WILMSLOW HIGH SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

Policy Approval: Headteacher

Managed by: Deputy Headteacher, Behaviour and Attitudes

Governors' Link Committee: Learning and Student Support Committee

Date of Policy: November 2022

Review schedule: Annual or earlier in order to take account of changes
in legislation or DfE guidance

Contents

1. Introduction

This policy aims to:

1.1. Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

1.2. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

1.3. Outline the expectations and consequences of behaviour

1.4. Provide a consistent approach to behaviour management that is applied equally to all students

1.5. Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Principles

2.1. **Our school vision states that "**we are committed to the *pursuit of excellence* for every student, every day" and that central to this is "maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish" (https://www.wilmslowhigh.com/about-us/vision-and-values/)

2.2. We expect our students to be young people of character who:
- have a 'do more and be more' approach
- are guided by moral purpose, intellectual engagement and a spirit of enquiry
- are determined to succeed through hard work and effort (https://www.wilmslowhigh.com/about-us/vision-and-values/4-young-people-of-character/)

2.3. We will:
- continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish
- develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students
- ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this (https://www.wilmslowhigh.com/about-us/vision-and-values/4-young-people-of-character/)

2.4. We use the language of the Wilmslow Way and its five strands to express and promote our expectations in relation to positive behaviour:

Professionalism	*High standards in all that we do*
Respect	*Showing consideration for yourself and others*
Integrity	*Just doing the right thing*

Determination	*Not giving up and aiming for your personal best*
Empathy	*Thinking about and helping others*

https://www.wilmslowhigh.com/curriculumformal-curriculumcurriculum/the-whole-curriculum/

We aim to empower every student to perform with PRIDE across our Formal and Wider Curriculum, and in their daily lives, both now and in the future.

Powerful knowledge:
- We believe that the character development of our students is as important as their academic development; therefore:
- Our daily tutor time focuses on building these character values
- We reinforce these character values through our Wilmslow Way systems and the language we use with students
- The staff model the Wilmslow Way values so that character is not only 'taught' but 'caught'

Powerful understanding:
We want our students to understand the importance of character education and its ability to enable students to contribute powerfully and purposefully to the communities that they live in.

Powerful learning:
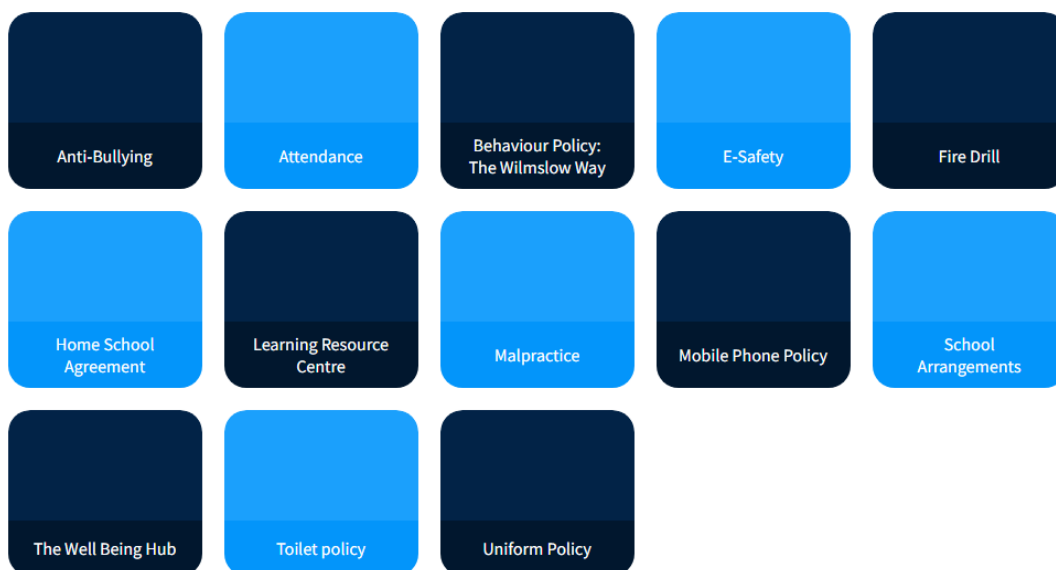We want our students:
- To learn the importance, and live the values of: professionalism, respect, integrity, determination and empathy
- To develop a strength of character that will help them to meet life's challenges
- To be proud of their school, their community and, most of all, who they are

3. Roles and Responsibilities

3.1. At Wilmslow High School High School we expect courtesy, politeness, regard for others and self discipline. Whilst there are clear and consistent rules, procedures and guidelines aimed at maintaining a positive atmosphere around the school, it is important that all students develop a sense of responsibility for their own behaviour.

3.2. **The Governing Body** will, in consultation with The Head teacher and staff, monitor and review the policy for the promotion of good behaviour. The school will ensure that the policy is communicated to parents and its expectations are clear. Governors will support the school in maintaining high standards of behaviour and apply any legal sanctions.

3.3. **The Head teacher** is legally required to ensure that the Behaviour and Discipline policy aims to:
- Promote good behaviour and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students

3.4. The Deputy Headteacher, Behaviour and Attitudes, is responsible for
- the implementation of the policy and its procedures
- monitoring and evaluating the its performance

3.5. All staff have an important role in developing a calm and a safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see good habits and are confident to ask for help when needed.

3.6. Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be actively encouraged to work in partnership with the school in a number of ways to maintain high standards of behaviour and will have an opportunity to raise

any issues arising from the operation of the policy and procedures. Our expectations are outlined in the home-school agreement which is communicated at the start of year and signed by all students following a training session in form time. This document also references a number of key policies and procedures that students are expected to follow. These policies are published on FireFly and can be found: Here

School Policies

Anti-Bullying	Attendance	Behaviour Policy: The Wilmslow Way	E-Safety	Fire Drill
Home School Agreement	Learning Resource Centre	Malpractice	Mobile Phone Policy	School Arrangements
The Well Being Hub	Toilet policy	Uniform Policy		

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

The school will endeavour to build 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

3.7. **Students** will continue to be made fully aware of the school policy and expectations. As a result students have a responsibility to report any incidents which they feel undermine the safety and security of the school community.

3.8. Behaviour will be regulated fairly and in accordance with the school's equality policy (https://www.wilmslowhigh.com/about-us/equality/)

4. Behavioural Guidelines

4.1. Guidelines arising from this policy have been developed by the school through consultation with the staff. The guidelines will be applied fairly to foster the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The guidelines will help to identify causes of inappropriate behaviour in order to focus specific strategies to help students improve their own conduct and take responsibility for their own improvement. Wilmslow High School encourages positive and responsible behaviour through the following procedures and systems.

4.2. **Enabling students to understand what good behaviour means**
Students being:
- Considerate
- Courteous
- Able to relate well to each other and to adults
- Willing to take responsibility for their own actions
- Self-disciplined
- Able to behave in a manner which contributes to effective learning
- Students adhering to our Wilmslow Way PRIDE values

4.3. **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- 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

- Vandalism

- Theft

- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

4.4. **Enabling staff to appreciate what is meant by good behaviour**

- Good behaviour is most effectively promoted through purposeful learning which we promote through our <u>Routine for Excellence in Classroom Management</u>
- Students are most likely to be stimulated, engaged and motivated in an orderly learning environment within which an effective and well-designed curriculum ("what we teach") is implemented by "how we teach"
- Good behaviour and learning are most likely to take place when students feel responsible for their learning and are able to achieve
- Good behaviour will develop where there is mutual respect
- Improvements in behaviour are more likely to follow if the students' self-esteem can be enhanced, and if the students can be brought to recognise the effects of his or her behaviour
- Good behaviour, as well as bad, should through the school's systems be drawn to parents' attention
- Early and effective intervention has an important part to play in preventing poor behaviour
- The school uniform is meant to develop a sense of identity , fellowship and a feeling of pride
- It is important that everyone has a clear sense of what is important, what will be valued, and what will not be tolerated. Everyone should be clear what kind of behaviour is expected of them and how they can expect others to behave towards them.
- Our professional learning, with its iterative observation and feedback programme, enables staff to develop with regards to dealing with low level behaviour
- Our restraint training allows key staff to be highly skilled in de-escalation techniques

4.5. **Encouraging supportive and appropriate relationships between staff and students**

- The principles set out in this policy and in the digital Home School Agreement commits the school to maintaining a culture of positive appropriate relationships based on mutual respect and understanding.

4.6. **Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future. Where it is judged that reasonable adjustments are required to support students with specific needs these are recorded on Student Passports within ClassCharts.

The school may use one or more of the following sanctions in response to unacceptable behaviour in alignment with the Wilmslow Way posters:

https://www.wilmslowhigh.com/student-services-7-11/rewards-and-sanctions/

- Removal of student to a good neighbour room
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention/Referral at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

- Removal of the student from the classroom for a specified number of lessons (within the curriculum team)
- Internal suspension
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Staff also have access to coaching in order to improve their behaviour management techniques.

4.7. Rewarding effort and enterprise

- Informal and formal rewards are provided for students including verbal comments, achievement, behaviour and learning points, text, email and phone messages to parents and carers, feedback on reports and at parents' evenings, attendance certificates, presentation evenings, 'student of the term' awards and other strategies.
- Great emphasis is placed upon achievement points and the accumulation of a NET value in relation to behaviour will result in a multitude of tangible rewards.

4.8. Promoting the importance of good attendance and punctuality

- Great emphasis is placed on the importance of good attendance. Students need to be present to maximise their opportunities for fulfilling their potential
- Session attendance is recorded by Form Tutors at the start and end of the school day and attendance is electronically registered in every lesson by the teacher.
- Student attendance is carefully monitored and reviewed weekly by student managers and the attendance officer: students with a poor attendance record are referred to the Education Welfare Officer.
- Students, within the School Rules, are expected to be punctual for school and every lesson. Punctuality is carefully monitored: students with poor punctuality are initially placed in 'referral' and subsequently put on report if the problem persists
- (see Attendance and Punctuality guidelines)

4.9. Promoting Anti-bullying

- The school Anti-bullying Policy identifies types of bullying, warning signs that a child is being bullied, reason for bullying and the procedure for dealing with bullying.
- The wide range of bullying issues and anti-bullying strategies are explored and discussed through the Wellbeing and Relationships elements of the

Wider Curriculum lessons programme, through assemblies and through the work of Student Services.

- All students sign the anti-bullying charter and are educated by tutors on various aspects of the Wilmslow Way.
- All students have access to Zumos resources and the ability to report anonymously on-line.
- Sexual Abuse including sexual violence and sexual harassment are dealt with in the most serious of terms, including liaison with the Police. All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Where abuse has occurred online or outside of the school or college it will not be downplayed and will be treated equally seriously
- All incidents are dealt with in-line with our Anti Bullying policy (See Anti-Bullying Policy)
- All staff are trained in addressing student uniform infringements using appropriate language that does not perpetuate social stereotypes. This further supports our stance on staff leading by example with our commitment to eradicating sexual harassment inside and outside of school.

4.10. **Ensuring that students understand and follow the school rules**

The Wilmslow Way is published in the student planner and staff handbook and on the website:

https://www.wilmslowhigh.com/student-services-7-11/rewards-and-sanctions/

- Tutors ensure that all students are aware of the school rules as part of the induction process, at the start of each term and during the term as appropriate.
- All parents/carers/students are encouraged to ensure they are fully in agreement with our Home School Agreement
- The mobile phone policy is published with our digital policies and communicated through tutor time and House Assemblies. If students are using mobile phones they will be sanctioned accordingly. If students are using their own data (3G and 4G) and not following the mobile phone guidelines outlined in the ICT acceptable use policy and the mobile phone policy they will be dealt with increasing severity.
- The Wider Curriculum lessons, Wilmslow Way tutor programme and assemblies provide further opportunities for identifying and analysing types of behaviour and strategies for dealing with these are identified.
- The Wilmslow Way operates within lessons and beyond, including the journey to and from school. (See on-line policies and staff handbook for guidance)

4.11. **Providing a curriculum that meets the needs of all our students**

Our curriculum intent at Wilmslow High School is to enable **every** student to take advantage of the experiences, opportunities and choices that a great education brings.

To achieve this, we aim for every student to access a **powerful** curriculum, which we call our **Whole Curriculum** because its aim is to develop the whole person.

We believe our curriculum is powerful because:

- It provides our students with a breadth and depth of powerful a knowledge that enables them to understand the world around them and their unique voice within this
- It empowers our students to develop their strength of character so that they can flourish in life, learning and work
- It challenges our students to endeavour to make a positive difference to the world

*Our **Whole Curriculum** is delivered in three elements:*

The Formal Curriculum	The learning of subject disciplines
The Wider Curriculum	The experiences and learning that take students beyond t
The Wilmslow Way	The character values that underpin our community

https://www.wilmslowhigh.com/curriculumformal-curriculumcurriculum/the-whole-curriculum/

- Teachers and students appreciate the correlation between challenging and engaging lessons and behaviour. Once expectations are clear and the more involved students become in their learning the less need there is for disciplinary procedures.
- The school recognises, through data analysis, the importance of monitoring sub-groups within the school population to ensure that the barriers to learning are removed and that they achieve of their best

4.12. **Supporting students to achieve their potential**

- The Learning Support team provides programmes for individual   students. Students with learning support needs are monitored to ensure they are meeting their targets as appropriate. Specific additional provision is made for students with hearing impairment, visual impairment and autism
- Other support is provided by:

- Student Services (Heads of House, Post 16 guidance) relating to academic progress
- Student Services (Student Managers) relating to attendance, uniform, behaviour, punctuality
- Inclusion referrals relating to behavioural issues
- Engage referrals for student mental health and anxiety concerns
- G8way referral relating to students at risk of permanent exclusion
- Curriculum Teams
- Counselling by relevant external agencies
- Specific local support services:
  - Educational Psychologists;
  - Anger Management / Behaviour Support
  - Youth offending team
  - C.A.M.H.S.
- The wellbeing hub provides targetted support
- Peer Mentoring (1:1), 'networkers' and staff mentoring
- Youth support services provide individually targeted support
- Alternate educational provision
- School nurse referrals
- Year group targeted interventions
- Student premium interventions

4.13. **Changing unacceptable behaviour through a consistently applied whole school system of sanctions and rewards.**
- Rewards come first: the use of support strategies to enable students to achieve and behave well comes next with sanctions as the final stage.
- The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
- Student Services, in consultation with other staff, use a range of strategies and interventions to ensure students meet the expectations of all students.
- There is a range and stepped programme of sanctions which may be applied with increasing severity according to the incident in question. These include sanctions available to all staff, to tutors, to curriculum teams and whole school sanctions (for example, referrals, lunchtime detentions, students being on report, parental interview).

4.14. **Referrals/Detentions**

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely

- Interrupt the student's caring responsibilities

4.15. **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised in the internal suspension room by a member of the student services team.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, on-call and high level behaviour incidents are monitored by the senior team and intervention put in place. The impact of interventions is monitored.

- Meetings with mentors/student services team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Involvement with the inclusion/G8way or SEN teams
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

Although generally the same sanction may be used for a particular kind of behaviour, there is not a direct correlation between a particular misbehaviour and a specific sanction. The individual student, special circumstances and repeat offences, may for example, influence the agreed sanction.

For those students, who staff consider may seriously challenge the school's behaviour management policy, a risk assessment and behaviour management plan may be considered necessary.

4.16.   **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder/ensuring good order to school
- Hurting themselves or others
- Damaging property
- Committing an offence
- Absconding
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

- On rare occasions when the school's normal behaviour management systems are to no avail and a student puts himself/herself, others or property at risk, staff may consider physical intervention: Education and Inspections Act 2006
- Physical intervention would only occur as a last resort when there is "no safer alternative"
- We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. Is it reasonable, proportionate and necessary. If we do this is for the shortest time necessary.

- Where it has been necessary to use physical intervention, we ensure the following:
  - The child's wellbeing after the event is monitored and supported parents are fully briefed.
  - the incident is fully recorded including antecedents, de-escalation attempted, and holds used.
  - an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future.
  - any incident involving the restraint of a child is always reported to an identified senior manager.

    - If this does occur then the following needs to take place:
      a. The completion of a positive handling and intervention incident form (FORM 2)
      b. The Deputy Headteacher, Behaviour and Attitudes, must be informed and the incident logged in the Student Services central file
      c. A review of the risk assessment/behaviour management plan (FORM 1)
      d. Consideration of the above if the student does not have this in place.

4.17.   Searching, screening and confiscation

Any prohibited items (listed in section 4.3)) found in a student's possession will be confiscated. These items will not be returned to the student.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscating students' property: the Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it.

The Governing Body authorises the Head teacher to use all the powers provided by current legislation.

4.18.   Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information:

http://www.wilmslowhigh.com/wp-content/uploads/2022/10/Policy-Suspension-and-Permanent-Exclusion-September-2022.pdf

4.19.   **Recognising the impact of SEND on behaviour**

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

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

▪ Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

▪ Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

▪ If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned such as:

   ▪ Short, planned movement breaks for a students with SEND

   ▪ Adjusting seating plans to allow students with visual or hearing impairments the sight of the teacher

   ▪ Adjustments to uniform requirements

   ▪ Training for staff and students on autism

   ▪ Referrals to the SEN base where students can regulate their emotions

4.20.   **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

   ▪ Whether the student was unable to understand the rule or instruction?

   ▪ Whether the student was unable to act differently at the time as a result of their SEND?

   ▪ Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

All the serious incident protocols involve printing student passports to help assess appropriate sanctions.

4.21.   **Professional Learning for staff in relation to effective behaviour management**

Staff understanding of effective behaviour management and the practices of professional conduct are explored as part of the recruitment and induction processes.

The school's systems of support for effective behaviour management in classrooms and during movement and social times provide immediate opportunities for informal professional learning.

More structured professional learning is provided by the Student Services Behaviour for Learning Lead through the performance management cycle and the Iterative Observation and Feedback programme.

4.22.   **Malicious allegations**

The school's Safeguarding Policy sets out the support available and procedures to be followed where a student raises a safeguarding issue in relation to the behaviour of another students or a member of staff.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

5. References

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

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Gov.uk: Sarah Act (2015)

Links to Safeguarding policy:

- DfE Statutory Guidance: Keeping Children Safe in Education
- https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges
- https://www.wilmslowhigh.com/student-services-7-11/safeguarding/

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

- In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online