophobia, transphobia and heterosexism in education.

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International – the UK's safer internet centre.

Samaritans – www.samaritans.org

Have a free helpline on 116 123 or jo@samaritans.org.

CALM – www.thecalmzone.net

Support resource for males. Free telephone: 0800 585858

SANE – www.sane.org.uk

Mental health charity improving quality of life for anyone affected by mental illness – including family, friends and carers. Telephone: 0300 304 7000.

Switchboard LGBT+ – www.switchboard.lgbt

LGBT telephone helpline. Telephone: 0300 330 0630

Childline – www.childline.org.uk

Counselling service for children and young people up to their 19th birthday. Free telephone: 0800 1111 .

Ask WESS – askwess@woodchurch-high.wirral.sch.uk

Valuing All God's Children – Church of England

https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

Appendix 8 - Sexting

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However Woodchurch High School takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

Further information about online safety and other specific areas of child protection can be found in The Safeguarding Policy and Woodchurch High School Website.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated
 - ☒ by children under the age of 18,
 - ☒ or of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know.

STEPS TO TAKE IN THE CASE OF AN INCIDENT

Step 1 - Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols (see Safeguarding Policy).

A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

The following questions will help decide upon the best course of action:

- Does the student need immediate support and/or protection?
- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed?
- For this reason the Safeguarding lead or deputy should be notified and involved as soon as possible.
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device
- Are there other students and/or young people involved? 🎥 Do they know where the image has ended up?
- It may also be useful to look at and compare the incident on the **Continuum of sexual behaviours** *Appendix 2*

Step 2 - Searching a device – what are the rules?

The policy allows for a device to be examined, confiscated and securely stored if there is reason to believe it contains indecent images or Youth Produced Sexual Imagery or Pornographic Material. This is in line with recommendations set out by the police and the DfE. See appendix 3.

When searching a mobile device the following conditions should apply:

- The search is conducted by the Headteacher or a person authorised by them and one other person.
- A member of the safeguarding team should normally be present
- The search should normally be conducted by a member of the same gender as the person being searched. However if the image being searched for is likely to be of a different gender to the person 'in possession' then the device should only be viewed by a member of the same gender as the person whose image it is.
- Details of the reason for and result of the search should be recorded in detail on the 'Safeguarding Referrals Log' held by Mr Joplin, Assistant Headteacher with responsibility for Safeguarding.

If any illegal images of a young person are found the Safeguarding Team will discuss this with the Police.

The Association of Chief Police Officers (ACPO) advise that as a general rule it will almost always be proportionate to refer any incident involving 'aggravated' sharing of images to the Police, whereas purely 'experimental' conduct may proportionately dealt with without such referral, most particularly if it involves the young person sharing images of themselves.

'Experimental conduct' commonly refers to that shared between two individuals (e.g. girlfriend and boyfriend) with no intention to publish the images further (see Appendix 2). Coercion is not a feature of such conduct, neither are requests for images sent from one person to multiple other young persons.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an 'experimental' incident is not referred to the Police, the reasons for this should be recorded in the school's 'Safeguarding Referrals Log'.

Always put the young person first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed. Instead rely on the description by the young person, secure the advice and contact the Police.

Never

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.
- Print out any material for evidence
- Move any material from one storage device to another

Always

- Inform and involve the Safeguarding lead/deputy who will ensure that the necessary strategic decisions are taken.

- Record the incident. The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues.
- Act in accordance with school safeguarding search and confiscation policies and procedures.

If there is an indecent image of a child on a website or a social networking site then the Safeguarding Team will report the image to the site hosting it. Under normal circumstances the team would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where it may be felt that they may be at risk of abuse then the team will report the incident directly to CEOP www.ceop.police.uk/ceopreport, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 - What to do and not do with the image

If the image has been shared across a personal mobile device: (consult appendix 3)

Never

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared). The viewing of an image should only be done to establish that there has been an incident which requires further action.
- Send, share or save the image anywhere
- Allow students to do any of the above

Always

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

If the image has been shared across a school network, a website or a social network:

Never

- Send or print the image
- Move the material from one place to another
- View the image alone or outside of the protocols in the school's safeguarding and child protection policies and procedures.

Always

- Block the network to all users and isolate the image

Step 4 - Who should deal with the incident

Often, the first port of call for a student is a class teacher. Regardless of who the initial disclosure is made to she/he must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the Safeguarding Team and a senior member of staff are involved in dealing with the incident.

The Designated Safeguarding Lead should always record the incident. The Headteacher should also always be informed- usually by the DSL. There may be instances where the image needs to be viewed and this should be done in accordance with protocols.

Step 5 - Deciding on a response

There may be many reasons why a student has engaged in sexting – it may be a sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident (see Appendix 1 for definitions). However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a young person are found:

- Act in accordance with the Safeguarding policy i.e. inform the Safeguarding Team
- Store the device securely
- The Safeguarding Team will assist the Guidance/Pastoral team to carry out a risk assessment in relation to the young person (Use Appendices 2 and 3 for support)
- The Safeguarding Team will make a referral
- The Safeguarding Team will contact the police (if appropriate). Referrals may be made to Social Care or the or MASH (Multi Agency Safeguarding Hub) but where a crime may thought to have taken place the police are the first port of call. Young persons who have engaged in 'experimental sexting' which is contained between two persons will be referred to MASH for support and guidance. Those who are felt to be victims of 'sexting' will also be referred to MASH at a point where the police feel that this will not impede an investigation.
- The young person's Pastoral team will put the necessary safeguards in place for the student, e.g. they may need counselling support or immediate protection.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 - Containment and Prevention

The young persons involved in 'sexting' may be left feeling sensitive and vulnerable for some time. They will require monitoring by and support from their Guidance/Pastoral teams.

Where cases of 'sexting' become widespread or there is thought to be the possibility of contagion then the school will reinforce the need for safer 'online' behaviour using a variety of resources (see Appendix 3 and the online safety policy).

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over the young person especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important. Preventative educational programmes on sexting can be found on CEOP's advice-giving website www.thinkunknow.co.uk and the South West Grid for learning have developed advice for young people at www.swgfl.org.uk/sextinghelp

Step 7 - Review outcomes and procedures with the aim of preventing future incidents

The frequency or severity of such incidents may be such that the school will need to review its approach. Where this is the case Woodchurch High School will adopt the '**PIES**' model where:

P = Policies and Practices - ensuring that key policies e.g. Safeguarding, Anti- Bullying, E safety Policies are still relevant and can meet emerging issues.

I = Infrastructure - ensuring that the school's infrastructure and technologies are robust enough to meet new challenges.

E = Education - ensuring that both adults and young persons are alerted to the issues such as safety mechanisms, support mechanisms and the legal implications of such behaviour.

S = Standards - the Ofsted framework for Behaviour and Safety provides a good benchmark to test the strength of the school's approach.

The Legal Position

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image;
- possess with the intention of distributing images;
- advertise; and
- possess such images

While any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, it is unlikely to be considered in the public interest to prosecute children. However, children need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess images may be visited by police and on some occasions media equipment could be removed. This is more likely if they have distributed images.

The decision to criminalise children and young people for sending these kinds of images is a little unclear and may depend on local strategies. However, the current Association of Chief Police Officers (ACPO) position is that:

'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'

However, there are cases in which children and young people have been convicted and sent to prison. The important thing to remember is that whilst, as a school, we will want to consider the implications of reporting an incident over to the police, it is not our responsibility to make decisions about the seriousness of the matter; that responsibility lies with the Police and the CPS hence the requirement for the school to refer.

In summary sexting is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child.

Continuum of Sexual Behaviours

Sexual behaviour

DSLs will need to be mindful that behaviour which may not initially appear to be sexually motivated may have occurred as a result of risky or harmful behaviour or indeed sexual abuse being 'normalised' for children.

Difficulties in defining harmful sexual behaviours displayed by children and young people are made worse by a general lack of knowledge of childhood sexuality and what constitutes normal sexual development. The Hackett (2012) continuum of children and young people's sexual behaviours (fig.1) shows how behaviours exist on a continuum from normal to highly abnormal.

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour would be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Included misuse of power • Coercion and force to ensure victim compliant • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

fig 1: Hackett continuum of behaviours²³

Sexting In Schools and Colleges – Responding to incidents and Safeguarding Young People

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Appendix 9 - Drugs Policy

This policy covers drug education, the content and delivery of which is the responsibility of the PSHE Co-ordinator. It also covers dealing with drug related incidents, which is the responsibility of the Assistant Headteacher – Pastoral Support. These 2 areas are mutually supportive and aim to reduce the misuse of illegal or unauthorised substances amongst young people in our care.

This policy was devised using:

- Local Authority guidelines.
- DfE and ACPO Drug advice for schools 2012 documentation.
- Misuse of Drugs Act 1971.
- Misuse of Drugs Act 2010.
- 2016 Bill on New Psychoactive Substances.

This policy links to other school policies, including Safeguarding and Health and Safety.


This policy applies at all times on the school premises and extends to cover journeys to and from school. It also covers students on work experience, college placements and to all school trips, including those abroad.

DRUG EDUCATION

DRUG EDUCATION AIMS

Drug education aims to enable students to develop their knowledge, skills, attitudes and understanding about unauthorised, legal and illegal substances and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Drug education aims to:

- Provide accurate information.
- Correct misunderstandings.
- Build on knowledge and understanding.
- Explore attitudes and values towards drugs, drug use and drug users.
- Develop students' understanding of rules and laws.
- Develop students' interpersonal skills.
- Develop students' self-awareness and self-esteem.
- Explore the risks and consequences of their own and others' actions; and  Be relevant to the needs of students and the school community.
- Inform students' of support both within and outside of school.

DRUG EDUCATION CURRICULUM DELIVERY

Drug education is mandatory in accordance with the National Curriculum for Science for Key Stages 3 and 4. At Woodchurch High School the Drug Education Programme is delivered through PSHE during Tutorial Time. The programme is coordinated by the teacher with responsibility for PSHE.

TEACHING

Students need to feel confident and relaxed about discussing issues related to illegal substances. For this to happen teachers need to be confident and to use a range of strategies to help young people to discuss their ideas, thoughts and feelings openly. Different topics, age groups and contexts require different teaching strategies. Using a range of styles and techniques helps to ensure that all students have the opportunity to learn and to maintain interest. There are many techniques appropriate to the teaching of drugs education, including the following:

Developing ground rules, group work/paired discussion, depersonalised discussion, question and answer session, research, role play, case studies, theatre groups, video, question box, debate, surveys, questionnaires, quizzes, games and creative writing.

If outside speakers are to be used they are required to have achieved or be working towards achieving the LA's NCFE Level 2 Qualification in Basic Drug Awareness and its applications.

When planning to use outside agencies in the Drug Education Programme:

- The purpose, aims and objectives are clear.
- All visitors are aware of relevant school policies, including confidentiality and will abide by them.
- The way visitors will work is planned and agreed in advance.
- Times and equipment is planned in advance.
- The visitor will not be allowed to take responsibility for students without the teacher being present in the room.

RESOURCES

A wide range of resources are used in school which:

- Avoid racism, sexism, gender and homophobic stereotyping.
- Portray positive images of a range of young people.
- Are adaptable for use with all students.
- Are factual and up to date.
- Encourage active and participatory learning methods and discussion identify sources of support, such as help-lines and services.

DRUG RELATED INCIDENTS

MANAGING DRUGS IN SCHOOL

School will not tolerate the use or possession of unauthorised legal or illegal controlled substances by students, staff or other members of the school community including parents, in school time, on school premises or off-site during school organised activities such as trips and work experience. This also extends to NPS, alcohol, tobacco, volatile substances, amyl nitrates, and substances that cause states of intoxication. This is not an exhaustive list and it will be reviewed in accordance with circumstances as they develop.

The Senior Leaders with responsibility for drug related incidents are Assistant Headteacher, Mr Canham and Senior Teacher, Mr Smith. All drug related incidents will be reported to this person who will be responsible for co-ordinating the most appropriate response.

Drug related incidents will be dealt with fairly and with due regard for the facts as they present themselves, as well as the health, pastoral, educational and welfare needs of any person involved. In the first instance the possibility of a medical emergency will be considered.

Recording details of drug related incidents is essential and may be used by other agencies or in court proceedings. Detailed written reports should be recorded using the school safeguarding software "CPOMS". Disposal of confiscated items template can be found in **Appendix 1**.

Dealing with medical emergencies involving drugs

If a young person has lost consciousness when suspected of taking drugs:

- Stay calm - some drugs act on the central nervous system in a way which makes it potentially dangerous to induce a state of agitation by shouting or over-reacting.
- Put the young person in the recovery position.
- Loosen clothing to assist the casualties breathing.
- Do not give anything to drink.
- Send for the First Aider and for an Ambulance.
- Check the casualties breathing regularly.
- Collect any evidence of what has been taken e.g. tablets, syringes and keep any vomited material.
- Wait for the ambulance and reassure the casualty if they come around.

If a young person is 'high' or hallucinating:

- Be prepared for behaviour from depressed to very quiet to excitable and incoherent.
- Do not allow them to get into a dangerous situation.
- Sit them down in a quiet, well ventilated room.
- Talk to them quietly and calmly, reassure them. 📞 Send for the First Aider.
- Send for a member of SLT or the Pastoral Team.

Detection

School must approach searching for illegal substances with sensitivity. The school reserves the right to use a variety of strategies to search and test for drugs as it is deemed necessary, based on a sound evidential basis for suspicion of wrong doing on school premises.

Drugs Testing

Testing should only be carried out by fully trained members of the Senior Leadership Team. Before a drugs test can be administered all attempts should be made to contact the parent/carer of pupil(s). Drugs testing must be carried out with the consent of the pupil(s) and be administered with another member of staff acting as a witness. Photographs of test results must be made. Copies of pictures will be kept on the pupils file on "CPOMS". The full drugs testing procedure protocol can be found in **Appendix 2**. A full note of any action must be made and the student or parent given the opportunity to counter sign as to accuracy. Failure to take this opportunity should also be noted.

Searches of school property

Staff may search school property such as students' lockers if they believe illegal or unauthorised substances to be stored in them. This should be done only if there is reason to believe that the locker contains such a substance and with the agreement of a member of SLT.

Personal searches and searches of personal property

When a person is suspected of concealing illegal or unauthorised substances every effort should be made to persuade the person to hand over the substance in the presence of a second adult witness. A full note of the exchange should be made by the observing member of staff.

School may not search personal property such as bags or pencil cases without consent and then it should only be in the presence of a second adult witness. Where consent is refused parents/carers may be notified and they may persuade their child to give consent. If the individual refuses, and if the substance is believed to be illegal the school may proceed along formal lines and the police may be called. The police must conduct a personal search if they believe a crime has taken place or to prevent harm to a student or others following an arrest. School has no legal obligation to report incidents involving illegal substances to the police, however, Woodchurch High School works in partnership with the local police and takes their advice and involves them appropriately. In all cases where a search of a student is deemed to be necessary parents will be contacted.

Confiscation and disposal of unauthorised substances

The law permits school staff to take temporary possession of a substance suspected of being an illegal substance for the purpose of preventing an offence from being committed; **provided that all reasonable steps are taken to destroy or deliver it to a person lawfully entitled to take custody of it**. Full notes of any confiscation will be kept by the observing member of staff.

Alcohol and Tobacco

When confiscated parents/carers should normally be informed and given the opportunity to collect them, unless this would jeopardise the safety of the child.

Volatile substances may be dangerous and so school should arrange for safe disposal. Parents/carers should normally be informed unless this would jeopardise the safety of the child.

Medicines may be held in the First Aid room. Parents/carers should collect and dispose of any unused or date expired medicines, or school will dispose of them.

Illegal Drugs/NPS found on the school premises should be sealed in a plastic bag and labelled. They should be stored in a secure location that can be accessed by 2 members of SLT only. The police will be notified for disposal. If illegal substances are found, it is our legal duty to hand them to the police as a matter of urgency. **The police may then identify whether it is an illegal drug.**

Syringes require special attention. The Caretaker should wear appropriate protective clothing to pick them up and they should be stored in a Sharps Box. This will be kept out of the reach of students, staff and the public. The Sharps Box will then be disposed of as soon as is practicable at Arrowe Park Hospital or the Local Health Centre.

School staff should not attempt to analyse or taste unknown substances. Police can advise or analyse substances, if necessary, which may be required for prosecution.

Responding to students involved in drug related incidents

The school will carefully investigate the nature and seriousness of any drug related incident taking account of:

Confidentiality

The need for confidentiality for those involved should be respected, however, the boundaries of such confidentiality should be made clear to students (DfES Drugs: Guidance for schools 2004). If a student discloses information to a member of staff which is of a sensitive nature the teacher must consider child protection (Wirral LA Guidance Child Protection and Children in Need), the need for advice from a more experienced member of staff, co-operating with a police investigation and referral to external services. As such a teacher should not discuss sensitive issues widely but must discuss drug related issues with a member of the pastoral team or SLT.

The Data Protection Act and Crime and Disorder Act also allow personal information to be shared if there is an over-riding public interest in the first instance or to prevent crime and disorder in the second. However, in assessing the suitability of sharing information all efforts will be made to encourage the student to give their informed consent.

The following questions should also be considered:

- a. How serious is the situation?
- b. What immediate and significant risks does the young person face?
- c. What implications-both positive and negative-could keeping a confidence have?
- d. What significant harm could result from keeping the student's disclosure?

Students will be made aware of the limits of confidentiality before they disclose a confidence, whenever possible. If a confidence needs to be broken the school will explain to the student (and parents/carers as appropriate):

- Why the confidence has been broken.
- Who will be informed?
- What will be disclosed?
- How the information will be used.
- That their privacy will still be respected and information is shared on a need to know basis.

Schools should also be aware of the Wirral Information Sharing Protocol. This details how and when local partner agencies (including schools) can share information about children and young people.

Open ended questions will be used to determine:

- What the student has to say.
- Was it a one off incident?
- Is the substance legal or illegal?
- What quantity of substance was involved?
- How was the substance being used?
- What are the student's home circumstances?
- Was the student 'in possession of a small quantity' or 'intent on supplying for profit?'
- Is there evidence of organised habitual supply?

Find and make of note of:

- Who is involved?
- What substance is allegedly involved?
- What the young person believes the substance to be.
- How the substance came to be in the young person's possession.

Parents/Carers will be informed about the incident at the earliest possible stage and about the schools response unless there are concerns about the child's safety as a result. In any situation where the student may need protection from the possibility of abuse, the Assistant Headteacher, Pastoral Support and the school's Designated Safeguarding Leader will be consulted.

(See Wirral LA Child Protection and Children in Need Spring 2003 on informing parents).

School recognise the importance of adopting flexible procedures that ensure a coordinated, consistent approach to dealing with drug related incidents.

'Any response should balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals. The needs of pupils in relation to drugs may come to light other than via an incident, for example, through the pastoral system. Given that drug problems rarely occur in isolation, responses may need to take a holistic approach rather than focus solely on drugs.' (ref DfES Drugs: guidance to schools/0092/2004).

- As a school we will take a flexible approach whilst maintaining consistency and fairness.
- Carefully assess the situation and the options for action.
- Consider the impact of sanctions on the pupil involved, on other pupils, on the school as a whole, on parents and on the wider community.

Punitive and uncaring actions may stifle dialogue between staff and pupils as a whole. Other pupils become less likely to approach teachers if they have problems with drug use. Pupils need to see that rules and sanctions are used consistently and fairly and that teachers are approachable and able to also offer support and care.

A range of responses will be considered. These are:

- Early intervention and targeted prevention.
- Counselling, e.g. Response, Learning Mentor, Connexions, Health Service, YOT, Social Services, Child and Family.
- Behaviour Support Plans.
- Inter-agency programmes and external agencies.
- Pastoral Support Programmes.
- Managed Moves.
- Fixed period suspension.
- Permanent suspension.
- Response to Drug and Alcohol Misuse Internal Protocol (**Appendix 3**).

Parents/Carers under the influence illegal substances or alcohol on school premises

Staff should maintain a calm atmosphere. If it is unsafe to discharge a child into the care of a parent/carer, the teacher should discuss with the parent/carer if an alternative arrangement could be made, e.g. with another parent/carer. Consideration will be given to invoking child protection procedures.

Staff conduct and illegal or unauthorised substances

Teachers have a duty of care to students in school and on school trips. Staff must, therefore, not be under the influence of illegal or unauthorised substances during the school day.

If staff are away from school for an extended period with a group of students then obviously it is very important, on a daily basis, to identify nominated members of staff to take responsibility at all times. Whilst on duty, staff must not be under the influence of any illegal or unauthorised substance or alcohol.

Involving the Police

The police will be involved, if it is appropriate. A full record of the incident recording details and the police incident reference number must be kept.

Woodchurch High School works in partnership with the local police. We take their advice and involve them appropriately.

Police contacts

Community Police Officer, Upton - 0151 777 2452

999 should not be dialled in anything other than an emergency. Drug related incidents will be reported to the School Drug Advisor using the pro-forma in **Appendix I**. The LA Schools Drugs Advisor may also be contacted for advice about drug related incidents.

Handling the Press and the Media

All press enquires must be handled through the SLT in conjunction with Wirral Press and Public Relations Office based in Wallasey Town Hall 0151 666 8088.

THE NEEDS OF STUDENTS/REFERRAL AND EXTERNAL SUPPORT

Students may be referred to external agencies. A more comprehensive list of external services in Wirral DRIG 2004, pages 56-63.

Parents Against Substance Misuse

Birkenhead, Merseyside, CH41 1EU. Tel: 08457 023867 (24-hour helpline) or 0151 356 1996 (admin)
E-mail: admin@pada.org Website: www.pada.org

Information, referral and support group for drug users' parents, carers and families

Response

The Callister Centre, 19 Argyle Street, Birkenhead, CH41 1AD. Tel: 0151 666 4123 (answerphone service outside office hours)

A counselling, support and advice service for young people aged 13-25 years. Offers a range of advice and support including housing, benefits, health, and drugs information. Also provides specialist substance misuse workers who offer a range of services to meet the needs of young people aged 13-18 years who have problems with their substance or alcohol use.

Connexions – Birkenhead and Bebington Conway Building, Conway Street, Birkenhead, CH41 6JD.
Tel: 0151 666 4385 41-43 Bebington Road, New Ferry, CH62 5BE. Tel: 0151 472 4600

Brook Centre and Outreach Education Services

14 Whetstone Lane, Birkenhead, CH41. Tel: 0151 670 0177 info@wirralbrook.org.uk Free and confidential sexual health and advice for young people under the age of 25.

Solve It

MPAC Building, 1-27 Bridport Street, Liverpool, L35 5QF. Tel 0151 708 9899 www.solveitonline.co.uk
Training and support for professionals and children to tackle volatile substance abuse.

Wirral Sport and Art Initiative

The Caretaker's House, Grange Road West Sports Centre, Grange Road West, Birkenhead, CH43 4XE. Tel: 0151 653 3251. Fax: 0151 653 2946.

E-mail: sportartinitiative@wirral.gov.uk

Provides activities for young people between the ages of 7-17, with the aim of reducing crime and drug and alcohol use. Also offers education and advice to young people on drugs and alcohol.

MEDICINES IN SCHOOL

There are considerable numbers of students in school who require some form of medication. These may be over the counter medicines or prescribed medicines.

- Students may bring medicines, such as Paracetamol or hayfever medication to school. They may only bring the amount they require for use during 1 day.
- Students are encouraged to take such medicines at home under the supervision of their parent/carer, where possible.
- Students may carry essential items, such as inhalers for asthma.
- Staff should never give a non-prescribed medicine to a child unless there is a specific prior permission from the parents/carers where a non-prescribed medicine is administered to a child; it should be recorded on Appendix 2 – “Record of medicine administered” (see Appendix) and the parents/carers must be informed. If a child suffered regularly from frequent or acute pain the parents/carers should be encouraged to refer the matter to the child's GP.

***A child under 16 should never be given aspirin or medicines containing
Ibuprofen unless prescribed by a doctor***

Long term medical needs

- Students requiring prescribed medicines on a regular basis, such as Ritalin or Insulin should be identified when the child is admitted or when the child first develops a medical need. It may be useful to develop a written Health Care Plan involving the parents and relevant health care professionals.
- Where possible, the parent/carer should be solely responsible for the administration of medicine when medication is required in the school day.
- Written permission and details of how to administer the medication must be gained from the parents/carers. This must be in line with the prescription instructions, as displayed on the container/package. Parental agreement for administering medicines should be completed and signed by the parent.
- All medication must be clearly labelled with the child's name, form and the dosage.
- Medicines will be administered by a First Aider. They should check - the child's name, the prescribed dose and the expiry date.
- If in doubt of any procedure, staff should not administer the medicine, but should check with parents/carers or a health care professional before taking further action. In some

cases there may be sensitive issues, such as the administration of rectal diazepam. It is good practice to have the dosage and administration witnessed by a second adult.

- Medicines prescribed for an individual must only be used by them.
- A written record of the dose and time medication will be kept. This will include if a child refuses their medication. If a child refuses medication they will not be forced to take it and the parents/carers will be informed.
- Ritalin, which is used to help to control ADHD, is a prescribed medicine and a class B drug with an amphetamine base. A student using this drug on prescription, but also passing it to classmates, demonstrates possession and supply without prescription and this is a criminal act. As such it will be handled as a drug related incident.
- It is good practice to support and encourage children to manage their own medicines. As children develop at different rates the ability to take responsibility for taking their own medicine varies. If children take their own medicine staff may only need to supervise.

Educational Visits and Work Experience

We encourage children with medical needs to participate in educational visits and work experience. To ensure safety, plans may need to be made to include children with medical needs. Risk assessments must take this into account.

Storing Medicines

- Medicines must be suitably stored, i.e. locked in the first aid room or in a fridge. Large volumes of medicines should not be stored. Medicines should be in the original container in which dispensed and this must show the child's name, the name and dose of the medicine and the frequency of administration.
- Medicines that are out of their sell by date will not be given to students and will be disposed of by parents/carers or school by returning them to a pharmacy.

This section of medicines has been written in accordance with "Managing Medicines in Schools and Early Years Settings". Department for Education and Skills/Department of Health – March 2005. Further information on medicines and specific health related issues can be found in this document.

TOBACCO IN SCHOOL

- The school is a smoke free environment, and as such smoking is not permitted on the entire premises. It promotes the health and welfare of all who work in or visit the school. As such the school will display “no smoking” signage appropriately.
- The school aims to provide a supportive environment for those who wish to stop smoking.
- Students who smoke on the school premises will receive sanction from the schools behaviour procedures. Parents will be contacted unless this puts the child at risk.
- The school promotes the health and welfare of all who work in or visit the school. The school aims to provide a supportive environment for those who wish to stop smoking.
- Students who smoke on the school premises will receive a sanction from the schools behaviour procedures. Parents will be contacted unless this puts the child at risk.

ALCOHOL IN SCHOOL

Alcohol related deaths total 50,000 a year and a large proportion of violent crime and anti-social behaviour is alcohol related. Furthermore 25% of 11-15 year olds admit to drinking once a week while the figure for 15 year olds alone is 47%. It is, therefore, important that:

- Students may not drink alcohol at any time during the school day, or whilst on school activities or trips.
- It is not acceptable for students to bring alcohol onto the school premises for consumption.
- The school aims to provide staff or student’s access to support where drinking is a problem.
- Students who drink alcohol or bring alcohol onto the school premises will receive sanction from the schools behaviour procedures. Parents will be contacted unless this puts the child at risk.

STAFF TRAINING

Initial teacher training requires Newly Qualified Teachers to be familiar with the programme of study for PSHE, and to be prepared for their pastoral responsibilities.

The schools programme of Continuing Professional Development provides opportunities for teachers who teach drugs education or deal with drug related incidents to develop the skills, knowledge and confidence required when addressing drugs issues with students.

THE ROLE OF TRUSTEES

Trustees contribute to the development of this policy and have ratified it. The link Trustee for PSHE is responsible for overseeing this policy.

The Trustees of Woodchurch High School take the issue of substance misuse very seriously, and support the Principal and staff in maintaining Woodchurch as a 'drug free zone'. In cases where students are excluded from school on drug related matters, the Chair of Trustees is informed; any appeal against suspension on a drug related matter will involve the Pupil Discipline Committee of the Governing Body.

Response to drug and alcohol misuse at Woodchurch High School Internal Protocol

<p>The supplying of drugs</p>	<p>This will lead to a suspension.</p> <p>Our definition of supplying is providing illegal substances to others. Additionally any person carrying large amounts of banned substances would also put themselves at risk of permanent suspension.</p> <p>Anyone suspected of supplying drugs will be the subject of a detailed investigation to collect information. If on the balance of probability the person is believed to be supplying we will exclude permanently based on the need to ensure the safety of other pupils. If the issue is possession then see below.</p>
<p>Under the influence of drugs</p>	<p>This will lead to an suspension.</p> <p>Students who use illegal substances and then present themselves on school premises will be permanently excluded. The basis of the decision will be made using the detailed signs and symptoms of substance abuse listed below. Any student challenged will have the opportunity to undertake an oral drug test to demonstrate that no drugs are being used.</p> <p>If the student declines to provide a test then we will proceed according to what we believe to be the case on the balance of probability.</p>
<p>In possession of drugs</p>	<p>In the first instance this will lead to a fixed-term suspension.</p> <ul style="list-style-type: none"> • Drugs will be confiscated. • Police will be informed. • Support will be offered. <p>In addition to the standard letter, an additional letter will be sent confirming that a 2nd drug related incident on school site will result in permanent suspension.</p> <p>If there is a 2nd episode of possessing drugs, then permanent suspension with result.</p>

Alcohol	<p>Drinking on site/being on site in the school day following drinking/bringing alcohol on to site with the intention of drinking it/supplying it to others, etc. will result in a fixed term suspension of 4 days.</p> <p>If we believe that a student has been drinking we will proceed on the basis of the evidence we have. We will offer the opportunity to the student to take an oral breath test to demonstrate that they have not been drinking. If the student declines to provide a breath test, then we will proceed accordingly to what we believe to be the case.</p> <p>In addition to the standard fixed term suspension letter, an additional letter will be sent confirming that a 2nd incident on school site will result in permanent suspension.</p>
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix 10 - Stage documentation

a) Stage 1 Behavioural Meeting Pro Forma

Stage 1 Behavioural Meeting

Pupil Overview (to be completed before meeting)

Pupil	
Form	
Attendance and attendance band	
Punctuality	Number of Lates Number of U codes Number of A codes

Type 1 incidents	
Type 2 incidents	
Type 3 incidents	
Type 4 incidents	
Details of areas of concerns to be discussed	

--	--

Details of meeting (for completion at meeting)

Date of meeting
Present

Following discussion of Behavioural Log, Report, Round Robin what are immediate areas of concern
<ol style="list-style-type: none"> 1. 2. 3. 4. 5.




THE CHURCH OF ENGLAND
 Diocese of Chester

Potential areas of intervention to discuss

Intervention Type	Notes and Action if necessary
Feedback to staff following discussion on personalised action to support	
Use of restorative justice approach needed with staff	
Personalised intervention/rewards from Pastoral Leads	
Pastoral support during unstructured times	
Escort needed during the day to ensure prompt arrival to lessons	

Classroom intervention needed from teaching staff	
Produced/updated Pupil Profile	
Discussion with SLT for further support/guidance	
Any other areas of support/intervention required	

ACTION

School Action	Pupil Action	Parent/Carer Action

Review date:

Signatures of those present to agree on action:

Staff:

Parent/Carer:

Pupil:

b) Stage 3 Behavioural Pro Forma

Stage 3 Behavioural Meeting

Pupil Overview (to be completed before meeting)

Pupil	
-------	--

Form	
Attendance and attendance band	
Punctuality	Number of Lates Number of U codes Number of A codes

Type 1 incidents	
Type 2 incidents	
Type 3 incidents	
Type 4 incidents	
Number of Workroom incidents	
Number of Internal suspensions	
Number of Alternative suspensions	
Number of Fixed Term suspensions	
Details of areas of concerns to be discussed	

Details of meeting (for completion at meeting)

Date of meeting
Present

Following discussion of Behavioural Log, Report, Round Robin what are immediate areas of concern
1.
2.
3.
4.
5.

Potential areas of intervention to discuss

Intervention Type	Notes and Action if necessary
Regular parental contact with update on progress (weekly/daily via telephone call or email)	
Consideration of modified timetable. e.g. modified timetable, time at SLSP, Alternative Provision	
At Risk of Permanent Exclusion completed	
Class 'hot spots' identified for regular SLT presence	
Any requirements of mentoring counselling (school mentor, Action for Children, Health Service in School, Jackie Breadner)	
Any requirements for external services to be used to support	
Any unexplored SEND issues to be discussed/actioned	
Feedback to staff following discussion on personalised action to support	
Use of restorative justice approach needed	

with staff	
Personalised intervention/rewards from Pastoral Leads	
Pastoral support during unstructured times	
Escort needed during the day to ensure prompt arrival to lessons	
Classroom intervention needed from teaching staff	
Produced/updated Pupil Profile	
Discussion with Head teacher for further support/guidance	
Emergency Annual Review	
Any other areas of support/intervention required	

ACTION

School Action	Pupil Action	Parent/Carer Action

Review date:

Signatures of those present to agree on action:

Staff:

Parent/Carer:

Pupil:

Appendix 11 - Use of reasonable force

In response to Government guidance April 2026

Effective Date: Summer 1, 2026

Review Cycle: Annual (or in response to further statutory updates)

Context: Issued in response to the Department for Education (DfE) Government Update (April 2026). This addendum supplements the main School Safeguarding and Child Protection Policy.

1. Legal Authority and Core Definitions

Legal Power to Use Force

All members of school staff have a legal power to use reasonable force in limited circumstances. Reasonable force can be used to prevent pupils from hurting themselves or others, committing a crime, damaging property, or to maintain safe order.

A blanket "no contact" policy is not maintained by the school; staff are expected to use their professional judgment. However, force must never be used as a sanction, a behavior tool, or to cause pain.

Core Definitions

- Restrictive Intervention: A last-resort measure used to limit or restrict a pupil's movement or behavior to prevent immediate harm. It must be strictly proportionate and maintained only for as long as necessary.
- Restraint: Physically intervening to hold, guide, block, or restrict movement (e.g., holding a pupil's arms or removing crutches to prevent harm). Restrictive interventions must never restrict breathing or intentionally cause physical pain. If a pupil is brought to the ground, they must be released immediately and medical attention sought.
- Seclusion: A non-disciplinary intervention where a pupil is kept confined alone in a space they are prevented from leaving (either via physical obstruction, blocking, or the implied threat of punishment). Seclusion must never be used as a punishment; it is strictly an emergency safety measure.

Medical and Vulnerability Considerations

Staff must exercise extreme caution and heightened awareness when considering physical intervention for pupils with:

- Asthma or cardiac conditions
- Obesity
- Acute emotional distress or a known history of trauma (trauma-experienced pupils are statistically more likely to experience crises requiring restraint).

2. Key Considerations and De-escalation

Physical intervention must always be a last resort. Decisions must be grounded in core safeguarding principles and sensible, reasonable professional judgment.

The Core Triple-Test

Before any physical intervention, staff must mentally assess three criteria:

1. **Necessity:** Is there a genuine, immediate risk of injury, criminal behavior, or severe disruption?
2. **Proportionality:** Is the amount of force used strictly commensurate with the level of risk?
3. **Last Resort:** Have all non-physical de-escalation strategies been exhausted or deemed impossible due to immediate danger?

Operational Principles

- **De-escalation First:** Staff must actively use de-escalation techniques, carefully considering their tone of voice, physical positioning, body language, and explanations to the pupil.
- **Dynamic Assessment:** Guidance recognizes that staff must make decisions under pressure. However, the moment the immediate risk reduces, the physical force must be scaled back or ceased entirely.
- **Post-Incident Support:** The school recognizes that these incidents are stressful; staff involved in restrictive interventions will receive post-incident support.

3. Mandatory Recording and Reporting Standards

The April 2026 government update places stronger expectations on schools to record incidents transparently as part of standard safeguarding duties.

Timeline and Content

The school must record all significant incidents (any contact going beyond standard, day-to-day physical contact, even if brief or resulting in no injury) on the same day the incident occurs. This applies even if the physical contact is outlined within a pupil's pre-agreed support plan (excluding standard intimate care/toileting or routine First Aid).

The digital log must contain:

- **The Specifics:** Time, date, precise location, and full details of all individuals involved.
- **The Narrative:** What happened, why the intervention was deemed necessary (the rationale), and the final outcome.
- **Injuries:** Detailed records of any injuries sustained by pupils or staff (or explicit confirmation if no injuries occurred).
- **Digital Evidence:** Relevant CCTV clips must be retrieved, clipped, and uploaded directly to the safeguarding log.

Parent/Carer Notification

Parents/carers must be informed on the same day as the incident. The only exception to this rule is if doing so would place the child or another individual at immediate safeguarding risk.

4. Professional Accountability and Safeguarding Standards

Reasonable force is not a behavior management tool; it is a safeguarding practice. Actions must be lawful, appropriate, and open to rigorous professional scrutiny.

Expected Standards of Professional Practice

All staff are required to work strictly in accordance with school and national policy by ensuring they:

- Communicate calmly and respectfully throughout an incident.
- Cease intervention immediately when the danger has passed.
- Record incidents accurately, transparently, and in a timely manner.
- Remain receptive to professional reflection, learning, and practice improvement.

Whistleblowing and Concerns

The school fosters a culture of professional curiosity and child-centered decision-making. Any staff member who has concerns regarding the duration, proportionality, or appropriateness of an intervention used by a colleague must immediately report it via the school's internal safeguarding procedures and Whistleblowing Policy.

5. Preventative Practice, SEND, and Post-Incident Learning

The school is required to respond to incidents intelligently to ensure pupil welfare remains paramount, systems are improved, and repeat behaviors are reduced.

Identifying Triggers and Unmet Needs

Analysis shows that the majority of incidents occur during transitions. Staff must remain highly vigilant during these periods for signs of:

- Anxiety or frustration
- Sensory overload or communication difficulties
- Trauma responses or unmet educational/emotional needs

Preventative Strategies & Reasonable Adjustments

To minimize the need for physical intervention, particularly for SEND pupils, staff must proactively apply reasonable adjustments based on known triggers, communication needs, and sensory sensitivities. Preventative strategies include:

Environmental Adjustments

Structural Support

Emotional & Targeted
Support

- Creation of calm spaces
- Reducing sensory triggers
- Increased supervision during transitions
- Visual timetables
- Highly structured transitions
- Adherence to agreed support plans
- Targeted emotional check-ins
- Alternative communication tools
- Trauma-informed de-escalation

Post-Incident Follow-Up

Following any significant intervention, a structured follow-up process must occur to support reintegration and reduce future risks:

1. Parental Engagement: Meaningful consultation with parents/carers.
2. Staff Support: Debriefing and emotional support for the staff involved.
3. Pupil Voice & Plan Review: Evaluating the pupil's unmet needs and updating their support plan accordingly.

6. Practical Training Scenarios

When evaluating or reflecting on real-world situations, staff should systematically apply the following framework: De-escalation First → Necessity & Proportionality → Recording & Reporting → Reflection & Prevention.

Scenario 1: Corridor Conflict

Incident: Two pupils are fighting in the corridor. Staff intervene and separate them using minimal force.

- Immediate Action: The moment the pupils are separated and the immediate risk of injury ends, the physical force must stop immediately.
- Post-Incident Welfare: Staff must check both pupils for physical injuries and provide immediate emotional support to de-escalate their distress.
- Compliance: The incident must be logged on the safeguarding system with full details, CCTV attached, and parents informed on the same day.
- Prevention: Staff and leaders must reflect on the underlying triggers of the fight to prevent a recurrence.

Scenario 2: SEND Sensory Overload

Incident: A SEND student with known sensory sensitivities becomes severely overwhelmed during a whole-school assembly, requiring physical restraint to safely remove them from the hall.

- Prevention Review: Leadership and staff must review whether proactive environmental adjustments (e.g., alternative seating, noise-canceling headphones, or planned early exit) could have prevented the crisis.

- Proportionality Check: If physical intervention was required to prevent immediate harm, it must be verified as strictly proportionate, safe, and brief.
- Follow-Up: The incident must be fully recorded, parents informed, and the student's individual support plan immediately reviewed and updated to include these specific sensory triggers.

Scenario 3: Alleged Prolonged Restraint

Incident: An allegation is made that a Teaching Assistant restrained a pupil during a corridor incident. A colleague later expresses concern that the physical intervention appeared unnecessarily prolonged.

- Reporting Procedure: The observing staff member must immediately report this concern to the Designated Safeguarding Lead (DSL) or Headteacher in accordance with school safeguarding and whistleblowing policies.
- Review Process: School leaders must review the incident logs and examine the relevant CCTV footage, focusing objectively on the proportionality and duration of the hold.
- Culture of Safety: The investigation must prioritize child safety and professional accountability over blame. Any identified learning points must be shared constructively within the setting to adapt future practice and reduce risk.