



WADE DEACON
HIGH SCHOOL

A COMMITMENT TO EXCELLENCE

EXPECTATIONS FOR LEARNING POLICY 2026-2027

Version Number: 01

Ratified by Local Governing Body: September 2026

Next Review Date: September 2027

School Link: Ms Gallagher

Governor Link: Mrs Fone

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST



Contents

1. INTRODUCTION.....	3
2. CARE, SUPPORT, GUIDANCE AND BEHAVIOUR	5
5. REASONABLE ADJUSTMENTS	14
7. SCREENING, SEARCHING & CONFISCATION	14
8. USE OF REASONABLE FORCE	14
9. DISCIPLINE BEYOND THE SCHOOL GATE	15
10. MAINTENANCE AND REVIEW	15
11. COMPLAINTS	15
School Standards (2026-27)	16
Pupil Expectations	22
In Lessons:	22
Around School	22
Health and Safety	22
Staff Responsibilities	23
Commitment to Excellence	23

1. INTRODUCTION

- 1.1 It has long been recognised that educators have an important role to play in producing well-rounded, confident and successful young adults. Schools play an important role in communicating expectations and promoting social norms in terms of behaviours which are accepted and expected by wider society and employers. In many schools, this message is well established through routines and expectations communicated to children from their parents/carers. The majority enter secondary education with appropriate levels of behaviour and a maturity borne from the experience gained both at home and in their previous school.
- 1.2 Where pupils exhibit behaviours which have a negative effect on their own learning and that of peers, it is essential that professionals address this. The aim of our Expectations for Learning Policy and procedures is to ensure that in all areas, behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions.
- 1.3 This Expectations for Learning Policy seeks to encourage young people to make positive choices. This is supported by an environment led by caring professionals who reinforce, recognise, reward and encourage positive behaviours. Equally important is that professionals use verbal reminders and make it clear where behaviours are unacceptable or may pose a risk to pupils themselves or to others.
- 1.4 **School Culture** - The Bennett Report 'Creating a Culture: how school leaders can optimise behaviour, makes a clear link between good behaviour and achievement:
- "The way pupils behave in a school is strongly correlated with their eventual outcomes. When behaviour in general improves, throughout a school, the impact is:
- Pupils achieve more academically and socially;
 - Time is reclaimed for better and more learning;
 - Staff satisfaction improves, retention is higher, recruitment is less problematic.
- 1.5 The report makes it clear that the culture within a school is created through several inter-related actions and leadership activities. In our schools, a range of actions and practices are used to create a positive culture. These include, but are not limited to: the curriculum, assessment and feedback, tutor time, assemblies, pupil voice, extra-curricular enrichment, pastoral support and guidance, bespoke interventions, parental engagement and appropriate multi-agency working for those pupils with the most challenging needs.
- 1.6 The school recognises that even when encouraged to make the right choice, some pupils will occasionally make choices which hinder their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to comply with the school rules, re-engage with learning and allow others to learn. In some circumstances, the Executive Principal/Head of School will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. A range of sanctions are available which will include, but not be limited to: detentions, internal and external removal from the school community, restorative approaches, suspension, school step-outs, off-site directions, alternative provision or permanent exclusion.
- 1.7 Pupils are expected to:
- Arrive to school and at lessons punctually and be prepared to learn.



A COMMITMENT TO EXCELLENCE

- Bring appropriate equipment/items such as; timetable, pen, pencil, ruler, calculator, Knowledge Organiser, PE kit and any other necessary equipment in a suitable bag during the school day.
- Wear the school uniform correctly.
- Be polite, courteous and respectful to everyone in the school. They are also expected to comply with reasonable requests or instructions made by staff at the first time of asking. These expectations extend to their journey to and from the school.
- Have regard for their own safety and that of others.
- Leave promptly at the end of the day unless engaged in enrichment activities.
- Not to be on site any earlier than 30 minutes before the start of the school day, unless attending a breakfast club.
- Failure to comply with the rules may result in a sanction.

1.8 Parents/carers are asked to support their children to make positive choices by signing up to the School Home Agreement which includes agreeing to:

- Ensure that my child is ready to learn, by wearing full uniform and arriving at the school with the correct equipment and school bag.
- Understand that if my child does not arrive to the school in the correct uniform, including footwear and PE kit, they will be expected to wear loan uniform.
- Ensure that my child does not bring any prohibited items into the school.
- Ensure that my child's mobile phone is left at home or is switched off and kept in their bag between the hours of 8.00am and when they have left the school site.
- Not contact my child on their mobile phone during the school day but contact the office in an emergency.
- Ensure that my child attends the school regularly and punctually and keep the school informed of reasons for absence.
- Support the school in its attempt to foster a safe, caring and orderly School.
- Ensure that my child completes home learning and meets coursework/classwork deadlines.
- Attend parents' and progress evenings and inform the school of any problems that may affect my child's work or behaviour.
- Ensure that the school is updated with any changes in contact details including address, phone numbers and email addresses of emergency contacts.
- Provide 3 different emergency contact names and numbers.
- Adhere to the school values and form positive and productive relationships with the school.
- Support the school to follow and enforce the Expectations for Learning Policy, including any sanctions that may be issued.
- Ensure all correspondence is respectful and polite. If there are any issues to resolve with the school we will communicate directly and not post on social media.

1.9 The school believes that pupils should be encouraged to adopt a positive attitude to their studies which supports learning and promotes good relationships. Poor attitudes to learning and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

1.10 Please note that the Expectations for Learning Policy makes reference throughout to the following DfE documents:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for Headteachers and School staff-February 2024.



A COMMITMENT TO EXCELLENCE

- Suspension and Permanent Exclusion from Maintained Schools, academies and referral units in England, including pupil movement-Guidance for maintained schools, academies, and pupil referral units in England July 2026.
- Searching, Screening and Confiscation Advice for schools, July 2022.
- Keeping Children Safe in Education, September 2026.
- Restrictive interventions, including use of reasonable force in schools, April 2026.
- Supporting pupils with Medical Conditions at School, August 2017.
- Working Together to Improve School Attendance, August 2024.
- The Equality Act 2010.
- Bennett, T. (2017), Independent Review of behaviour in academies–Creating a Culture: How School leaders can Optimise Behaviour.

The school recognises its legal duties under the Equality Act 2010, in relation to safeguarding and to pupils with special educational needs & disabilities (SEND).

2 CARE, SUPPORT, GUIDANCE AND BEHAVIOUR

- 2.1 The Expectations for Learning Policy is designed to enable pupils to make appropriate choices. Its principal role is to support learning by addressing and drawing pupil's attention to their attitude to learning, i.e., behaviour that undermines the pupil own learning or that of others. If unchecked this sort of behaviour compromises learning and undermines the authority of the teacher.
- 2.2 It is important that we explicitly teach and model high standards of behaviour. This is outlined within this document, our day-to-day practice, our interventions by interaction, assemblies, and through elements of the Personal Development and wider school curriculum, these teach pupils the standards and expectations of the school.

The school behaviour curriculum includes:

- The values and expectations of pupils as part of the school community and wider society.
- An understanding of British Values, why they are important and what they look like in practice.
- What excellent behaviour looks like.
- What behaviour is not acceptable.
- What positive reinforcements will be used to encourage excellent behaviour.
- What sanctions will be used where rules are broken.
- The key habits and routines required in the school.

The school behaviour curriculum includes:

- Arrive on time to your lesson.
- Line up outside and wait to be greeted by your teacher.
- Take your seat according to the seating plan.
- Put your school bag on the floor/back of your chair and put all your necessary equipment on the desk.
- Track the teacher, sit up straight in your chair for the duration of the lesson.
- Do not talk when the teacher is talking or disturb the learning.
- Actively engage in your learning.

Consistent practices will be used to promote the values of the school, behavioural expectations, and ensure clarity about the consequences of unacceptable behaviour.



A COMMITMENT TO EXCELLENCE

Expected behaviours will, wherever possible, be part of a commonly understood routine, simple for everyone to understand and follow.

Adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning, intervention and support.

REWARDS

Rewarding pupils is a vital part of establishing a positive culture for learning, as it recognises effort, reinforces high expectations, and motivates pupils to consistently demonstrate the values of the school. A clear and structured rewards system ensures that success is celebrated across all aspects of school life, not just academic outcomes. Pupils who consistently follow the school's expectations, both in lessons and during social time, are recognised and rewarded. Pupils are recognised for a wide range of achievements including achievement and attainment in class; enrichment and participation, progress and improvement, and the High Flyers award. Also, for consistently demonstrating the school's values through exceptional standards, character and leadership, contribution and service, respect and conduct, and being inspirational role models. In addition, pupils are rewarded for their commitment to personal development through the completion of the Wade Deacon Passport (Yr. 7&8). This approach supports the wellbeing of pupils by building confidence, fostering a sense of belonging, and promoting positive self-esteem. It also helps pupils to develop the attitudes, behaviours, and interpersonal skills needed to succeed beyond school, preparing them to contribute positively in their communities and equipping them for life after Wade Deacon High School.

- 2.3 The setting of expectations and reminder process is designed to give pupils time to reflect and change their behaviours based upon the following structure:
 - 2.3.1 Pupils are given a general reminder about expected behaviour every lesson. If a pupil chooses to disrupt learning despite this reminder, then the teacher will apply in-class strategies to encourage a positive response
 - 2.3.2 Where the conduct is particular to one pupil, a whole group reminder would not be appropriate, for example:
 - Poor levels of work.
 - Talking to other pupils across the classroom
 - Distracting others.
- 2.4 Should general reminders not have the desired effect then the below strategy will be implemented:

	Conduct System
C1	First personal warning about expectations: A pupil's name is recorded on the Expectations Board with a cross. This is also recorded if a pupil arrives after 4 minutes.
C2	Reminder about expectations: a cross is recorded against the pupil's name on the Expectations Board.
C3	Reminder about the sanction for continued non-compliance with expectations: a cross is recorded against the pupil's name on the Expectations Board. *The teacher will record a C3 on the school's MiS. *Should a pupil receive multiple C3 logs, then further consequences in-line with this policy will be implemented.
C4 (Removal from Class – Mutual Support)	If pupils receive a C4, On-call will be activated. Pupils will be removed from the classroom to complete work in another room (mutual support) for the remainder of the period and then return to lessons afterwards. A 45 minute after school detention will be issued. * If a pupil is absent from the school resulting in a C4 detention being missed, it is to be repeated either the first day the pupil is back in the school. * If a pupil is present, and fails to attend a C4 detention, then they will be issued with a C5. * Pupils may also be issued a straight C4 detention for not meeting the basic expectations i.e., before school, at break or lunchtime, lesson changeover and after school. * If a pupil receives two C4s in a day then an automatic C5 will be issued for the remainder of the day and the following day. Please note: Teachers have the legal power to put pupils in detention. Where a detention is outside the school hours, we will endeavour to give parents/carers notice. Typically, parents will be notified through the Arbor App. It is part of the home school agreement that parental contact is up to date. If a pupil wishes to take part in an extra-curricular activity, represent the school in competitions or tournaments, or attend events such as P6, and receives a C4 or C5, that C4/C5 will override and prevent participation in any such activities.
C5 (Achievement Centre)	If the pupil fails mutual support (e.g., continues to disrupt after receiving a C4; refuses to go to, or disrupts, mutual support) then they are issued with a C5. The pupil is sent to the Achievement Centre for the remainder of the day and the following day. If a C5 day is missed, due to absence, it must be completed on the first day back in the school. *C5 also includes a C4 detention in-line with agreed timelines.
C6 (Suspension)	When interventions have failed to improve behaviour, pupils will be issued with a C6 suspension. Parents will be contacted to collect their child from the premises immediately. A reintegration meeting will take place following a suspension.
	Note: Where a pupil fails to successfully complete a C5, leading to a (C6) suspension they will be required to complete the C5 upon return to the school and prior to returning to class.

Punctuality:

Arriving on time for school and lessons is an essential element of our expectations. Good punctuality ensures pupils are making the most of their learning time and ensures that lessons are not disturbed by pupils arriving late. The expectation is for pupils to arrive on time to school and to all lessons. This ensures that pupils are forming positive habits in terms of timekeeping. This will stand them in good stead for their future beyond school.

Punctuality to School:

Pupils who arrive late to school will be expected to hand in their mobile phone upon arrival and they can collect their phone at the end of the day when they attend a late detention. Any pupils arriving late will be issued with a slip to give to their teacher and to remind them to attend their late detention for 15 minutes that evening; a message will be sent home to inform parents/carers. If a pupil arrives after 9.30am, they will receive a U code for that morning which means that their absence for that morning is unauthorised and they will receive a 15-minute late detention that evening. As with any unauthorised absence to school, a penalty notice (fine) must be considered when a child accumulates 5 consecutive school days (or 10 sessions) of unauthorised absence.

If a pupil arrives late to school twice in a week, then an automatic C4 detention will be issued.

Punctuality to Lesson:

Pupils are expected to arrive to all lessons within 4 minutes. Pupils who arrive late to lesson after 4 minutes, will automatically receive a C1 warning and be marked late on the register. Pupils who do not arrive within 7 minutes of the lesson starting will be marked as a 'missing pupil' and this will be classed as truancy.

If a pupil receives more than 2 lates to lesson in a week they will receive a C4 detention.

When pupils are marked as 'missing' (classed as truancy), they are subject to sanctions in line with this policy.

2.5 C5: Achievement Centre:

Fifth negative choice or immediate C5 for:

- Health and safety reasons (could equally be a suspension).
- Violence or threatening behaviour towards others (could equally be a suspension).
- Walking away from a member of staff (could equally be a suspension).
- Refusing to hand over items which are not allowed in the school (could equally be a suspension).
- Failure to follow a reasonable instruction.
- Swearing at others, use of derogatory language (could equally be a suspension).
- Not attending a C4/C5 (could equally be a suspension).
- Not attending study support or intervention sessions.
- Truancy.

The above is not an exhaustive list and is used as a guide only.

2.6 Removal from Classrooms:



A COMMITMENT TO EXCELLENCE

Removal is where a pupil for disciplinary reasons, is required to spend a period of time out of their normal classroom at the instruction of a member of staff. The continuous education provided may differ from the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

2.7 C4 is a designated seat located in another classroom (mutual support).

Removal may be used when the behaviour stages have been followed, expectations have not been met, or in some cases, the behaviour is so extreme as to warrant immediate removal.

Removal can be used for the following reasons:

1. To maintain the safety of all pupils.
2. To restore effective learning following a period of disruption.

Removal should be distinguished from the use of the Achievement Centre or other provision the school provides. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload or as part of a planned response or intervention.

We will make every effort to inform parents on the same day if their child has been removed from the classroom.

The school will determine the length of time a pupil spends in the Achievement Centre (C5), based on the specific circumstances. This should always be kept to a minimum, as far as possible, and pupils will have access to continuity of curriculum and learning during this time.

When dealing with individual removal cases, staff will:

1. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
2. Consider whether any assessment of underlying factors of disruptive behaviour is needed.
3. Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

2.8 Support and Interventions:

The Expectations for Learning Policy works in conjunction with a graduated/waved approach of targeted intervention strategies designed to address the underlying causes of poor attitudes to learning or poor behaviour and disengagement wherever possible. The interventions available are a preventative mechanism which enables school to target support for identified pupils.

Pupils accruing code of conduct sanctions and/or suspensions, will receive a number of points. Each of these is equivalent to a points allocation system for example:

- C3 – 1 point
- C4 – 2 points
- C5 – 3 points
- C6a (0.5 – 2.5-day(s) suspension) – 4 points
- C6b (3 – 5-day(s) suspension) – 5 points



A COMMITMENT TO EXCELLENCE

- 2.9 When a pupil is issued with a sanction, they receive a number of points which are tracked in the School's MIS; this is monitored closely by the Progress Leaders and the leadership team. Pupils will be supported through the graduated response.
- 2.10 The Leadership team will become involved in the intervention with pupils who are accruing points by receiving several C4s, C5s or suspensions or a combination of all three. Various strategies will be used depending on who the pupils are and what their needs are.
- 2.11 The Head of School/Vice Principal has an overview of the progress of these pupils with regular feedback to Progress Leaders, Curriculum Leaders and to the wider SLT.

Graduated Response – a tiered reporting system will be utilised where necessary to support the pupils in improving their attitude to learning. Identifying key areas of concern. There are 4 tiers to the graduated response;

- Wave 1 – Form Tutor
- Wave 2 – Assistant Progress Leader
- Wave 3 – Progress Leader
- Wave 4 – Senior Leadership Team Link to Year

Wave 1 - A report card will be issued to the pupils at wave 1 stage to monitor daily attitude to learning. This will be monitored by the pupil's form tutor.

Wave 2 - If there has been no improvement at Wave 1, then a report card will be issued to the pupils at wave 2 to monitor daily attitude to learning. This will be monitored by the Assistant Progress Leader for that year group.

Wave 3 – Report card and Pastoral Support Plan (PSP) – this is an improvement action plan. This is put in place for any pupil who is in danger of being suspended or whose behaviour is deteriorating rapidly. It will be written by a member of staff working with the pupils to improve their behaviour. This will be done in conjunction with the pupil and their parent/carer. The PSP will identify precise and realistic targets for them to work towards, together with any external agencies that are involved. Strategies that have been put in place to help the pupils will be reviewed at an appropriate date. A PSP may be initiated upon no improvement at Wave 2. This document will last twelve weeks with a review after six weeks and a final review. A review of a PSP may take place sooner if the pupils is failing to meet the targets set within the plan. The PSP will be initiated by the Progress Leader.

Wave 4 – Report Card and Behaviour Contract – A behaviour contract will be implemented at stage if a PSP has failed or a pupil is failing to respond to the set targets on the pastoral support plan. A behaviour contract may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Vice Principal after all reasonable steps have been taken to improve a pupil's behaviour. The behaviour contract will identify clear behavioural targets for the pupils to adhere to. A behaviour contract will be issued if a pupil is at risk of permanent exclusion.

- 2.12 The school is keen to ensure a fine balance is met between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.
- 2.13 For this reason, the school has elected to use a maximum suspension period under the care, support, guidance and behaviour system of 5 days for any single incident.
- 2.14 The Executive Principal/Head of School retains full authority to vary the length of any suspension at any time, however, no pupils will receive greater than 45 days suspension in any one academic

A COMMITMENT TO EXCELLENCE

year without being permanently excluded for persistent breaches of the school Expectations for Learning policy.

- 2.15 The Executive Principal/Head of School retains the right, at any time, to permanently exclude those pupils who persistently cause disruption to the learning of others.

2.16 SHORT TERM OFF-SITE DIRECTION (OSD)

For any behaviour that is deemed, in the judgement of the Executive Principal/Head of School, to be a persistent breach of the school's Expectations for Learning policy or single incident serious that adversely affected the health and safety of a member of the community, may result in a pupil being placed on a short term OSD which is a fixed period of time at an alternative educational setting. If behaviour does not improve a suspension may also be issued.

2.17 OFF -SITE DIRECTION (OSD)

To support a pupil with their behaviour, the Executive Principal/Head of School can decide that a pupil will be educated at another school or alternative setting for a period of time. This could also include splitting time between two different locations. Alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis upon review.

If a pupil has an EHC plan, the local authority should be told about an off-site direction placement.

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 pupils on this basis. OSD is generally a longer-term arrangement for up to 12 weeks.

2.18 MANAGED TRANSFER / MOVE

A managed transfer/move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently, usually following an OSD. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. 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.

2.19 ALTERNATIVE PROVISION

Sometimes, it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the pupil's best interest. While attending AP, pupils remain under the responsibility of our school, and their welfare, progress and safety continue to be of paramount importance to us. Normally, placement in AP is a longer-term solution to prevent a permanent exclusion. As a result, we make sure that AP meets a pupil needs and offers continuity of education so that AP has the best chance of success. Alternative provision placements are monitored closely and reviewed with parents and carers.

3 SUSPENSION

- 3.1 The school recognises the need to keep the length of suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days.
- 3.2 A suspension may be used when there is a breach of the school expectations. When establishing the facts in relation to a suspension, the Executive Principal/Head of School 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 Executive Principal/Head of School should accept the probability of it being likely that it happened than that it did not happen. The following are examples but not an exhaustive list:
- 3.3 Persistent breaches of the school's expectations
- Breaches of health and safety rules
 - Where a school has provided appropriate uniform, a pupil refusal to wear that uniform, will be considered a failure to comply with a reasonable request.
 - Verbal abuse towards staff, other adults or pupils.
 - Possession of drugs (including within vapes), legal highs, related paraphernalia and/or alcohol related offences
 - Failure to comply with the requirements of the Expectations for Learning policy
 - Wilful damage to property
 - Homophobic or racist bullying
 - Cursing or inappropriate gestures—particularly towards an adult
 - Deliberate misuse of technology, including AI, which may include but is not exhaustive of: recording of others, photographing others or misuse of images, online bullying. This may be considered grounds for a permanent exclusion
 - Bullying—see anti-bullying policy
 - Sexual misconduct
 - Sexual harassment-defined by 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, which may include but is not exhaustive of:
 - Sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual "jokes", or taunting. This further includes physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (it should be considered when any of this crosses a line into sexual violence) in addition displaying pictures, photos or drawings of a sexual nature or online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

- It may include but is not exhaustive of: non-consensual sharing of sexual images and videos, sexualised online bullying; unwanted sexual comments and messages, including, on social media and sexual exploitation; coercion and threats. Guidance is taken from UKCCIS which provides sexting advice for schools and colleges.

Where an incident of sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the police. See additional information in Keeping Children Safe in Education.

The Executive Principal/Head of School may also consider both sexual harassment, sexual violence and sexual misconduct grounds for a Permanent Exclusion or alternatives, such as an OSD, in addition to the below;

4 PERMANENT EXCLUSION

- 4.1 This is used in extreme circumstances when a change of school is the only way forward for both the pupils and the school. A formal exclusion meeting is held with parents, an LA officer and Governors. All exclusions, fixed period and permanent are made following the LA procedures.
- 4.2 The Executive Principal/Head of School of school may decide that permanent exclusion is necessary for a pupil. This may include, but is not limited to, the following:
 - All other steps to encourage the pupils to obey the school rules have failed.
 - Allowing the pupils to remain in school would be seriously detrimental to the education or welfare of others in the school.
 - Persistent and defiant behaviour. This would encompass persistent bullying/discrimination.
 - Persistent breaches of the school's Expectations for Learning policy,
 - Serious actual or threatened violence against a pupils or member of staff.
 - Sexual misconduct.
 - Supply and/or misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
 - Carrying an offensive weapon.
- 4.3 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. 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.
- 4.4 The decision on whether to exclude is for the Executive Principal/Head of School to take. Where practical and appropriate the Executive Principal/Head of School should give the pupils the opportunity to present their view before making the decision to exclude.
- 4.5 In addition, the school also considers for example, the following to be serious incidents which could result in the permanent exclusion of a pupil:
 - Deliberate activation of the fire alarm without good intent
 - Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network or do harm to others
 - Repeated verbal abuse of staff
 - Persistent disruption and defiance



5. REASONABLE ADJUSTMENTS

Reasonable adjustments are made by the Senior Leadership Team in conjunction with the Inclusion and SEND team.

- 5.1 A pupil may need reasonable adjustments to further support them when meeting the expectations set out in this policy.
- 5.2 "Reasonable adjustments" might include a number of the following where a pupils may require additional support:
 - Pupils given supervised rest breaks
 - Pupils allowed bespoke C5 arrangements
- 5.3 In this instance, it is imperative that the reasonable adjustments which are being taken are noted. Where there is no impact on improving behaviour over time, a review should be called by the Executive Principal/Head of School, in conjunction with the SENDCo, as advised in the above code of practice.

6. CCTV

Wade Deacon Trust Academies/Schools may use CCTV for the purpose of supporting an investigating, maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

7. SCREENING, SEARCHING & CONFISCATION

- 7.1 Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, legal highs, fireworks, tobacco or vaping products, pornographic images and stolen items.
- 7.2 Wade Deacon High School also enforces a strict ban on tobacco, e-cigarettes/vapes and fizzy/energy drinks which have a detrimental effect to school discipline.
- 7.3 School staff can search pupils with their consent for any item if the pupils is in agreement. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence.
- 7.4 Please refer to Screening, Searching and Confiscation, DfE (July 2022). Whilst it is good practice to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.
- 7.5 School staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have confiscated, provided they acted lawfully.

8. USE OF REASONABLE FORCE

- 8.1 The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves (or others) or damaging property. Please refer to DfE guidance for 'Restrictive interventions, including use of reasonable force, in schools' (from 1st April 2026).



A COMMITMENT TO EXCELLENCE

For more information, please see our **Restrictive Interventions Policy**.

- 8.2 This power applies to any member of staff at the school. It can also apply to people whom the Executive Principal/Head of School has temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents/carers accompanying pupils on a school organised visit.

9. DISCIPLINE BEYOND THE SCHOOL GATE

- 9.1 Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Wade Deacon Trust, we will impose reasonable sanctions for any pupils taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school including on social media. This may also apply to pupils that pose a threat to another pupils or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, pupils or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.
- 9.2 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a pupil to the police as soon as possible.
- 9.3 If a member of the public, school staff, parent/carer or pupils report criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, the Executive Principal/Head of School or Vice Principal must be informed. In the vast majority of cases, they will involve the School's Police Liaison Officer/PSO or Local Police, who will then follow agreed police and school procedures. In addition, if the Executive Principal/Head of School/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's safeguarding policy will be followed.

10. MAINTENANCE AND REVIEW

This Policy will be reviewed within three years or when there are changes to relevant legislation.

11. COMPLAINTS

Any complaints will be dealt with in accordance with the Wade Deacon Trust complaints policy. This can be found on the Trust website.

Appendix

School Standards (2026-27)

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. These are 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 Reasonable adjustments are made by the Executive Principal/Head of School in conjunction with the Inclusion and SEND team. successes that we celebrate each and every day.

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

- Respect yourself and others
- Give the very best of yourself
- Most importantly, believe in yourself

Consequences; if there are any infringement of these expectations, it will be dealt with through our Expectations for Learning Policy.

UNIFORM

Wade Deacon Reasonable adjustments are made by the Executive Principal/Head of School in conjunction with the Inclusion and SEND teams 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 tailored 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





A COMMITMENT TO EXCELLENCE

- Hoodies are not acceptable on the school premises

PE Kit

The Wade Deacon PE kit consists of the following:

- School branded black & red shirt
- School branded 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
- *School branded black and red $\frac{1}{4}$ 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, specific 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
- Blue pen
- Pencil
- Ruler
- Protractor
- Pair of compasses
- Calculator *purchase on parent pay
- Glue stick
- Basic pack of coloured pencils
- Knowledge Organiser
- 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 pupils' 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 a 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 a pupil is unable to remove the false eyelashes, they will be sanctioned with a C5 (attend AC) until false eyelashes are removed.

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



A COMMITMENT TO EXCELLENCE

- 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 pupils facing appropriate sanctions, which could include removal from timetabled lessons.
- Pupils who arrive to school wearing acrylic nails will receive a C5 (attend AC) and will stay there until acrylic nails are removed.

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 violate these rules will receive a C5 until removed

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 are banned from 8am – until students leave the school site.
- 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, issued with a C4 and asked to hand it in to school each morning.
- Pupils who repeatedly break this rule will receive either a C5 and/or C6.



A COMMITMENT TO EXCELLENCE

- Earphones are not permitted in school. They should not be seen or heard during the day.
- 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 arrive to school by bicycle should always follow the highway code and dismount their bicycle when they are on site.
- Pupils who fail to follow the rules above and do not maintain good order in and around our school site will face appropriate sanctions.

FOOD AND DRINK

At Wade Deacon High School, we are committed to maintaining a calm, safe, and purposeful learning environment. This policy sets clear expectations for food and drink to support high standards of behaviour, respect for our school environment, and a culture of excellence.

Our expectations are underpinned by the belief that:

- Classrooms are places of focused learning and readiness
- All members of the school community show respect for shared spaces
- Clear routines promote consistency and high standards
- Health, safety, and wellbeing are prioritised at all times

Pupil Expectations

In Lessons:

- Only water in a clear, sealable bottle is permitted
- No fizzy drinks or energy drinks permitted and will be confiscated
- Food is not permitted unless explicitly authorised by staff
- Pupils must ensure drinks do not disrupt learning, damage equipment and/or consumed in ICT suites, laboratory and/or workshop spaces.

Around School

- Food is to be consumed only in designated areas (e.g. dining hall, social spaces)
- Eating during lesson changeover or in corridors is not permitted
- All Reasonable adjustments are made by the Executive Principal/Head of School in conjunction with the Pupils are expected to clear away litter and leave spaces clean

Health and Safety

- Food and drink must not be shared due to allergy risks
- Pupils must follow all staff instructions regarding food and drink
- Any items brought into school must comply with school expectations

Staff Responsibilities

Staff will:

- Apply expectations consistently and fairly
- Model professional standards in line with a Commitment to Excellence
- Use clear instruction and positive reinforcement to maintain standards

SUPPORTIVE TOOLS

Fidget tools may only be brought into school where there is an identified SEND need and their use has been agreed as part of a structured support plan. This must be small in size, it should be quiet and discreet and kept in the pupils pocket. If misused, this will result in confiscation.

Commitment to Excellence

Adhering to this policy reflects:

- **Respect** for the learning environment
- **Responsibility** for personal behaviour
- **Readiness** to engage in learning