

# WOLFRETON SCHOOL and SIXTH FORM COLLEGE

## Policy Document

### POSITIVE DISCIPLINE BEHAVIOUR POLICY - THE WOLFRETON WAY

<b>Owner</b>	Deputy Headteacher – Pastoral Care
<b>Adopted</b>	July 2018
<b>Revised</b>	October 2023
<b>Frequency of Review</b>	Every 2 years
<b>Review date due</b>	June 2025

#### 1. Statement of intent

Positive attitudes to learning supported by high standards of behaviour, are fundamental expectations of all members of Wolfreton School and Sixth Form College. Excellence, Endeavour and Respect are at the heart of our ethos and we are clear about how we communicate these expectations to all members of our school. Central to securing a culture within which students value success and respect is a clear behaviour and discipline system that rewards success freely. At Wolfreton, positives are persistently promoted, recognised and celebrated in all forms. Behind this is the shared belief that all individuals respond positively to recognition and reward and through this are motivated to replicate and further develop these qualities. It is the responsibility of all concerned to ensure standards are upheld.

A copy of the school's written statement of behaviour principles (Appendix 1) is published on the school website.

#### 2. Aims and Key Principles

##### 2.1 This policy aims to:

- Ensure all students feel **valued and safe** in the school enabling them to learn and to succeed to the best of their ability.
- Build and reinforce a set of **expectations and positive behaviours**, in the form of Positive Discipline, promoting high levels of **engagement** in all aspects of their learning.
- Outline **how students are expected to behave**.
- Define what we consider to be **unacceptable behaviour**.
- Ensure each students' efforts are **recognised and rewarded** consistently.
- Encourage a **consistent approach** to behaviour management that is understood by all members of the Wolfreton community and further develops partnerships with home.
- To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient.

##### 2.2 Clear and simple key principles underpin The Positive Discipline Behaviour Policy – The Wolfreton Way. These key principles are:

- Staff and students will have a mutual respect and tolerance of each other with good manners and respect being at the heart of our relationships.
- Students will demonstrate respect towards adults and respond to instructions, first time, every time.
- Use of praise and rewards is recognised as an important motivating factor. Work, effort, participation and responsibilities deemed to meet or exceed expectations will be recognised, with all students regardless of need or ability having equal access to praise and rewards.
- A proactive rather than reactive approach to behaviour management will be used to anticipate and

prevent future problems.

- Inappropriate behaviour will be dealt with firmly, fairly, consistently and transparently by all staff and at all levels.
- Early intervention is key to preventing behaviour impacting on the learning of the student and that of others.
- Sanctions will be used to address behaviours that don't meet expectations.
- Parents/carers will be involved at an early stage regarding any concerns.
- Students will be recognised, rewarded and sanctioned in line with the Positive Discipline Policy – The Wolfreton Way.

### **3. Legislation and statutory requirements**

**3.1** This policy has due regard to relevant legislation and guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2022) Searching, screening and confiscation at school
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

**3.2** This policy will be implemented in conjunction with School and Trust policies including, but not limited to the following:

- |   |   |
|---|---|
| • Anti - Bullying Policy                                  | • Exclusion Policy                              |
| • School Uniform Policy                                   | • Positive Handling / Physical Restraint Policy |
| • Blended Learning Policy                                 | • Quality of Education Policy                   |
| • Child Protection and Safeguarding Policy                | • Searching and Confiscations Policy            |
| • Complaints Procedure Policy                             | • SEND Policy                                   |
| • Drugs and Alcohol Policy (Learners, Staff and Visitors) | • Smoke Free / No Smoking Policy                |

## **4. Roles and Responsibilities**

### **4.1 The Local Governing Body**

The Local Governing Body is responsible for monitoring the effectiveness of the school's Positive Discipline Behaviour Policy and for holding the Headteacher to account for its implementation.

### **4.2 The Senior Leadership Team**

- The Headteacher is responsible for approving the Positive Discipline Behaviour Policy and for designating a member of the Senior Leadership Team (SLT) to lead Behaviour and Discipline in the school.
- The Deputy Headteacher – Pastoral is the strategic lead for behaviour. Supported by the Assistant Headteachers – Key Stage 3 and Key Stage 4, they will:
  - Lead Positive Discipline and promote a positive, respectful climate in school.
  - Lead staff to recognise and reward positives and to deal effectively with poor behaviour.
  - Review and provide Continued Professional Development and Learning (CPDL) on positive behaviour management and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
  - Lead the Mental Health support and promote an inclusive approach for students with mental health difficulties.
  - Review and provide information and support for staff in the management of students with mental health difficulties.
- All members of the SLT will support staff in encouraging positive behaviour and support fully the implementation of Positive Discipline.

### **4.3 Heads of Year and Pastoral Managers**

- The Head of Year (HOY) will:
  - Visibly promote the academic ethos and values of Excellence, Endeavour and Respect through ensuring the highest standards as communicated through the Wolfreton Way.
  - Create a culture in line with the school's published mission, values and goals.
  - Recognise and reward success, effort, resilience and the qualities encapsulated within the Wolfreton Way.
  - Lead and support the Pastoral Managers to secure the highest standards of behaviour, attendance and punctuality and reinforce school policies including the positive discipline and anti-bullying policies.
- Pastoral Managers (PMs) will:
  - Secure the highest standards in behaviour and safety for all students in the year group, consistently implementing and upholding Positive Discipline.
  - Act as the primary point of contact for parents / carers and external agencies.
  - Liaise closely with the SENDCO and wider pastoral team.
- HOY and PMs will:
  - Make full use of Positive Discipline behaviour data to enable needs to be met.
  - Work collaboratively and liaise with the Deputy Headteacher Pastoral and Assistant Headteacher's – Key Stage 3 and Key Stage 4, monitoring and upholding the highest standards of behaviour to secure a positive impact.
  - Work with class teachers and Faculty Leaders to ensure effective collaboration and to meet to the students' needs.

### **4.4 Middle Leaders**

- Faculty Leaders (FL) and Subject Leaders (SLs) will:
  - Promote Positive Discipline and monitor data to ensure consistency within their teams.
  - Implement a Faculty Isolation timetable and ensure a suitable bank of work is maintained in the Isolation Room for each subject in their area.

- Utilise and monitor Faculty Reports as required.
- All TLR post-holders will:
  - Support Faculty and Subject Leaders to ensure Positive Discipline operates effectively.

#### 4.5 Staff

Good quality teaching and learning is essential to engage all students and reduce opportunities for disruption, including low-level disruption.

- Teachers and other adults will follow the ‘Expectations for Outstanding Behaviour’ document (Appendix 5).

#### 4.6 Parents/Carers

- Parents/Carers are expected to:
  - Support their child in adhering to the Code of Conduct – The Wolfreton Way and the Expectations for Outstanding Behaviour.
  - Inform the school of any changes in circumstances that may affect their child’s behaviour.
  - Discuss any behavioural concerns with the Head of Year, Pastoral Manager or class teacher.
  - Check Class Charts each day and discuss rewards and comments with their child.

### 5. Code of Conduct – The Wolfreton Way

5.1 Students are expected to follow The Wolfreton Way, demonstrating Excellence, Endeavour and Respect (Appendix 2 Poster).

Wolfreton learners are proud to be recognised for following The Wolfreton Way		
Excellence	Endeavour	Respect
We aim to <b>inspire</b> - to be the best we can be	We promote the qualities of <b>determination</b> and <b>courage</b>	We are firm advocates of <b>friendship</b> and <b>equality</b>
<ul style="list-style-type: none"> <li>● We aim to be the best we can be, always <b>focusing on learning</b> and responding <b>first time every time</b></li> <li>● We are always <b>punctual, equipped</b> and <b>prepared to learn</b></li> <li>● We <b>wear our uniform correctly</b> and with pride at all times</li> </ul>	<ul style="list-style-type: none"> <li>● We act with courage – we give <b>100% effort, do our best</b> and <b>never give up</b></li> <li>● We are determined – we value and <b>respond positively to feedback</b> and <b>act to improve further</b></li> <li>● We <b>take responsibility</b> for our actions</li> </ul>	<ul style="list-style-type: none"> <li>● We are <b>respectful and safe</b> – we respect our school environment, equipment and all people</li> <li>● We <b>listen, respond politely</b> and ensure <b>mobile phones and headphones are never seen</b></li> <li>● We value <b>friendship, equality and kindness</b> – we don’t tolerate bullying or discrimination</li> </ul>

### 6. Recording and Reporting on Positive Discipline

#### 6.1 Class Charts Protocols

Class Charts is central to the success of the Positive Discipline Behaviour Policy. The online system is:

- Where all House Points are collected and recorded
- Where all comments (which trigger sanctions) are recorded and communicated to parents and carers
- How parents and carers are notified of any detentions and isolations

It is central to the communication between school and parents/carers, providing immediate feedback on a student’s attitude to learning on a daily basis.

Each day:

- Teachers will use Class Charts to award House Points and Warn / Move / Remove if required.

## 6.2 Monitoring Positive Discipline

- **Self - Monitoring:**
  - Students are expected to check their House Points and any comments on Class Charts when they are at home and discuss these with parents / carers.
  
- **Parental Monitoring:**
  - Parents play a key role in monitoring their child's performance behaviour using the information provided by the school.
  - Parents will be expected check behaviour and rewards information each week as a minimum, encouraging their child to follow The Wolfreton Way.
  
- **Form Tutor Monitoring:**
  - In tutor time the Form Tutor will review behaviour and rewards and discuss any issues with tutees.
  - Tutors are expected to monitor behaviour and rewards each week.
  - Tutors will typically award up to five House Points per week for the following:
    - Punctuality
    - Attendance
    - Uniform
    - Equipment
    - No warnings

## 7. Positive Discipline – Rewards

**7.1** The positive acknowledgement of good behaviour lies at the heart of The Positive Discipline Behaviour Policy. Staff will routinely recognise, praise and reward students in lessons and around the school for demonstrating Excellence, Endeavour and Respect.

Rewards build progressively and include:

1. House Points on-going from subject teachers, tutors and all staff
2. Centrally generated incremental certificates - for reaching specified numbers of House Points
3. Senior Leadership Team recognition
4. Awards assemblies and events

### 7.2 House Points (Appendix 3)

House Points are the foundation of the formal rewards system:

- All staff have access to Class Charts to award House Points.
- House Points can be awarded to all students regardless of age, ability or gender when they demonstrate the attributes associated with The Wolfreton Way.
- House Points can be awarded both within and beyond the classroom, offering flexibility to reward students as and when Excellence, Endeavour and Respect in all its guises is noted.

A maximum of 3 House Points can be awarded in one lesson.

Tutor time	<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Attendance and punctuality</li> <li>• Uniform and equipment</li> <li>• To be the best we can be</li> </ul>
	<b>Endeavour</b>	<ul style="list-style-type: none"> <li>• Improved attendance and punctuality</li> <li>• No written warnings</li> <li>• Contributions to tutor time</li> <li>• Showing determination and courage in tutor time</li> </ul>
	<b>Respect</b>	<ul style="list-style-type: none"> <li>• Good manners</li> <li>• Show kindness and friendship to others</li> <li>• Treat everyone with respect</li> </ul>
Lessons	<b>Excellence</b>	<ul style="list-style-type: none"> <li>• A piece high quality of work</li> <li>• Contribution in class</li> <li>• To be the best we can be</li> </ul>
	<b>Endeavour</b>	<ul style="list-style-type: none"> <li>• Showing determination in learning</li> <li>• Demonstrating courage when trying something new</li> <li>• Contributions to the lesson</li> </ul>
	<b>Respect</b>	<ul style="list-style-type: none"> <li>• Good manners</li> <li>• Show kindness and friendship to others</li> <li>• Treat everyone with respect</li> </ul>
Around the school and in the wider community	<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Excellent contribution to school activities and events</li> <li>• Achievement in the wider community</li> <li>• To be the best we can be</li> </ul>
	<b>Endeavour</b>	<ul style="list-style-type: none"> <li>• Participation in school activities and events</li> <li>• Demonstrating courage when trying something new</li> <li>• Determination to make a difference to our community</li> </ul>
	<b>Respect</b>	<ul style="list-style-type: none"> <li>• Good manners</li> <li>• Show kindness and friendship to others</li> <li>• Respecting the environment</li> </ul>
This is not an exhaustive list and there may be other situations where a member of staff identifies young people for recognition of exemplifying the Wolfreton Way.		

### 7.3 Postcards

Postcards can be awarded by a subject area in recognition of a student who has gone above and beyond in their effort, or who has achieved above and beyond over a period of time.

### 7.4 Certificates

Certificates will be awarded certificates when students achieve a specified number of House Points.

Leaders will be able to recommend a student for a Headteacher Certificate for something noteworthy in line with the The Wolfreton Way.

## 8. Positive Discipline - Behaviour Management

### 8.1 Managing Behaviour

It is expected that the vast majority of students will choose to spend their time with us following The Wolfreton Way. As a school, we have clear expectations for students and staff to help us achieve outstanding behaviour. Staff communicate these to students through our Behaviour Curriculum ensure a level of consistency across the school (Appendix 5).

Members of staff should always check SEND information including the Learning Support Bulletin and Learning Support Plan (LSP), as well as any Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) targets circulated by pastoral staff for any additional strategies that have been identified for working with an individual student.

Where a student has a recognised need that requires reasonable adjustments to be made this will be taken into account. It is essential that a consistent approach is applied.

Unfortunately, there are times when inappropriate behaviour is exhibited. When a student falls short of expectations the identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

### 8.2 Behaviour Stages

To maintain a disruption free learning environment, if a student fails to respond to direction from the teacher, the teacher should implement a 3 Stage Plan – **WARN (1) – MOVE (2) – REMOVE (3)**.

#### STAGE 1 – WARN

If a student triggers the first stage '**WARN**' both in the classroom or around the school, the teacher will inform the student and will record a 'WARN' on Class Charts.

#### STAGE 2 – MOVE

In a classroom, where space is available, if a student triggers the second stage '**MOVE**', the teacher will inform the student and will direct them to MOVE to a different place in the classroom. A 'MOVE' warning will be recorded on Class Charts.

In a classroom where there is not space to physically move, they will be advised this level has been reached; this will be recorded.

If a student continues to choose not to behave in an appropriate way around the school, the member of staff may judge there is a need for the student to be supervised over a break and/or lunch time. A 'MOVE' warning will be recorded on Class Charts.

#### STAGE 3 – REMOVE

If a student triggers the third stage of '**REMOVE**', the teacher will call the Duty Teacher to remove the learner to Faculty Isolation. The learner should be provided with work wherever possible and will be taken to the allocated room for the remainder of the lesson. The teacher will issue a 50-minute detention through Class Charts.

Following a Stage 3 '**REMOVE**', prior to the student's next lesson, the class teacher is responsible for contacting parents to discuss the removal from class. The class teacher will also seek to meet with the student for a restorative conversation to ensure a positive start to their next lesson.

If a student continues shows either continued or serious disregard of expectations around the school, a member of staff will issue the student with a detention or isolate them as required and record this in line with school systems.

#### **STAGE 4 – ISOLATION**

Isolation is an extremely serious sanction. This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A student will be placed in isolation for:

- 6 written comments in a week
- 3 removes / detentions in a half term
- If school expectations have not been met in faculty isolation, or
- By a Head of Year or member of the SLT as a result of situation or identified misdemeanour (Appendix 2) The

first period of isolation will be for the equivalent of one full day from the start of the isolation.

If a student is isolated, the Pastoral Manager will meet with the student to discuss the behaviour(s) which led to the isolation; the Pastoral Manager will also contact the parent / carer.

#### **STAGE 5 – FACULTY REPORT**

A student will be placed on Faculty Report (where behaviour relates to one subject only) / Pastoral Manager Report, in the event of receiving:

- 3 occasions in faculty isolation for one subject or at the discretion of the Faculty Leader (Faculty Report)
- 3 occasions in school isolation or at the discretion of the Pastoral Manager (Pastoral Manager report)
- The duration of this report will be three weeks, after which a review will take place. The purpose of this report is to ensure and communicate clear, measurable targets to secure improvement. If the Faculty Leader / Pastoral Manager judges that a student has failed to make satisfactory improvements, the report will continue for a further three weeks, after which a review will take place. If satisfactory improvements have not been made, a Head of Year (IBP) Report will be initiated.

#### **STAGE 6 – PASTORAL REPORT (IBP)**

A student who persistently fails to meet targets set on a Faculty Report, or who commits a particularly serious misdemeanour, will move to Stage 6. At this stage, an Individual Behaviour Plan (IBP) planning meeting will take place with parents and targets for improvement will be agreed. These targets will form the Pastoral Report. A Pastoral Report (IBP) will be for an initial period of three weeks, after which there will be a review with parents / carers. If a student to make satisfactory improvements, the report will continue for a further three weeks, after which a review will take place. If satisfactory improvements have not been made a Senior Leadership Team Report will be initiated along with a Pastoral Support Plan (PSP).

#### **STAGE 7 – SENIOR LEADERSHIP TEAM (PSP) REPORT**

A student persistently who fails to meet the targets set on their Pastoral Report (IBP), or who commits a particularly serious misdemeanour, will move to Stage 7. At this stage, a Pastoral Support Plan (PSP) planning meeting will take place with parents and where appropriate other agencies. At this meeting, targets for improvement will be agreed. These targets will form the SLT Report.

### **8.3 Sanctions**

At each stage a range of sanctions are available.

#### **Detentions:**

- Homework catch up detentions and punctuality detentions are held at lunchtimes. Sufficient time will always be given to eat lunch and use the toilet.
- Any student who misses a lunchtime detention will move up to an after-school detention.
- All behaviour detentions are held on an evening and last for 50 minutes.
- The school reserves the right to invoke same day detentions where necessary to ensure prompt completion of sanctions. Parents will be informed of this at the earliest opportunity.



- Parents/carers will be informed of any detention via ClassCharts.
- Any student who misses an after-school detention will move to an SLT detention on a Friday evening until 4:05pm.
- If a student receives a detention, the member of staff will record this in line with school systems.
- If a student receives a third detention in one week, parents/carers will be contacted by the Pastoral Team to discuss the severity of the situation and the consequence of further school detentions being received.

### **Isolation**

- The Isolation Room will be a functional and purposeful environment. Mobile devices will be handed in before entry into the room.
- The Isolation Room is staffed by experienced staff.
- A student placed in The Isolation Room for a 'one off' incident will remain there for an equivalence one or two full school days.
- A student who works satisfactorily or better will re-join their normal timetable following the Isolation; a record of the period of isolation will be recorded on the student's file. A student who fails to work or respond in an acceptable manner will repeat all or part of the isolation period.
- Lunch and break will be taken in the Isolation Room; at no time will the student be allowed to socialise with others.

### **Extended periods of Internal exclusion, Fixed Term Suspension or Permanent Exclusion**

A student who persistently fails to follow The Wolfreton Way or who has committed a particularly serious misdemeanour will be at risk of a higher level of sanction. At this stage, a decision will be taken as to whether an extended internal exclusion in the school or at one of the Trust schools, a fixed term suspension or a permanent exclusion is required in consultation with the SLT lead, and for suspension / exclusion the headteacher.

#### Internal Exclusion

Internal exclusion will normally be hosted either in Isolation, in Rushanje House, or at one of the Trust schools. The student will be required to hand in their mobile devices for the duration of the day.

Internal exclusion ensures that the student tackles work, meets targets and can continue to learn however they have no social interaction.

#### Fixed Term Suspension

The headteacher will consider whether a student should be suspended for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the suspension. In the headteacher's absence, a Deputy Headteacher is delegated the authority to issue a fixed term suspension.

Prior to making any decision on fixed term suspension, the Headteacher will consider the circumstances of the exclusion and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the incident.

The School Exclusion Policy should be referred to for further information.

When a student is suspended, parents / social workers and the virtual school (if applicable) will be notified without delay.

On return to the school following a period of fixed term suspension, a reintegration meeting will be held with parents before returning to mainstream lessons.

#### **Direction of Education to an Alternative Provider**

In extreme cases, where all avenues of support have been exhausted, support from a specialist behaviour

provision may be explored, this is called 'Direction of Education'. The Local Governing Board may direct a student off-site to an alternative provider to improve their behaviour. Directing a student off-site means to require the student to attend a site other than the normal school site to receive their education.

Whilst attending an alternative provider under a Direction of Education, the student remains on Wolfreton's roll and the Local Governing Body remains responsible for them. During any such placement the Local Governing board will arrange for the student to continue their education in at least the minimum core subjects of English, maths and science, with additional options as agreed. Where possible the Local Governing Body will make arrangements for the student to continue their full curriculum. However, this will not always be possible depending on the nature and duration of the placement and the specific subjects the student may be studying.

The Local Governing Body will provide parents and carers with clear information relating to the expected length of the placement and how the placement will be reviewed. The Local Governing Body reserves the right to extend the length of the placement following the initial period if the student's behaviour has not improved to an acceptable standard. Alternative action may be considered by the Local Governing Body at this stage. The Local Governing Body and the Headteacher will consult the students parents or carers before directing the student off-site. Where the Local Governing Body direct a student off-site, they will provide the parents and carers, or anyone with parental responsibility, clear information on:

- The reasons for the placement
- The objective(s) of the placement
- The expected length of the placement
- The location of the placement
- When and how the placement will be reviewed (reviews shall take place at least every 12 weeks)

This information will be communicated at least 48 hours before the placement is due to start. If the student has a statement of special educational needs or an Education, Health and Care Plan, the Local Governing Body will also inform the Local Authority.

At the end of any placement, the Local Governing Body will provide the parents and carers, or anyone with parental responsibility, clear information on:

- The outcome of the placement
- An assessment of any change in the student's behaviour
- A report on the student's academic progress during the placement, having appropriate regard to the duration of the placement
- Where the student will be reintegrated into the main school site, a plan for reintegration including when the student must return to school, details of any phased return and details of any additional support that will be provided to the student.

For the avoidance of doubt, any off-site alternative placements are at the discretion of the Local Governing Body. The Local Governing Body may use any other powers to address issues with a student's behaviour.

### **Permanent Exclusion**

A decision to exclude a student permanently should only be taken:

- In response to a serious or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school (DfE 'Exclusion from maintained schools, academies, and pupil referral units in England').

The headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug

- Possession of an illegal drug
- Possession of an illegal drug with intent to supply
- Possession of drug paraphernalia
- Carrying an offensive weapon
- Making a malicious serious false allegation against a member of staff
- Potentially placing members of the public in significant danger or at risk or significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The headteacher will make all decisions about permanent exclusions.

Prior to making any decision on fixed term permanent exclusion, the Headteacher will consider the circumstances of the final incident and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the incident.

Please refer to the School Exclusion Policy for further details.

#### **8.4 Lunchtime exclusion**

A student whose behaviour at lunchtime is disruptive may be excluded from the school premises or kept in the Isolation Room for the duration of the lunchtime period.

#### **8.5 Off-site behaviour**

A student's behaviour outside the school, on school business, for example when taking part in any school organised or school related activity, including visits to partner institutions, educational visits, sporting activities or work experience, is subject to this Positive Discipline Behaviour Policy.

Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in the school.

For behaviour outside the school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or where it could:

- could have repercussions for the orderly running of the school
- pose a threat to other students or members of the public
- could adversely affect the reputation of the school.

If a student's behaviour in the immediate vicinity of the school or on a journey to and from the school is poor and meets the criteria for exclusion, then the Headteacher may decide to exclude. This is also included in the criteria for permanent exclusion. Incidents of cyber-bullying or other online behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of 'Off-site Behaviour'.

Sanctions will only be applied when the student is on the school premises or when the student is under the lawful control of the staff member.

#### **8.6 Remote learning**

- In the event that students are required to learn remotely, learners continue to be expected to adhere to this policy in their interactions with staff and other learners.
- The school expects students who are learning remotely to uphold good behaviour at all times and to:
  - Complete the work that has been set and to the best of their ability.
  - Keep all communication polite and appropriate.
  - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
  - Report any issues, including harassment or bullying from their peers, to their teacher.
- The school recognises that some sanctions are unable to be given to students learning remotely and that

adjustments to the actions outlined in this policy may be in place.

- Where discipline must be deferred until the student returns to the school, a member of the pastoral team will inform the student's parent.

### **8.7 Hygiene and infection control**

- Where a risk assessment is in place for hygiene and / or infection control purposes e.g., the School Coronavirus (COVID-19) Risk Assessment, students must follow this in order to enforce adequate and practical measures to protect the health and safety of both staff and students.
- The school prohibits students from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection e.g., purposefully disposing of soiled tissues or face coverings in an unsafe manner.
- Students whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- Reasonable adjustment to this policy will be used for students who are deemed unable to fully adhere to infection control rules e.g., some students with particular SEND.

### **8.8 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **8.9 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

### **8.10 Searching and confiscations**

Any prohibited items (Appendix 4) found in a student's possession will be confiscated. These items will not be returned to students.

We will also confiscate:

- Any item which is harmful or detrimental to school discipline. These items will be returned to student after discussion with a member of the SLT and parents, if appropriate.
- Mobile phones used on -site. A student will be able to collect this at the end of the day.

Searching a student is conducted in line with the school policy, which follows DfE's guidance.

## **9. Support for students**

It is essential that the school works with parents / carers, and outside agencies to support students who are persistently failing to meet our expectations. In our experience, when parents / carers and the school work together in partnership, we are most effective in being able to improve behaviour.

Pastoral teams and leaders will quickly identify students who need support.

Responses may include:

- Emotional Literacy Support Assistant (ELSA) intervention
- Trust Mental Health Support Team
- Faculty Report
- Time in Rushanje House
- Time at The Hub School (offering specialist services for students with social, emotional and behavioural difficulties)
- Period at an alternative Behaviour Referral Unit
- Pastoral Report - Individual Behaviour Report (IBP)
- SLT Report – Pastoral Support Plan (PSP)
- Period of internal exclusion (IE) at a Trust school
- Off-site Direction to another establishment inline with DfE and East Riding Protocols
- Managed Move to another establishment inline with DfE and East Riding Protocols
- Alternative Provision e.g. Vocational (Commissioned) Place

Intervention may also be sought from a range of agencies including:

- SMASH (Social Mediation and Self Help)
- Educational Psychologist
- Early Help – Family Support
- Youth and Family Support Service (YFS)
- School Nurse Service
- Child and Adolescent Mental Health Service (CAMHS) Corner House
- Mind
- Kooth – online counselling
- Early Help and Safeguarding Hub (EHaSH)
- Social Services
- Safeguarding Children Board
- Local Policing Team
- Cruse Bereavement Care

### 10. Transition

- Changing schools can be an anxious time. We recognise this and work closely with staff, students and parents / carers.
- Students follow our in-year transition programme designed to support effective transition and secure continuity and progress for all young those joining us.

### 11. Typical Behaviour Tariff

<p>Typical behaviours which will result in a 'Warn' Comment</p>	<ul style="list-style-type: none"> <li>• Wearing coat / hat / scarf / hoodie / non-uniform jumper in the school building after 8:35am</li> <li>• Incorrect uniform</li> <li>• Not meeting the 'smart-business-like' standards including heavy make-up</li> <li>• Failure to bring essential equipment to the lessons</li> <li>• Missing or incorrect PE Kit</li> <li>• Lateness</li> <li>• Time wasting on way to lessons</li> <li>• Lack of effort in a lesson</li> <li>• Poor behaviour in lessons and around the school</li> <li>• Failure to bring homework</li> <li>• Inappropriate language</li> <li>• Moving inappropriately around the school; not keeping to the left in corridors and on stairs</li> <li>• Being out of bounds</li> <li>• Littering</li> <li>• Chewing gum</li> <li>• Eating/drinking on the move or in out of bounds areas</li> <li>• Mobile phones out (followed by confiscation until the end of the day)</li> <li>• Caffeinated energy drinks</li> </ul>
<p>Typical behaviours which will result in fast-tracking straight to detention</p>	<ul style="list-style-type: none"> <li>• Bringing the school into disrepute</li> <li>• Persistent breaches of the uniform policy</li> <li>• Bullying behaviour / abuse of other students</li> <li>• Graffiti</li> <li>• Truancy</li> <li>• Being removed from a lesson</li> <li>• Poor behaviour / defiance in lessons and around the school</li> </ul>

	<ul style="list-style-type: none"> <li>• In the presence of smokers including E-cigarettes / vapes</li> <li>• Multiple students in one toilet cubicle</li> <li>• Inappropriate use of technology, including phones/social media</li> </ul>
Typical behaviours which will result in fast-tracking straight to isolation	<ul style="list-style-type: none"> <li>• Inability to remove nail colour / inappropriate hair colour or cut</li> <li>• Persistent breaches of the uniform policy</li> <li>• Persistent truancy</li> <li>• Poor behaviour / defiance in lessons and around the school</li> <li>• Fighting (if aggressor)</li> <li>• Vandalism of property (student or school)</li> <li>• Smoking / E-cigarettes</li> <li>• Possessing / circulation of inappropriate images of others</li> <li>• Verbal abuse of staff</li> <li>• Persistent bullying behaviour / abuse of other students</li> <li>• Sexual harassment</li> </ul>
Typical behaviours which result in fast-tracking straight to exclusion (note this could be internal or external or permanent)	<ul style="list-style-type: none"> <li>• Unacceptable persistent poor behaviour</li> <li>• Persistent refusal to accept school sanctions</li> <li>• Malicious allegation against staff</li> <li>• Indecent behaviour</li> <li>• Actions which put the learner or others in danger</li> <li>• Physical abuse of/attack on students and staff</li> <li>• Possession / supply / misuse of drugs, alcohol or new psychoactive substances (NPS)</li> <li>• Verbal abuse of students and staff</li> <li>• Racial, homophobic, sexist, sexual or other discriminatory abuse or aggression</li> <li>• Serious actual or threatened violence against learner or staff</li> <li>• Theft</li> <li>• Carrying an offensive weapon</li> <li>• Arson</li> <li>• Vandalism / damage to property</li> </ul>
<p>This is not an exhaustive list and there may be other situations where the Assistant Headteacher - Behaviour and Pastoral Care, or another member of the Senior Leadership Team identifies or escalates a sanction, and where Headteacher makes a judgement that exclusion is an appropriate sanction.</p>	

## 12. Training and Support

**12.1** Training and Support will be provided by the AHT – Key Stage 3, AHT – Key Stage 4 and Deputy Headteacher – Pastoral. All new staff, including ECTs and ITTs will receive training in the Positive Discipline Behaviour Policy; support staff will also be introduced to the policy in a way required by their role. Supply staff will be provided with an overview sheet to enable them to follow school policy. All staff will be briefed on updates to the policy and training opportunities available.

CPDL support is available for all staff. CPDL can be provided for individuals or teams as need and request demands. Any member of staff can request additional support through their Line Manager.

### 12.2 Tracking Rewards and Sanctions

The Head of Year, Pastoral Team and the AHT – Key Stage 3, AHT – Key Stage 4 and Deputy Headteacher – Pastoral will track the awarding of rewards and sanctions in order to identify trends and where additional support may be required. All intervention provided as a result of such tracking will be supportive. Responses / support for identified staff needs will be bespoke but are likely to include:

- Behaviour management support through further training on Positive Discipline
- Lesson reviews to identify areas for support and coaching
- Tailored support provided or sourced by the school or the Trust.

With enthusiasm, commitment and teamwork in its truest sense, consistency is achievable. Should a member of the school community choose to 'opt out' of the agreed framework, it should be accepted that this would be addressed by a member of the SLT.

## Appendix 1: Behaviour Principles - Written statement

This document is not policy or practice, rather it is a statement to set out broad principles and values with regard to behaviour that is both expected and promoted within Wolfreton School and Sixth Form College.

The Local Governing Body believes this statement accurately reflects the School's ethos and that effective learning and development relies on good standards of behaviour. Actual, practical applications of these principles are led by the Headteacher and Assistant Headteacher – Behaviour and Pastoral Care, who will review cases in light of these principles and any relevant policies.

At Wolfreton, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

### Principles

Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Wolfreton School and Sixth Form College.

- At Wolfreton, our primary concern is that **all students feel valued and safe in the school enabling them to learn and to succeed** to the best of their ability; when behaviour does not meet expectations, actions are taken with the intention of upholding wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- **Excellence, Endeavour and Respect are at the heart of our ethos** and we are clear about how **we communicate expectations of behaviour and respect** to all members of our school.
- Expected behaviours and unacceptable behaviours are clearly defined through the Code of Conduct.
- The school's **Positive Discipline Behaviour Policy supports clarity and consistency**. Where sanctions and punishments are required and applied, they will be in line with The Positive Discipline Behaviour Policy and proportionate to the misdemeanour.
- The school works to promote high levels of engagement in all aspects of learning and school life; **students' efforts are recognised and rewarded** in and around the school at the discretion of staff, who will judge appropriately.
- All students, staff and visitors should feel safe in the school environment at all times as a result of **high quality of care, support and guidance**.
- In cases of problematic behaviour of students, the student's out-of-school circumstances and possible **special educational needs and disabilities will be taken into account**. Support is given along with any required sanctions.
- All members of the school community must be **treated inclusively** and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- **Any kind of violence, threatening behaviour or abuse will not be tolerated**, either between students, or by students/parents/carers towards the school's staff. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises.
- **Guidance on the use of reasonable force** will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the school policy.
- Staff and students will have a **mutual respect and tolerance of each other** with good manners and respect being at the heart of our relationships.

### General expectations

- All members of the school community should be aware of the Positive Discipline Behaviour Policy and The Wolfreton Way and other related policies that share expectations of behaviour, and all should agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and respectful behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.

- Each student receives behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and a student should report any case of bullying they experience or observe to school staff.
- All forms of sexual discrimination including sexual harassment, gender based bullying and sexual violence is not tolerated and should be reported.
- Students should support staff by showing good behaviour in the classroom and around the school, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the students and staff safe, designated members of the school's Senior Leadership Team and Pastoral Team will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Wolfreton community should understand that the school's emphasis is on encouraging and praising good behaviour and on supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all students and staff inside and outside of the school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Wolfreton School and Sixth Form College.



# The Wolfreton Way

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**Wolfreton learners are proud to be recognised for following...**

## Excellence

We aim to inspire, to be the best we can be



We aim to be the best we can be, always **focusing on learning** and responding **first time, every time.**

We are always **punctual, equipped** and **prepared to learn.**



We wear our **uniform correctly** and with pride at all times.

## Endeavour

We promote the qualities of determination and courage

We act with courage. We give **100% effort, do our best** and **never give up.**

**100%**



We are determined. We value and **respond positively to feedback** and act to **improve further.**



We **take responsibility** for our actions.

## Respect

We are firm advocates of friendship and equality

We are **respectful and safe.** We respect our school environment, equipment and all people.



We **listen, respond politely** and ensure **mobile phones and headphones are never seen.**

We value **friendship, equality and kindness.** We don't tolerate bullying or discrimination.



# The Wolfreton Way

Excellence. Endeavour. Respect.

## Rewards



Rewards 'EXTRAS'
Annual Celebrations Events
Headteacher Certificate
Cinema Night
Hot Chocolate Friday
Subject Recognition
Electronic Postcard

## Sanctions



The House Points table provides an overview for staff and students of the number of House Points required to achieve different levels of reward.

<b>Number of House Points</b>	<b>Award</b>
300	Bronze
600	Silver
1000	Gold
1500	Sapphire
2000	Emerald
3000	Platinum
4000	Diamond

Each year, rewards are agreed at each threshold. These may include:

- Jump the queue pass
- Vouchers
- Stationary
- School Photograph
- Discounted prom ticket
- Discounted year book

#### **Appendix 4: Prohibited Items**

(Extract from Behaviour and Discipline in schools: Advice for Headteachers, January 2016) Confiscation of inappropriate items

What the law allows:

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

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

2) Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs and new psychoactive substances
- stolen items
- tobacco and cigarette papers, E cigarettes
- fireworks
- offensive materials including pornographic, homophobic, racist and anything inciting hatred, material
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

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

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

## Appendix 5: Expectations for Outstanding Behaviour

Staff are expected to:	Students are expected to:
Before school	
<ul style="list-style-type: none"> <li>• Check all staff communication/updates</li> <li>• Have all lesson material prepared e.g. starter, lesson materials, spare equipment</li> <li>• Be at allocated <b>duty points</b></li> <li>• <b>Greet students</b> warmly upon their arrival into school</li> <li>• At allocated duty points, <b>remind</b> students/sanction for uniform/other where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to school on time</li> <li>• Ensure mobile phones are put away before entering the school grounds</li> <li>• Greet teachers upon your arrival to school</li> <li>• Walk bikes on school grounds; lock your bike in your year group locked store</li> <li>• Be on site by 8:30am latest - if late, report to the late gate where you will receive a same day detention</li> <li>• Be wearing the correct uniform and be prepared for learning. Attend the Prepared for Learning store to rectify missing items</li> <li>• Access your locker by showing your Planner Pass between 8.15am and 8.25am.</li> <li>• Have a school bag with all your expected equipment: planner, exercise books, blue / black pen, pencil, ruler, eraser, calculator</li> <li>• Mentally prepare for a day of learning</li> </ul>
Morning line-up	
<ul style="list-style-type: none"> <li>• <b>Head of Year/Pastoral Manager</b> to be present at <b>Roll Call for 8.15am</b> to welcome and supervise students</li> <li>• <b>Tutors</b> to be present at <b>Roll Call by 8.30am</b></li> <li>• Head of Year/Pastoral Manager to <b>blow a whistle and raise their arm</b> to indicate silence, thanking staff and students once silent</li> <li>• Tutors to ensure students are in <b>alphabetical order</b>, facing forward, in silence</li> <li>• Head of Year indicates the <b>start of checks</b>: <ul style="list-style-type: none"> <li>○ Uniform (including jewellery)</li> <li>○ Equipment checks (planner / pen) - Any non-permitted jewellery removed and put in envelope in P4L trolley</li> </ul> </li> <li>• Tutor gives pen / planner page, <b>completes tracker</b> and updates Class Charts</li> <li>• Staff walk the line to check students have the right uniform and equipment – issue sanctions accordingly</li> <li>• Head of Year dismisses, and tutor <b>leads their group</b> (from the front) in <b>single file</b></li> </ul>	<ul style="list-style-type: none"> <li>• Be at roll call by 8.30am and form an alphabetical line within your tutor groups (unless instructed otherwise)</li> <li>• Respond immediately when the Head of Year / Pastoral Manager blows the whistle and raise their arm to indicate silence</li> <li>• Remove jacket, put your bag on the floor and have your planner and pen in your hand ready for inspection. Remain silent and await instructions</li> <li>• Listen to announcements made and take a mental note</li> <li>• Walk sensibly with your form tutor in single file to tutor time</li> </ul>
In lessons	
<ul style="list-style-type: none"> <li>• Greet students at the door as they enter the classroom using their names</li> <li>• Direct students to commence starter activity</li> <li>• Ensure uniform standards (any non-permitted jewellery or visible phones should be confiscated and given to the duty teacher)</li> <li>• Ensure that planners and equipment are on the desk and bags are on the floor</li> <li>• Praise students publicly and log House Points on Class Charts</li> <li>• Log sanctions on Class Charts and in planner with verbal explanation</li> <li>• Take register and record any lates within 15 minutes</li> <li>• Use hand signal with countdown when silence is required</li> <li>• Use ASAP (<b>A</b>ttention to teacher, <b>S</b>it Up, <b>A</b>rms on tables, <b>P</b>ens down) when required</li> <li>• Use <b>Warn, Move, Remove</b> (WMR) for all negative behaviour</li> <li>• Sanction privately (where possible). Where appropriate use the W, M or R allowing students take-up time to reset their behaviours (this can be discussed at a more appropriate time)</li> <li>• Use Class Charts 'On Call' to remove student from class</li> <li>• Share reminder of the end of lesson / transition expectations</li> <li>• Ensure students stand behind chairs in silence and wait to be dismissed by row</li> <li>• Only allow students to go to the toilet in an emergency, log on Class Charts and in the student planner</li> <li>• Request emergency first aid only if required. In non-emergency situations students should be sent to first aid at break and lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Line up silently against the classroom wall if your teacher is not present</li> <li>• Place planner and equipment on your table and begin starter activity</li> <li>• Listen for your name in the register and respond to your name in the register followed by Miss or Sir.</li> <li>• Respond first time every time to hand signal/countdown/ASAP – remain silent and await instructions</li> <li>• Follow teacher instructions with no questioning back when given a W, M or R (this can be discussed at a more appropriate time)</li> <li>• Use take-up time to reset behaviours</li> <li>• Be proactive in engaging with the lesson</li> <li>• Ensure active listening and only one voice at all times</li> <li>• Have a note in planner if out of lesson</li> <li>• Use the toilet facilities at break and lunchtime only unless in an emergency</li> <li>• Only attend at First Aid at break or lunchtime unless in an emergency</li> </ul>

During break and lunch	
<ul style="list-style-type: none"> <li>• Arrive promptly to duty points</li> <li>• Engage with students, actively scanning and praising/sanctioning and adjusting where appropriate</li> <li>• If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school</li> <li>• Ensure no students are in undesignated areas without written permission</li> <li>• Encourage students to walk with purpose at movement time</li> </ul>	<ul style="list-style-type: none"> <li>• Interact positively with staff and peers</li> <li>• Stay in the designated areas unless you have a valid note in their planner</li> <li>• Report to a member of staff any negative behaviour or bullying</li> <li>• Queue sensibly for food outlets</li> <li>• Ensure you are seated when eating in designated areas indoors</li> <li>• Eat only in designated areas / no eating on school corridors</li> <li>• Ensure all litter is placed in the bin</li> </ul>
During transition	
<ul style="list-style-type: none"> <li>• If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school</li> <li>• Praise pupils who are following transition expectations</li> <li>• Challenge any student not in lessons asking for planner, send back if no planner</li> <li>• Encourage pupils to walk with purpose at movement time</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with purpose to your lessons following the one-way system without pushing, running or shouting</li> <li>• Refrain from eating in the corridors and toilet areas</li> <li>• Respect the environment</li> <li>• Respect each other's personal space</li> <li>• Report any concerns to members of staff</li> <li>• Keep conversational noise levels to a minimum</li> </ul>
After school	
<ul style="list-style-type: none"> <li>• At the end of the last period check for after school sanctions</li> <li>• Escort each student to detention/interventions if applicable</li> <li>• Be on time for your duties</li> <li>• Be on corridors/stairwells daily to ensure smooth dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Follow your teacher to detention/interventions if applicable</li> <li>• Leave the school immediately unless involved in a sanction or after school activity</li> <li>• Respect the neighbourhood and wear your uniform with pride</li> <li>• Crossroads where safe to do so and follow the highway code when cycling</li> <li>• Respect other members of the community including whilst on public transport</li> </ul>
Technology and social media	
<ul style="list-style-type: none"> <li>• Ensure phones are away when supervising students unless in an emergency</li> <li>• No photographs or messages about work should be placed onto any social media platform</li> <li>• Be aware of your social media presence (staff Code of Conduct)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that mobile phones/headphones are not used from entering the school grounds to leaving the school grounds, unless permission is given by a member of staff</li> <li>• Smart watches should not be used for anything other than telling the time whilst on school grounds</li> <li>• At no time in or out of school should you post or message anything inappropriate about a member of the school community (student or staff)</li> <li>• Report to any member of staff any inappropriate posts you have seen.</li> <li>• Check and adhere to age restrictions on social media</li> </ul>
Toilets	
<ul style="list-style-type: none"> <li>• Remind students to use the toilets at break and lunchtime</li> <li>• Monitor the toilet area in your corridor</li> <li>• Sanction in line with policy and record in Student Planner and on Class Charts</li> <li>• Only allow students to go to the toilet in an emergency, log on Class Charts and in the student planner</li> </ul>	<ul style="list-style-type: none"> <li>• Know when toilets are available for use - before school, breaktime, lunchtime</li> <li>• Know school sanctions will be applied if behaviour expectations are not met</li> <li>• Ensure only one student per cubicle</li> <li>• Leave the toilet area straight away after use</li> <li>• Not eat or drink in the toilet areas</li> <li>• Respect the school environment and leave toilet facilities clean</li> </ul>
In the community	
<ul style="list-style-type: none"> <li>• Report any student behaviour that does not meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Be respectful, considerate, and polite to all members of the community in person (including on public transport) and online</li> <li>• Respect the neighbourhood and wear your uniform with pride</li> <li>• Know any inappropriate behaviour outside school may still be sanctioned inline with the behaviour policy</li> </ul>