



Behaviour for Learning Policy

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1. Aims

- 1.1 To facilitate the school’s ethos of ‘*A Commitment to Excellence*’.
- 1.2 To ensure that all Governors, staff, pupils and parents are aware of the high expectations of the school in terms of behaviour/conduct.
- 1.3 To ensure absolute clarity of the roles and responsibilities of all stakeholders regarding the school’s expected standards of pupils’ behaviour.
- 1.4 To promote positive behaviour that reflects the values of the school.
- 1.5 To create a secure, safe and calm environment where pupils can be confident and happy, free from disruptive behaviour in the classroom.
- 1.6 To develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance.

- 1.7 To define what we consider as unacceptable behaviour, including bullying and discrimination.
- 1.8 To ensure a consistent approach towards behaviour management that is applied equally to all pupils.
- 1.9 This policy should be read in conjunction with all other Wade Deacon High School policies, especially the, Safeguarding, SEND, Curriculum & Anti-bullying policies.

2. Definitions

2.1 **Poor/Challenging/Unwanted behaviour** is defined as:

- › Any form of disruption towards teaching and learning;
- › Any form of disruption towards good order around school, for example, in-between lessons and/or at break and lunchtimes;
- › Non-completion (or unsatisfactory completion) of classwork or homework;
- › Poor attitude, including non-compliance;
- › Violation of our school standards/uniform.

2.2 **Serious breaches of the BfL Policy** are defined as (this can be persistent and/or a one-off incident):

- › Repeated breaches of the school rules;
- › Any form of bullying;
- › Vandalism/Damage;
- › Theft;
- › Physical assault (fighting/physical altercations);
- › Serious verbal assault;
- › Smoking (including vaping);
- › Racist, sexist, homophobic or discriminatory behaviour;
- › Creation/Distribution of inappropriate online content;
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- › Possession/Consumption/Distribution of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Any form of smoking/vaping paraphernalia;
 - Fireworks;

- Inappropriate images;
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit:
 - an offence, or;
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

3. Responsibilities

3.1 The Governing Body is responsible for:

- › Reviewing and approving this behaviour policy in conjunction with the Principal;
- › Monitoring the policy's effectiveness;
- › Holding the Principal to account for its implementation.

3.2 The Principal/Head of School is responsible for:

- › Reviewing this policy in conjunction with the Governing Body;
- › Approving this policy;
- › Ensuring that the school environment encourages positive behaviour;
- › Ensuring that staff deal effectively with poor behaviour;
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Teachers & Staff are responsible for:

- › Creating a calm and safe environment for pupils;
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- › Implementing the behaviour policy consistently;
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- › Modelling expected behaviour and positive relationships;
- › Providing a personalised approach to the specific behavioural needs of pupils;
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- › Recording behaviour incidents accurately and promptly;
- › Challenging pupils to meet the school's expectations;
- › Building a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues;

- › When appropriate to do so, the Senior Leadership team (SLT) will support staff with incidents of serious misbehaviour.

3.4 Parents/Carers are responsible for:

- › Understanding the school's behaviour policy, reinforcing it at home where appropriate;
- › Supporting their child in adhering to the school's behaviour policy;
- › Ensuring their child adheres to the expectations set out in the 'School Standards' document;
- › Ensuring their child arrives to school on time, wearing the correct uniform and they are ready to learn with full school equipment;
- › Informing the school of any changes in circumstances that may affect their child's behaviour;
- › Discussing any behavioural concerns with the class teacher promptly;
- › Engaging in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- › Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- › Communicating with staff in a respectful manner that reflects the values of our school;
- › Encourage their child to become resilient and independent learner;
- › Take part in the life of the school and its culture.

3.5 Pupils are responsible for:

- › Demonstrating positive behaviour/conduct, that reflects the school's ethos, values and culture;
- › Demonstrating the school's three *Core Commitments*:
 - Respect yourself and other others;
 - Give the very best of yourselves;
 - Believe in yourself.
- › Attending school every day and on time;
- › Meeting the *School Standards* each and every day (looking smart, wearing their full uniform and wearing it with pride);
- › Coming to school fully equipped and ready to learn;
- › Helping to keep the school clean and tidy, free from litter and graffiti;
- › Demonstrating an independent and resilient approach towards learning;
- › Becoming a valued citizen of our Wade Deacon community;
- › Behaving in a way that refrains from bringing the school into disrepute, including when outside school or online;
- › Following the school's IT Acceptable Use policy.

3.5.1 Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture; extra support will be on offer to those who may require it;

3.5.2 Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy;

3.5.3 Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. Positive conduct

4.1 Praise and rewards should have emphasis to encourage pupils to participate, perform and progress. Staff members are encouraged to set the correct tone to create a stimulating and positive learning environment, using

the following methods to provide pupils with satisfaction and pride in their achievements (please note that the following is not an exhaustive list).

- Quality first teaching/Planning for positive behaviours and engagement.
- Smiles/Verbal praise.
- Written praise in exercise books.
- Achievement/RISE points.
- Telephone calls/Postcards home.
- RISE badges / Student recognition badges / Badges for roles and responsibilities.
- Student of the Half Term / Highflyer Award.
- Displays of pupils' work around school.
- Recognition by Middle and Senior Leaders.
- Awards/Rewards.
- Recognition assemblies.
- Invitation to our rewards & recognition trips/activities.

4.2 At Wade Deacon High School, pupils are recognised for behaviours 'above and beyond' our core expectations through the characteristics of a *Highly Motivated Learner* and/or persistently demonstrating a 'Commitment to Excellence'.

4.3 As a school it is vital that we have some consistency regarding the awarding of Achievement Points. As aforementioned, Achievement Points should be awarded for the behaviours that align with our values; this could be a pupil demonstrating fantastic effort on a piece of homework or persistently demonstrating high quality work in class, see examples below for further clarity.

- Example 1 In class today, a pupil never gave up, despite several setbacks throughout the lesson they persisted in working towards understanding today's topic (1 point).
- Example 2 Over the last few weeks a pupil has shown a drastic improvement in their behaviour and AtL; staying behind after school, helping others in class and completing their homework to an exceptional level (1 points).
- Example 3 A pupil supported at an after-school event; for example, Open Evening (3 points).
- Example 4 A pupil receives *Learner of The Half Term Award* or *High Flyer Award* (5 points).

5. School Standards

5.1 Here at Wade Deacon High School, we make no apologies for our incredibly high standards as we strive to be the very best school in country; we believe setting high standards benefits everyone within school.

5.2 We have set out our 'School Standards' to provide clarity for all stakeholders on our expectations around basic school rules.

5.3 It is an expectation that all parents/carers have read and understood the 'School Standards' document; this can be found on our school website and Appendix 1 within this policy.

5.4 We ask all parents to support the school by ensuring their child adheres to the standards set out within the document to avoid any unnecessary negative interactions with pupils.

6. Responding to poor/challenging behaviour (graduated response)

6.1 Our behaviour policy is based on a positive and restorative approach. It focuses on encouraging pupils to make positive contributions towards our school community whilst supporting them to take responsibility for their actions and repairs relationships to put things right.

6.2 At Wade Deacon High School, teachers should not have to suffer the consequences of disruption towards teaching and learning. Sanctions for poor behaviour are in place in order to:

- Allow students to learn from mistakes;
- Establish a staged and proportionate response to poor behaviour;
- Identify clear roles and responsibilities for operation;
- Re-establish appropriate expectations of behaviour and restore teacher-pupil relationships.

6.3 With each behaviour incident, it is up to the teacher to decide on a follow up strategy; support will be offered by the Senior Leadership Team for serious offences.

6.4 The vast majority of pupils behave excellently, however, some pupils may require additional support with their behaviours; the following *graduated response* is used as a guide and is not an exhaustive list. Although consistency is very important, it is imperative that teachers find ways within the policy to support and promote positive behaviours. Regardless of the level of support a child may be receiving, it is an expectation that the class teacher will work within the policy to support the child.

6.5 STAGE 1

The pupil is displaying behaviours that are affecting their learning, the learning of others and the ability of the teacher to teach / Minor misdemeanours.

At Stage 1, the class teacher is expected to use the following strategies to improve behaviour:

- Quality first teaching.
- Reflective / Adaptive practice (including reviewing school information such as, SEND plans & reading ages, behaviour strategies etc).
- Reminder – Verbal warning – Consequence.
- Use of de-escalation strategies.
- Restorative practice (relationship building).
- C1 / Loss of free time.
- C2.
- Amend the seating plan.
- Removal from lesson.
- Liaise with the pupil's Personal Tutor / Mentor / Key Worker (where appropriate).
- Communicate concerns with parents/carers.

6.6 STAGE 2

Despite interventions at Stage 1, the pupil is displaying repeated behaviours.

At Stage 2, the Key Stage Leader (KSL) / Personal Tutor (PT) is expected to work collaboratively with colleagues, using the following strategies to improve behaviour:

- C1 / Loss of free time.
- C2.
- Restorative practice (relationship building) with class teacher & KSL / PT.
- Buddied out of lesson.
- Formal meeting with the pupil, class teacher & KSL / PT.
- Communicate concerns with parents/carers.
- Use of a monitoring card via KSL / PT.
- KSL to review quality first teaching.
- Liaise with the pupil's Personal Tutor / Mentor / Key Worker (where appropriate).

6.7 STAGE 3

The pupil is displaying persistent disruptive behaviour.

At Stage 3, the Subject Leader (SL) / Progress Leader (PL) is expected to take a more prominent role in supporting the pupil with their behaviour. The Subject Leader / Progress Leader will work collaboratively with colleagues across school. The following strategies will be used to improve behaviour:

- C3 / Loss of privileges.
- Restorative practice (relationship building) with class teacher & SL / PL.
- Use of a monitoring card with the SL / PL.
- Referral to the Achievement Centre / Removal from timetabled lessons.
- Communicate concerns with parents/carers via a parental meeting.
- SL & PL joint solutions meeting to review quality first teaching (classroom observations, book looks, Synergy review).
- Timetable review, leading to a possible class / band move for the pupil.
- A Student Support Plan will commence (Cycle 1 & 2)
- SEND evaluations (where appropriate).
- Group / 1-1 THRIVE sessions (if applicable).
- Support from Behaviour Coordinator (where appropriate).

6.8 STAGE 4

Despite Middle Leader interventions, the pupil continues to display unacceptable breaches of the school's behaviour policy / The pupil's behaviour compromises the safety and/or order within our school.

At Stage 4, the Assistant Vice Principal is expected to take a more prominent role in supporting the pupil with their behaviour. The Assistant Vice Principal will work collaboratively with Middle Leaders across school, using the following strategies to improve behaviour:

- Communicate concerns with parents/carers via a parental meeting.
- Fixed period in the Achievement Centre.
- Review and enhance the Student Support Plan (Cycle 3).
- Step Out (off-site direction at another high school).
- SLT mentoring / 1-1 support sessions.
- 1-1 THRIVE sessions (if applicable).
- Further SEND evaluations (including Educational Psychologist review, if applicable).
- Involvement of the LA Behaviour Service / CARE Schedule.
- Outside agency support (proactive & reactive work, if applicable).
- Inclusion Panel Review.
- Adaptation to the pupil's curriculum.

6.9 STAGE 5

Despite Middle/Senior Leader interventions, the pupil's behaviour is in persistent serious breach of the school's behaviour policy / The pupil's behaviour seriously compromises the safety and/or order within our school.

At Stage 5, the Vice Principal is expected to take a more prominent role in supporting the pupil with their behaviour. The Vice Principal will work collaboratively with Middle & Senior Leaders to support the pupil with their behaviour. At Stage 5, if no improvements are witnessed, the Principal/Head of School will decide on the appropriate next course of action. The following strategies may be used to improve behaviour:

- Communicate concerns with parents/carers via a parental meeting.
- Suspension (fixed term exclusion).
- A fixed period of off-site provision.
- Managed Transfer.
- Behaviour Contract.

- Alternative curriculum.
- Governor review panel.
- Alternative provision.
- Permanent exclusion.

7. Corrections System

7.1 Corrections may be issued for not meeting the school's standards and expectations with the primary aim being to 'correct' behaviour and improve standards. At Wade Deacon High School, we continually strive to promote and encourage positive behaviours. We want the school to continue to be a caring, friendly, happy and safe place where students can flourish. All students' behaviour around the school should support this aim.

7.2 Every lesson should be characterised by a relentless focus on learning and free from distractions. This means that poor behaviour, even low-level disruption such as talking, not following an instruction or disturbing others' learning is not acceptable. We also want our students to give the very best of themselves and ensure all classwork and homework is completed to a very high standard. The vast majority of our pupils are exceptional however, it is important that as a school we have a system for improving standards that will benefit all of our learners.

7.3 Our Correction System provides a swift response for restorative practice to take place. The Correction will allow staff the opportunity to work with the child to reflect on their behaviour, offer support if necessary and reaffirm our expectations. There are three types of Correction that may be issued and all will take place outside of normal school hours.

C1: 30 minute Correction (Same Day). There will be no notification for a C1, the class teacher will record the Correction on School Synergy. If a pupil receives a C1 their school day will finish at 3.15pm. Additionally, during the C1, teachers will allow pupils to inform Parents / Carers that they are staying behind via their own mobile phone, if they wish to do so.

C2: 60 minute Correction (Pre-arranged Day). The pupil's C2 will be recorded on School Synergy, if possible, the teacher may also inform parents/carers via a message / phone call.

C3: 90 minute Correction (Friday). A pupil's C3 will be recorded on School Synergy, parents/carers will also be informed via a letter home / phone call.

7.4 Some parents may have reservations about same day Corrections however, The Department for Education (DfE) states that schools do not legally need a parent's permission to detain a child and no longer need to give 24 hours' notice. There is no legal obligation to inform parents that their child is being kept back after school and schools do not need to provide a reason as to why a Correction has been issued. The DfE states (*Behaviour and Discipline in School 2016*) that notice may not be necessary for a short after school Correction where the pupil can get home safely.

7.5 As a school, we would like to reassure parents that we would not put pupils at risk therefore, reasonable adjustments will be made if there is a genuine concern. Parents will need to contact their child's Progress Leader if their child is unable to stay behind after school to complete a C1. Furthermore, if there is an issue on a particular day where a pupil cannot stay for any specific reason, parents / carers should contact the school to let us know. We would ask that all non- emergency appointments / engagements are made after 3:45pm to support the school.

7.6 As part of our *Behaviour for Learning Policy*, escalated sanctions will be put in place for pupils who do not engage with the Correction System to improve and correct behaviours and attitudes to learning. These may include:

- Internal exclusion;
- Parental meeting with a member of the Senior Leadership Team;
- Suspension;
- Any other sanction deemed appropriate.

7.7 The Correction System will not be applicable for the majority of our pupils whose behaviour and attitudes are exemplary. However, improving standards will benefit everyone at Wade Deacon High School.

7.8 Lunch and break times may sometimes be used, however, predominantly staff will follow the C1-3 Correction System. We will allow reasonable time for pupils to eat, drink and use the toilet during any break and/or lunch time correction.

8. Student Support Plans/Behaviour Contract/Behaviour Agreement

Student Support Plan

8.1 Pupils who may be struggling to operate within the parameters of our expectations and school rules may be placed on a Student Support Plan (SSP), the SSP operates within a traditional Assess, Plan, Do and Review format.

8.2 Typically, the SSP will be initiated at Stage 3 of our graduated approach and last anywhere between 3-6 weeks per cycle. The SSP may be used as a medium-term measure in order to improve a pupil's behaviour and/or attitude to learning.

8.3 A SSP will be initiated by the pupil's Progress Leader, supportive strategies, actions and targets will be included into the SSP to support the pupil in modifying their behaviours and this will actively involve the pupils' parents/carers.

8.4 At the end of the cycle, or if no improvements are seen, a review will be held. Typically, if no improvements are seen, a member of the Senior Leader Team will become actively involved in the SSP process.

Behaviour Contract

8.5 A Behaviour Contract may be initiated upon unsuccessful completion of previous strategies used to bring about positive changes in behaviour. These may include but are not limited to, a SSP, Suspensions, Step Out, Outreach Programme and Managed Transfer.

8.6 The contract may also be put in place for an isolated incident which is a serious breach of the school's behaviour policy. The contract will highlight concerns, support strategies, agreed actions and specific targets the pupil must adhere to. Failure to meet these targets may result in a Governor Review Meeting, Permanent Exclusion or other escalated actions.

Behaviour Agreement

8.7 A Behaviour Agreement may be initiated for disputes/disagreements between pupils. The agreement will indicate what is expected to ensure we have good order in school and all pupils feel safe and happy. If a pupil fails to adhere to the agreement the school may take further actions.

9 Responding to poor/challenging from pupils with SEND.

9.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

9.2 When incidents of misbehaviour arise, SEND needs will be considered when making decisions. However, we recognise that not every incident of misbehaviour will be connected to a pupil's SEND, decisions will be made on a case-by-case basis and reasonable adjustment will be made where necessary.

9.3 Please see our SEND Policy for more information.

10. Assessment and reporting of Behaviour for Learning/Attitude to Learning

10.1 A BfL issue will be identified as a pupil who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example, *a teacher may have to ask the pupil to stop talking, turning around too often or failing to follow simple instructions.*

10.2 An AtL issue will be identified as a pupil who does not disturb the learning environment, but their actions are affecting their own progress – for example, *no equipment, poor attitude to home learning (AtHL) or very little work completed in lesson.*

10.3 Behavioural/AtL incidents are recorded as and when they occur on the school's monitoring system (School Synergy). These records will then inform the final behaviour and attitude to learning grades class teachers will enter at each P2S round. This is monitored by Key Stage Leaders, Subject and Progress Leaders, Assistant Progress Leaders and Senior Leaders.



10.4 Reporting Behaviour to parents/carers via P2S.

<i>Behaviour for Learning</i>	
(4) Exemplary	<ul style="list-style-type: none"> • The pupil meets all of the 'Expected' criteria, in addition... • The pupil makes a demonstrable contribution towards promoting a positive learning culture. • The pupil demonstrates exceptional levels of respect, kindness and politeness to all. • The pupil actively seeks to support their fellow peers in moments of need.
(3) Expected	<ul style="list-style-type: none"> • The pupil demonstrates positive behaviour, which reflects the school's ethos, values and culture. • The pupil demonstrates the school's three <i>Core Commitments</i>: <ul style="list-style-type: none"> ○ Respect yourself and other others; ○ Give the very best of yourselves; ○ Believe in yourself. • The pupil behaves in a way that supports a positive learning culture. • The pupil consistently meets the <i>School Standards</i>.
(2) Requires Improvement	<ul style="list-style-type: none"> • The pupil does not yet meet the 'Expected' criteria.
(1) Cause for Concern	<ul style="list-style-type: none"> • The pupil's behaviour/conduct does not reflect the school's ethos, values and culture. • The pupil does not meet the school's three <i>Core Commitments</i> and/or our <i>School Standards</i>. • The pupil's behaviour has a detrimental effect to the progress of the lesson and its learners. • Despite teacher support, interventions and sanctions, the pupil fails to correct their behaviour on too many occasions. • The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and/or be in persistent breach of school rules.



10.5 Reporting 'Attitude to Learning' & 'Attitude to Home Learning' to parents/carers via P2S.

	(4) Highly Motivated Learners...	(3) Motivated Learners...	(2) Passive Learners...	(1) Reluctant Learners...
Readiness to Learn	<ul style="list-style-type: none"> Always have the required equipment ready to learn, they are always on time to lesson. Demonstrate exceptional focus in lesson, they never need to be reminded to re-focus on their learning. 	<ul style="list-style-type: none"> Have the required equipment and are on time to lesson, the vast majority of the time. Demonstrate good focus in lesson, they rarely need to be reminded to re-focus on their learning. 	<ul style="list-style-type: none"> Have the required equipment and are on time to lesson most of the time; they need the occasional reminder regarding the importance of punctuality and equipment. Focus in lesson could be improved, they need reminders to focused on their learning. 	<ul style="list-style-type: none"> Are late for class too often and too frequently do not have the required equipment. Focus in class is a cause for concern, their lack of focus is impacting negatively on their progress.
Effort / Engagement	<ul style="list-style-type: none"> Work hard every lesson, completing all learning task/activity to the very best of their ability. Effort/engagement levels demonstrate that they are incredibly determined to succeed. 	<ul style="list-style-type: none"> Work hard most of the time in lesson, completing all learning task/activity to a good standard. Effort/engagement levels demonstrate that they want to succeed. 	<ul style="list-style-type: none"> Could work harder in lesson, they engage in most activities but require regular prompts and external motivation from the teacher. Effort/engagement levels are below the school's expectations. 	<ul style="list-style-type: none"> Do not work hard enough in lesson, despite teacher support, they often leave work incomplete or do not attempt it at all. Effort/engagement levels are way below the school's expectations.
Acceleration (Books/MAPS)	<ul style="list-style-type: none"> Passionately seek feedback in order to improve their knowledge following MAPS/Assessments. Always respond comprehensively to teacher feedback (verbal/written). 	<ul style="list-style-type: none"> Seek feedback in order to improve their knowledge following MAPS / Assessments. Respond well to teacher feedback (verbal/written). 	<ul style="list-style-type: none"> Rarely seek feedback in order to improve their knowledge following MAPS /Assessments. Sometimes respond well to teacher feedback (verbal/written) but in some cases, this lacks depth and due diligence. 	<ul style="list-style-type: none"> Do not seek feedback in order to improve their knowledge following MAPS/Assessments. Too often, do not respond to teacher feedback (verbal/written), when they do, it is rushed and not in-line with their ability.
Resilience	<ul style="list-style-type: none"> Demonstrate high levels of grit and determination when times get tough/challenging. Always look for solutions and different ways to succeed; they tackle setback head on and learn from mistakes - this is demonstrated in their progress overtime. 	<ul style="list-style-type: none"> Show grit and determination when times get tough/challenging. Look for solutions and different ways to succeed; setbacks sometimes affect their ability to be positive and take action to help them move forwards. 	<ul style="list-style-type: none"> Do not consistently demonstrate grit and determination when times get tough/challenging. Rarely look for solutions and different ways to succeed; setbacks affect their ability to be positive and take action to help them move forwards. 	<ul style="list-style-type: none"> When they perceive things to be tough/challenging, they give up too easily or do not attempt them at all. Do not look for solutions and different ways to succeed; they rely on the teacher to tell them what to do.
Independent Learning (AtHL)	<ul style="list-style-type: none"> Are self-motivated and always set high standards for themselves. Complete all homework to the very best of their ability and hand it in on time. Perform deliberate practice/revision every week, focusing on areas for development. Demonstrate that the revision activities they complete have a positive impact on their progress. When absent, actively seek out opportunities to catch up on missed work. 	<ul style="list-style-type: none"> Are motivated to achieve, but do require some teacher support. Complete all homework to a good standard and mostly hand it in on time. Complete independent study, however, this could be more focused and consistent. Demonstrate that the revision activities they complete has some positive impact on their progress. When absent, complete all catch-up work set by the teacher. 	<ul style="list-style-type: none"> Want to achieve but too often, they do not take positive action and require too much teacher support. Complete most of their homework to a reasonable standard, however sometimes this may be handed in late. Rarely complete independent study. Demonstrate that the revision activities they complete has little positive impact on their progress. When absent, usually complete catch-up work but this is of a limited quantity and quality. 	<ul style="list-style-type: none"> Do not demonstrate that they want to achieve. Rarely complete homework, when this is completed, it is not of the required standard and is often late. Do not complete any independent study When absent, require constant reminders to complete catch-up work; when catch-up is completed, it is usually below the school's expectations.

11. Anti-Bullying

11.1 Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents.

11.2 Please see our Anti-Bullying Policy for more information.

12. Use of reasonable force

12.1 As stated in Section 93 of the Education and Inspections Act 2006 enables staff with the power to use reasonable force in a circumstance to prevent a pupil from doing or continuing to do any of the following; causing disorder, committing a criminal offence, causing personal injury to themselves or another, causing damage to property belonging to them or another, including the school.

12.2 The use of reasonable force is conducted in line with the latest DfE's guidance - please refer to Use of Reasonable Force in schools DfE (July 2013).

13. Searching, screening and confiscation

13.1 Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

13.2 Any prohibited items found in a pupil's possession will be confiscated. A list of prohibited items can be found in section 2.2; these items will not be returned to the pupil.

13.3 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

13.4 Please see our Safeguarding & Child Protection Policy for more information.

14. Sexual harassment and sexual violence

14.1 There is a zero-tolerance approach to sexual harassment and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response in-line with KCSIE.

14.2 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Considered;
- Proportionate;
- Supportive;
- Decided on a case-by-case basis (in-line with KCSIE).

14.3 The school will respond to allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police (please see appendices).

14.4 Please refer to our Safeguarding & Child Protection Policy for more information.

15. Off-Site Direction

15.1 To support a student with their behaviour, the Principal/Head of School can decide that a student will be educated somewhere else for a limited period. This should only be used when it is the best way to support a student's behaviour. This arrangement is commonly known as off-site direction (OSD). If your child has an EHC plan, the local authority should be told about an OSD placement.

15.2 The Department for Education, August 2024, makes it clear that managed moves and OSD should be considered before moving to the more serious sanction of permanent exclusion. In the case of a permanent exclusion for a one-off serious breach of the behaviour policy consideration of OSD may not be appropriate.

15.3 We work with local schools and schools within the Wade Deacon Trust to initiate OSD and there is a reciprocal arrangement for us to receive a small number of students on this basis. OSD could take the form of a short-term placement (OSD/Step-Out) for a period of 2/3 days up to a maximum of 3 weeks or this could be a longer-term arrangement for up to 12 weeks. Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations.

15.4 The Principal/Head of School has the right to insist on OSD to an alternative provider; this could be a hybrid of some time in school and some time at a provider. At Wade Deacon High School, we also use a variety of alternative provision providers, including the online learning platform known as 'EdClass'; for some students this may mean working from home for a period.

16. Managed Moves

16.1 A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then OSD should be used. The statutory guidance indicates that it is not possible to have a trial period built into a managed move, therefore making the move to the receiving school permanent from the outset.

16.2 The school has regard for the following policy when arranging OSD and Managed Moves. *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 (August 2024).*

17. Suspensions

17.1 A suspension is where a pupil is temporarily removed from the school, it is an essential behaviour management tool used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.

17.2 The Principal/Head of School has the authority to suspend in response to a serious breach or persistent breaches of the school's behaviour policy. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the suspension begins.
- Pupils will have the opportunity to respond to the allegations.
- When establishing facts, the Principal/Head of School will apply the civil standard of proof, i.e. 'on the balance of probability'.
- The school will follow LA procedures.

18. Permanent Exclusion

18.1 The Principal/Head of School has the authority to permanently exclude pupils in response to a serious breach or persistent breaches of the school's behaviour policy. Examples of these acts include but are not limited to:

- Physical assault against a pupil or adult;
- Serious verbal or threatening behaviour against a pupil or adult;

- Sexual misconduct;
- Drugs related incident;
- Persistent disruptive behaviour;
- Possession of an offensive weapon;
- Allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils.

18.2 In all cases, the incident will be investigated before the permanent exclusion begins.

- Pupils will have the opportunity to respond to the allegations;
- When establishing facts, the Principal/Head of School will apply the civil standard of proof, i.e. 'on the balance of probability'.
- Procedures for appealing against the exclusion will be explained to the parents;
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion;
- The Governing Body Discipline Committee will be notified of the Principal/Head of School's decision and a meeting will be convened, where parents are invited to make representation;
- If the decision is upheld, a formal letter will be sent to parents and the LA.

18.3 For all exclusions (suspensions and permanent), Wade Deacon will take notes from the guidance provided by the DfE.

19. Governing Body Disciplinary Panel

19.1 There is a right for parents to make representations about all exclusion decisions. For permanent exclusions and suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period.

19.2 For suspensions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.

20. Appendix 1

School Standards (2025-26)

We ask all parents/carers to ensure they have read and understood the following information.

CORE VALUES/COMMITMENTS

Our core values centre on a 'Commitment to Excellence' in everything that we do – a commitment underpinned with 3 core principles: Firstly, **Exceptional Values** – mutual respect, courtesy, manners, exemplary standards and impeccable uniform – all the things we know our parents and carers value. We underpin it also with **Exceptional Learning and Teaching** – inspirational lessons delivered in a wonderful learning environment using the very latest technology. And of course, we underpin it with **Exceptional Achievement**, not only in terms of academic achievement but also the vast range of student successes that we celebrate each and every day.

So how do we achieve our success? Well, from each student, we ask for three commitments:

- Respect yourself and others;
- Give the very best of yourself;
- And most importantly, believe in yourself.

Consequences; any infringement of these expectations will be dealt with through our Behaviour for Learning Policy.

UNIFORM

Wade Deacon pupils demonstrate their 'Commitment to Excellence' by wearing our Academy uniform with pride. Uniform appearance should be neat and tidy.

Pupils are required to travel to and from the school in the correct uniform.

Our uniform consists of the following:

- Black blazer with blue trim and school badge;
- Blue/Black knee length tartan skirt or black trousers;
- White shirt;
- School tie, to be worn at a standard length, with school crest on display;
- Sensible plain black shoes;
- Plain white socks (no ribbons/bows) or navy-blue tights;
- Plain Black V neck jumper;
- Scarves are permitted but must be worn outside;
- Hoodies are not acceptable on the school premises.



PE Kit

The Wade Deacon PE kit consists of the following:

- Black & red shirt;
- Black and red shorts (the length of shorts should be just above the knee to mid-thigh);
- Plain black sports socks (knee length);
- Suitable sports trainers;
- Studded boots;
- *Black and red ¼ zip top;
- *Plain black sports leggings;
- *Towel.
- *Optional items

Please encourage your child to bring a plastic bag for their trainers/studded boots to prevent any dirt/mud transferring onto their books/PE kit.

APPROPRIATE SCHOOL FOOTWEAR

- Shoes must be black in colour. There should be no coloured stitching or coloured flashes visible on the shoe (excluding the small label on the side of Kickers school shoes).
- Vivienne Westwood 'Melissa' style shoes, including those with a black logo are not permitted, see images 1-4 on the next page for further clarity; **please do not purchase them.**
- Trainers or trainer style shoes are not permitted, **please do not purchase them.**
 - This includes Hugo Boss, Cruyff, Adidas Stan Smith, Kickers or any other brands; the named examples are not an exhaustive list, please see images 7-11 on the next page for further clarity.
- Shoes must be able to be polished, please note that patent leather shoes are acceptable, however, suede leather is not permitted.
- Heels over 2cm are not allowed.
- Open toe shoes are not allowed.
- No boots of any description are permitted, see image 5 & 12 on the next page for further clarity.
- No platforms, sandals, slingbacks or fashion shoes are allowed.
- Canvas pumps will not be acceptable as school shoes or for use in Physical Education lessons.

The following are examples of **unacceptable** school shoes, please note, the following images are used merely as examples and are not exhaustive. However, we encourage parents/carers to look carefully at the examples below to judge whether the shoes being purchased are deemed as unacceptable.



The following are examples of **acceptable** school shoes, please note, the following images are used merely as examples and are not exhaustive; however, we encourage parents/carers to use the images below to judge whether the shoes being purchased are deemed as acceptable.



IF YOU ARE UNSURE REGARDING WHICH SCHOOL SHOES ARE DEEMED AS ACCEPTABLE, PLEASE CONTACT SCHOOL BEFORE MAKING YOUR PURCHASE.

EQUIPMENT

Pupils must come to school every day with:

- Black pen;
- Purple pen;
- Pencil;
- Ruler;
- Protractor;
- Pair of compasses;
- Calculator;
- Glue stick;
- Basic pack of coloured pencils;
- The correct exercise and text books for each lesson;
- Any extra equipment needed for Technology, PE, etc;
- Homework when required.

Pupils will need to keep this equipment organised in an **appropriate school bag**, designed to carry books and equipment.

HAIR

- A pupil's haircut is a very important part of their overall presentation.
- Hair accessories must be only plain white, navy blue or black in colour.
- Hair bands should be plain in their appearance.
- Religious head coverings are permitted.
- The school will not accept extreme haircuts (extreme haircuts will be judged at the school's discretion).
- The school reserves the right to internally exclude pupils with extreme hairstyles.
- Pupils are not allowed to have extreme hair colours; colour change should appear natural.
- Shoulder length hair should be tied back for all practical lessons.

MAKE-UP

- Make-up is not permitted.
- Pupils who wear make-up will be asked to remove it immediately.
- False eyelashes are also not permitted.
- If the pupil is unable to remove the false eyelashes, they will be given a two-day period to have them removed (if they are required to go to a salon). During this time, the pupil will lose their free time and be issued a uniform card; after the two-day grace period, the pupil will be removed from timetabled lessons until the situation is rectified.
- Repeat offenders will not receive a two-day grace period, they will be removed from timetabled lessons immediately and remain off timetable until the situation is rectified.

We kindly ask all parents/carers to support school on this matter to avoid any negative interactions with our pupils.

JEWELLERY

- Bracelets/Rings/Necklaces are not permitted. Pupils wearing jewellery will be asked to remove the item immediately.
- Confiscated jewellery will be taken to reception for collection at the end of the school day.
- Pupils who repeatedly wear jewellery will face appropriate sanctions.
- The school cannot accept responsibility for the safe keeping of jewellery.
- Pupils may wear a wristwatch.

- Smart watches are permitted but they must be used responsibly, they are not to be used as a communication device.
- Pupils may also wear a cross or other symbol of faith for religious reasons but it may not be visible.
- Pupils with medical conditions can wear an identity tag.
- All jewellery must be removed for Physical Education.
- No badges are to be worn other than those issued by the school and one charity badge.

We kindly ask all parents/carers to support school on this matter and ensure jewellery remain at home.

ACRYLIC/POLISHED NAILS

- Polished/Acrylic nails are not allowed to be worn at Wade Deacon.
- Pupils who arrive to school with polished nails will be asked to remove it immediately. Failure to comply will result in the pupil facing appropriate sanctions, which could include removal from timetabled lessons.
- Pupils who arrive to school wearing acrylic nails will instantly lose their free time and be issued a uniform card. The pupil be given two days to have them removed, after the two-day grace period, the pupil will be removed from timetabled lessons until the situation is rectified.
- Repeat offenders will not receive a two-day grace period, they will be removed from timetabled lessons immediately and remain off timetable until the situation is rectified.

We kindly ask our parents/carers to support school by not allowing their child to come to school with polished nails OR wear fake/acrylic nails during the school term.

PIERCINGS

- Pupils are not permitted to wear any form of facial or body piercing; this includes micro/clear studs.
- Pupils will be asked to remove earrings/nose studs immediately (even if the child has recently had the piercing done).
- Pupils are not allowed to cover piercings with plasters.
- Pupils who persistently violate these rules will face appropriate sanctions in line with the school's behaviour policy, this may include but is not limited to, loss of free time or removal from timetabled lessons.

We kindly ask our parents/carers to support school by having piercing during the summer holidays.

TATTOOS

- Tattoos are not permitted.
- The law states that it is an offence for any person to tattoo a person under the age of 18, with or without the parents'/carers' consent.
- The school will report any tattooing to the Local Authority's Environmental Health Officer and parents/carers will be contacted.

MOBILE PHONES / ELECTRONIC DEVICES

- Whilst the school accepts that pupils may require a mobile phone for emergency purposes, mobile phones should not be used, seen or heard during the day.
- Mobile phones should be switched off, parents and carers wishing to speak to pupils should contact reception.
- Inappropriate use of a mobile phone or similar electronic devices will result in it being confiscated and a letter sent home.
- Pupils who repeatedly break this rule will face appropriate sanctions.
- Earphones are not permitted in school. They should not be seen or heard during the day.
- Please note, mobile phones may be used to enhance teaching and learning only if planned for in advance by the class teacher. Pupils must not take the opportunity to abuse trust and should only use their mobile phone for the intended activities planned.
- We ask that all parents/carers are aware of our Mobile Phone Policy, this can be found on the school's website.

MOVEMENT AROUND SCHOOL

- Pupils should circulate the school grounds in a calm and orderly manner.
- Where appropriate, pupils should follow the one-way system and use the correct staircases.
- On all staircases pupils should stay to the left.
- Pupils who fail to follow the rules above and do not maintain good order in and around our school site will face appropriate sanctions.
- Pupils who arrive to school by bicycle should always follow the highway code and dismount their bicycle when they are on site.

We ask that all parents/carers are aware of our Behaviour Policy, this can be found on the school's website.