

The Wilnecote School

Behaviour and Discipline Policy 2026 (including Code of Conduct and Anti Bullying Policy)

Member of leadership team with lead responsibility for oversight and update of policy	Mr L Thomas
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Approved at Governing Body	September 2026
Policy review cycle	Annually
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Behaviour and Culture in Community Academies Trust Schools

The Community Academies Trust (CAT) approach to behaviour and culture is founded on the principle of high expectations and high regard, applied in equal measure.

Our schools are proud to set high standards for behaviour, with the expectation that:

- interactions are respectful at all times and in all places;
- bullying, discrimination, harassment and violence are never tolerated;
- high-quality teaching and learning are the norm, given their fundamental link to positive behaviour.

We believe that school culture is the foundation of successful pupil behaviour. We define school culture as:

The shared values, relationships and behaviours of pupils, staff and families.

It is the way the school feels, because of the way everyone behaves.

We believe that every child should feel safe and valued, confident that they belong within their school community.

Our non-negotiable shared values

- Every pupil has the right to learn;
- Every teacher has the right to teach without disruption;
- All members of our school and trust community are expected to take responsibility for their actions;
- When behaviour falls short of expectations, we seek to understand the child and support them to make better choices.

What our relationships look like

Strong and trusting relationships between pupils, staff and families create the consistency and positivity needed for children to thrive. In all CAT schools we:

- have high expectations of and high regard for every member of our community;
- respect each other by noticing, understanding and valuing our similarities and differences;
- ensure every child is recognised, respected and treated with dignity and care;
- follow trauma-informed, inclusive approaches, recognising individual needs;
- commit to ensuring excellence in our behaviours and attitudes.

What to expect from a CAT school

In all our schools we:

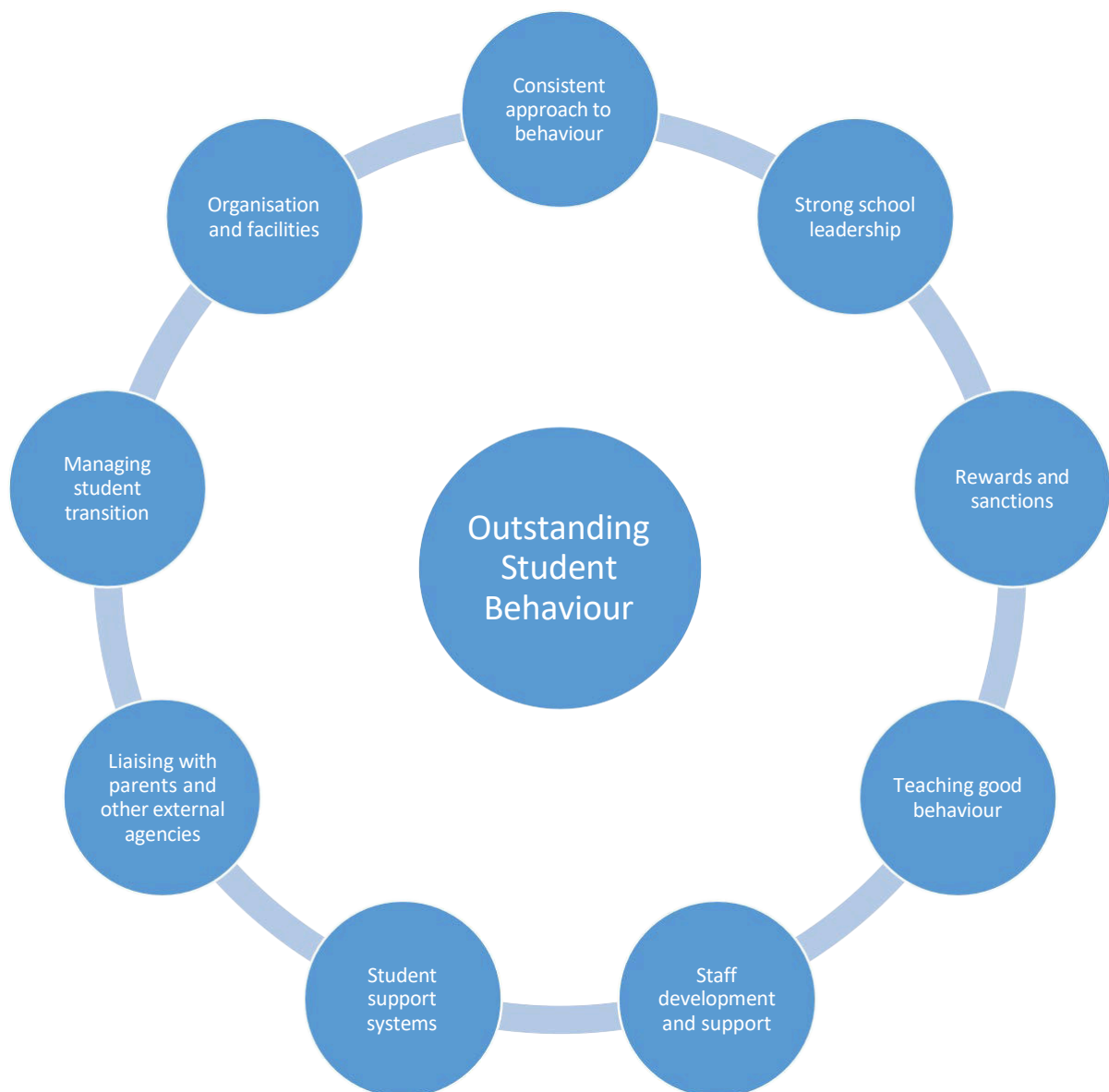
- promote and celebrate good behaviour through recognition and rewards;
- use restorative approaches, including restorative conversations, wherever appropriate;
- work collaboratively to repair relationships, rebuild trust and move forward positively;
- prioritise inclusion by recognising that behaviour is often influenced by educational needs, disabilities, vulnerabilities and physical or mental health. Wherever possible, we adapt our approaches to meet individual needs, ensuring all pupils are in the best position to succeed.

Through high expectations and high regard for one another, we build strong relationships and a shared sense of responsibility, creating the conditions for every child to flourish.

1. INTRODUCTION

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Wilnecote School. It includes our *Code of Conduct for Students* and our *Anti – Bullying Policy* which outline the rules and guidance which we expect everyone to follow. The policy should be read in conjunction with our ‘Ensuring Excellence’ document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



2. RATIONALE AND EXPECTATIONS OF OUR STAFF

Our Behaviour Policy aims to promote high standards of behaviour, positive relationships and a calm, safe and supportive environment in which all students can learn, achieve and develop. The policy is designed to support students to develop self-discipline, responsibility and an increasingly secure understanding of the impact of their behaviour on themselves and others.

We are committed to:

- Teachers having high expectations, being positive role models and working hard to form strong relationships with the young people they teach.
- Recognising and rewarding students who go the extra mile in lessons and outside the classroom, creating positive role models who help motivate others.
- Increasing student achievement and reducing low-level disruption through clear communication, strong relationships and a consistent system that enables teachers to recognise positive behaviour and respond appropriately to poor behaviour.
- Maintaining strong communication with families so that they can support their child, celebrate successes and work constructively with the school when their child is experiencing difficulties.
- Identifying students who are a cause for concern or who are struggling and ensuring that appropriate systems and structures are in place to support them in changing their behaviour and achieving positive outcomes. This may involve teachers, team leaders, pastoral staff, SEN and Inclusion staff, parents/carers and external agencies as appropriate.
- Applying behaviour expectations fairly, consistently and proportionately, recognising that consistency does not necessarily mean treating every student identically.
- Considering the individual circumstances of students, including special educational needs and disabilities (SEND), safeguarding concerns, medical needs and other relevant factors when determining an appropriate response to behaviour.

Staff Expectations

To support learning and behaviour in lessons, and as part of recognised best practice, teachers will actively:

- Meet and greet students in a positive manner at the classroom entrance.
- Check that students are wearing the correct uniform and are appropriately presented.
- Employ a carefully prepared seating plan to help students work to their potential, adapting it where appropriate.
- Deliver well-planned and prepared learning opportunities that engage, challenge and enable students to be successful.
- Employ the Universal Approach to support all students in accessing the curriculum and achieving their potential.
- Praise and actively reward students when they work hard, demonstrate positive behaviour and try their best.
- Employ a range of appropriate classroom strategies when students are not responding as expected, underpinned by clear communication and positive relationships.
- Demonstrate flexible consistency to bring students back on side, showing awareness of individuals, their needs and circumstances.
- Provide students with appropriate opportunities to modify their behaviour before consequences are escalated, where circumstances permit.
- Record significant or persistent behaviour concerns in accordance with school procedures.

- Consider whether behaviour may be connected to SEND, disability, safeguarding concerns, medical needs or other relevant circumstances and seek appropriate advice where necessary.
 - Plan appropriate time for homework to be communicated, recorded and supported where relevant.
 - Plan appropriate opportunities to recognise and reward positive behaviour.
 - Dismiss students on time and in an orderly and safe manner.
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3. CODE OF CONDUCT FOR STUDENTS

At The Wilnecote School, students are expected to treat others as they would wish to be treated themselves, showing courtesy, respect and consideration to fellow students, staff, visitors and members of the wider community.

The Code of Conduct exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere.

The Code applies on school premises and, where there is a sufficient connection with the school, to behaviour outside school. This includes behaviour when travelling to and from school, during school-organised activities, when representing the school and online behaviour where it affects the school community.

The school may take disciplinary action for behaviour outside school where permitted by law and where there is a sufficient connection between the behaviour and the school.

In Class

Students are expected to:

- Arrive at lessons punctually, respond appropriately to the teacher's established routines and enter the classroom in an orderly manner, ready to work.
- Abide by the rules of SLANT when in classrooms.
- Bring all necessary equipment so that they do not need to borrow from others. Students should have a bag with them every day and a pencil case containing at least two pens, a pencil, ruler, rubber, pencil sharpener and calculator, where required.
- Listen carefully to teachers, follow reasonable instructions and make a genuine effort to answer questions and complete tasks.
- Take part appropriately in class and group discussions, making their own contributions and listening respectfully to others.
- Work to the best of their ability and aim to complete all tasks. Students should demonstrate resilience and seek help when they are experiencing difficulty.
- Take pride in the presentation of their work.
- Ask for help if they do not understand or are unsure what to do.
- When working individually, concentrate on their own task and avoid unnecessarily disturbing others.
- When working as part of a group or team, support and cooperate with fellow students.
- Complete and submit homework within the timescales set by the school.
- Where homework is not completed, participate in appropriate educational intervention, which may include homework club or detention in accordance with this policy.
- Be aware of actions and targets set by teachers to improve performance and work towards achieving them.
- In practical areas, follow all safety rules and use appropriate safety equipment.

- Play their part in creating a positive atmosphere for learning.
- Leave lessons in an orderly manner.

Around School and in the Community

Students are expected to:

- Enter and leave school sensibly and safely.
- Ride bicycles responsibly when travelling to and from school and comply with the school's arrangements for bicycles on the school site. Students must walk bicycles while on the school site and store and secure them in the designated area.
- Walk safely in corridors, follow any one-way systems and take particular care on stairways.
- Use the toilet facilities designated for their year group and leave them clean and tidy.
- Help keep the school site and surrounding streets attractive by disposing of litter appropriately.
- Respect reasonable decisions made by staff and follow reasonable instructions.
- Comply with the school's mobile-phone and personal-device requirements.
- Finish eating and drinking before going to lessons and organise their time so that they are not late.
- Comply with the school's rules concerning food and drink.
- Not sell or supply items to other students on the school site unless expressly authorised by the school.
- Speak to members of the school community appropriately and respectfully. Verbal abuse, threats, discriminatory language and other unacceptable behaviour will be dealt with appropriately.
- Not smoke or vape on school premises or during school-related activities. The school may also take disciplinary action for smoking or vaping outside school where there is a sufficient connection with the school and the behaviour falls within the school's lawful disciplinary jurisdiction.

Serious Behaviour

Fighting, physical assault, serious threats of violence, possession or use of weapons, serious bullying, sexual violence or sexual harassment, possession or supply of illegal drugs, serious damage to property and other serious misconduct will be treated seriously.

Such behaviour may result in a range of consequences, including internal sanctions, suspension, off-site direction or permanent exclusion, where the relevant statutory requirements are met.

There is no automatic sanction or automatic exclusion for any particular type of behaviour. The response will depend on the circumstances of the individual case, the seriousness and impact of the behaviour, the available evidence, the student's age and understanding, previous behaviour where relevant, safeguarding considerations, SEND or disability-related considerations and any other relevant circumstances.

Behaviour Outside School

The school may take disciplinary action for behaviour outside the school premises where permitted by law and where there is a sufficient connection between the behaviour and the school.

This may include behaviour:

- When travelling to or from school.
- During school-organised activities or trips.
- When representing the school.
- While wearing school uniform or otherwise identifying themselves as a student of The Wilnecote School.

- Online or through social media where the behaviour affects the school community.
- Which poses a significant threat to the safety or welfare of students, staff or members of the public.
- Which materially affects the orderly operation of the school.

Where behaviour may constitute a criminal offence, the school may refer the matter to the police or other appropriate agency. The school will consider whether and how any disciplinary action may affect a criminal investigation.

Damage to Property

Deliberate damage to school or another person's property may result in a proportionate behaviour consequence.

Where appropriate and lawful, the school may seek reimbursement or other appropriate remedy for deliberate damage.

Internal Truancy

Students are expected to attend all timetabled lessons and remain in the appropriate supervised area unless authorised to leave.

Where a student misses a lesson without authorisation, the school will consider the circumstances, including any safeguarding concerns, before determining an appropriate response.

Leaving the School Site Without Permission

Students are expected to remain on the school site during the school day unless authorised to leave.

Where a student leaves the site without permission, the school will prioritise the student's immediate safety and safeguarding.

A disciplinary consequence may be applied following consideration of the circumstances, including the reason for leaving, the safeguarding risk and the student's behaviour when located.

Decision-Making and Evidence

For ordinary behaviour-management decisions, staff will make decisions based on the information reasonably available to them and will act fairly, consistently and proportionately.

Where a decision concerns suspension or permanent exclusion, the headteacher will apply the statutory framework. In deciding whether an alleged fact is established for the purposes of an exclusion decision, the headteacher will apply the balance of probabilities standard, meaning that the conduct is considered more likely than not to have occurred.

The student's views will be considered in accordance with their age and understanding unless it would not be appropriate to do so.

PERSONAL APPEARANCE AND PROPERTY

Students are expected to:

- Wear the correct school uniform, including the blazer.
- Follow the school's published Uniform Code regarding jewellery, makeup, hairstyles, footwear and other aspects of appearance.
- Not wear outdoor coats, scarves, gloves, hoodies or non-uniform sweatshirts around school except where expressly permitted.
- Refer to the school's published uniform requirements before purchasing clothing or other items.
- Look after their own belongings and respect the property of others.

The school will apply uniform expectations fairly and will consider reasonable adjustments where required by law, including where these are necessary because of disability, medical needs or other relevant circumstances.

MOBILE PHONES AND PERSONAL DEVICES

The Wilnecote School operates a mobile-phone-free environment throughout the school day.

Students must not use or access mobile phones during the school day unless specifically authorised by the school.

Devices should be switched off or placed in the manner specified by the school and must not be accessed without permission.

The same requirements apply to smartwatches and other personal smart devices where they provide similar communication or recording functionality.

A breach of the mobile-phone policy may result in the device being confiscated and an appropriate behaviour consequence being applied in accordance with this policy.

The school's mobile-phone arrangements are subject to reasonable adjustments and other lawful adaptations where required. This may include circumstances involving disability, medical conditions, safeguarding or other exceptional individual circumstances.

Where an exception is authorised, the school may specify when, where and for what purpose the device may be accessed.

The school may search for mobile phones or other devices where it has the relevant statutory authority and reasonable grounds to do so.

Students must follow any additional arrangements concerning personal devices when using toilet facilities or other designated areas.

SEARCHING AND CONFISCATION OF BANNED OR PROHIBITED ITEMS

To maintain a safe learning environment, students must not bring prohibited or unauthorised items onto the school site.

The school may confiscate items where permitted by law and by the school's published behaviour rules.

The school will exercise its statutory searching powers in accordance with current Department for Education guidance on searching, screening and confiscation.

Where the headteacher or an authorised member of staff has reasonable grounds to suspect that a student has a prohibited item, or another item which the school's published behaviour policy identifies as an item that may be searched for, the school may search the student or their possessions without consent, subject to the legal requirements governing such searches.

Items which may be prohibited or subject to the school's searching arrangements include, but are not limited to:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen property.
- Tobacco and vaping products.
- Fireworks.
- Pornographic images.
- Items which may have been used, or may be intended to be used, to cause injury, commit an offence or damage property.
- Mobile phones and other smart devices where identified in the school's published policy as items that may be searched for.
- Other items prohibited by the school's behaviour rules.

The school may also prohibit other items where it is lawful and appropriate to do so.

Searches will be carried out in accordance with statutory requirements, including requirements concerning who may conduct searches, when another member of staff must be present, student dignity and privacy, and the handling and return or disposal of confiscated items.

Parents/carers will be informed where required by law or where the school considers this appropriate, subject to safeguarding, confidentiality and the circumstances of the individual case.

INCLUSION AND ADDITIONAL NEEDS

The Wilnecote School is committed to an inclusive approach to behaviour management.

The school recognises that behaviour may be influenced by SEND, disability, communication difficulties, medical conditions, mental health needs, trauma, safeguarding concerns, adverse experiences or other individual circumstances.

The existence of SEND or disability does not automatically mean that a pupil's behaviour is caused by that need. However, where relevant, the school will consider whether SEND or disability has contributed to the behaviour and whether additional support, intervention or reasonable adjustments are required.

The school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014, including its duties concerning reasonable adjustments and SEN provision.

Reasonable adjustments may apply to behaviour expectations, sanctions, procedures or the way in which behaviour is managed where required by law.

Before imposing a significant sanction, particularly suspension or permanent exclusion, the school will consider relevant information concerning the student's SEND, disability, health, safeguarding circumstances and any other relevant factors.

A student will not be suspended or permanently excluded simply because the school considers that it cannot meet their SEND or disability-related needs.

The SENCo, Designated Safeguarding Lead, attendance lead and other relevant professionals will work together to coordinate support where a student's needs affect behaviour, attendance or wellbeing.

Where appropriate, individual support plans, risk assessments, reasonable adjustments or multi-agency approaches may be implemented.

PHYSICAL INTERVENTION AND REASONABLE FORCE

The school aims to prevent the need for physical intervention through effective behaviour management, positive relationships, appropriate support and de-escalation.

On rare occasions, staff may use reasonable force or another lawful restrictive intervention where this is permitted by law and is necessary and proportionate in the circumstances.

This may include circumstances where intervention is necessary to prevent injury, serious damage to property or serious disorder, or to maintain safety.

Physical intervention must never be used as a punishment or simply because a student refuses to comply with an instruction.

The school places significant emphasis on prevention, de-escalation and early intervention.

Any use of reasonable force or restrictive intervention will be recorded and managed in accordance with the school's relevant policy and current Department for Education guidance.

The school will consider the individual circumstances and needs of students, including SEND and disability, when planning for and responding to behaviour that may require restrictive intervention.

Further information is contained in the school's Physical Intervention and Positive Handling Policy.

DEALING WITH PERSISTENT POOR BEHAVIOUR IN LESSONS

Teachers will seek to de-escalate behaviour by providing appropriate take-up time and using calm, considered language that allows a student to reflect on their choices.

De-escalation strategies may be used at any point during the consequence process.

Where behaviour is persistent or escalating, staff will follow the school's consequence system unless the seriousness or circumstances of the behaviour require a different response.

4. REWARDS

We expect all students to behave well, work hard and achieve their full potential.

The school recognises that praise and positive recognition can support motivation, confidence and positive relationships.

There are many ways in which academic, sporting, social, cultural and personal achievements are celebrated.

At The Wilnecote School, rewards are used to:

- Recognise attendance, achievement, effort, service and leadership.
- Give positive encouragement to succeed and contribute.
- Enhance staff-student relationships.
- Improve students' sense of worth and self-confidence.

All staff should use reward systems to acknowledge achievement and positive behaviour.

Value Points

In classrooms, staff should aim for praise and positive recognition to outweigh consequences. The school's 80/20 principle is intended as a guide to maintaining a positive learning ethos rather than a rigid requirement.

Students may earn Value Points for:

- Going above expectations in terms of effort or perseverance.
- Demonstrating positive values.
- Good homework.
- Extracurricular attendance.
- Service to the school.
- Attending intervention classes after school.
- Positive attendance and punctuality.

The school is committed to increasing the profile of Value Points both in and out of the classroom.

The ClassCharts system may be used to inform parents/carers and students when positive Value Points are awarded.

The school will process personal information through ClassCharts and other systems in accordance with its data-protection obligations and applicable privacy information.

Verbal Praise

Staff should praise students regularly and appropriately. Verbal praise should be specific, sincere and proportionate and should recognise effort, achievement, improvement and positive behaviour.

Postcards and Letters of Praise

Staff may acknowledge student attitudes and contributions through postcards, letters or other forms of recognition.

Pastoral and curriculum leaders may send recognition home to congratulate students on excellent work, attitude, achievement or behaviour.

Celebration Assemblies and Events

Celebration assemblies and events may be held throughout the year to promote positive attitudes and recognise attendance, behaviour, effort and achievement.

Attendance recognition will take account of individual circumstances where appropriate and will not disadvantage students because of disability or other circumstances protected by law.

Display of Student Achievement

Student work may be displayed in classrooms and other school areas to celebrate achievement.

Where photographs, names or other identifiable information are shared publicly, the school will comply with its safeguarding, privacy and data-protection arrangements.

Social media and newspaper coverage will be managed in accordance with the school's applicable consent and safeguarding arrangements.

SLT Recognition

Tutors may refer students to their relevant SLT link for recognition of hard work, attainment, contribution or acts of kindness.

Phone Calls Home

Staff may make positive phone calls home to recognise students who have gone above and beyond in their work or contribution to school life.

Where appropriate, these contacts may be recorded on ClassCharts.

Year Group Celebration Assemblies

Termly events may be used to celebrate attendance, behaviour, sporting successes, music qualifications, extracurricular achievement and other achievements inside or outside school.

Annual Presentation Evening

Outstanding progress and achievement may be recognised at the annual presentation evening.

5. HOME AND SCHOOL COMMUNICATION – PARENTAL ENGAGEMENT AND SUPPORT

The majority of our students receive rewards throughout their time at The Wilnecote School because they continue to be well motivated, self-disciplined and hardworking.

Some students may experience difficulties during their school career. Changes in motivation, attendance or behaviour can have a variety of causes, and the school will seek to understand the individual circumstances where appropriate.

Whenever possible, the school aims to address behaviour concerns through early intervention, positive communication, support and appropriate consequences.

Where there are concerns about behaviour in class, a student may be placed on Daily Report so that behaviour can be monitored and parents/carers kept informed.

Where attendance is a concern, an Attendance Report may be used in accordance with the school's attendance procedures.

Students may also be placed on Subject Report where concerns are specific to a particular subject.

Parents/carers are encouraged to support the school's expectations and to work proactively with the school when behaviour concerns arise.

The school may ask parents/carers to support their child in attending behaviour interventions or meetings. However, the school retains responsibility for determining and implementing appropriate sanctions and will consider individual circumstances, safeguarding and the student's ability to travel home safely.

Where there is disagreement between the school and a parent/carer, this will not of itself result in alternative educational provision, off-site direction, a managed move, suspension or permanent exclusion.

Where an off-site direction or managed move is considered, the school will follow the relevant statutory framework and guidance and make decisions based on the student's needs and circumstances.

6. CONSEQUENCE SYSTEM

The school's Consequence System is intended to provide clear, proportionate and consistent responses to behaviour while giving students appropriate opportunities to make positive choices.

The normal classroom sequence may include:

1. Reminder of expectations and appropriate de-escalation strategies.
2. Clear verbal warning.
3. C1, with clear explanation of the behaviour concerned.
4. C2, with an appropriate opportunity to modify behaviour.
5. C3, normally resulting in a 30-minute detention.
6. Where appropriate, removal from the lesson to the Department Room for the remainder of the lesson.

Staff may adapt or bypass stages where the seriousness of the behaviour or circumstances make this necessary.

When delivering opportunities for students to make choices about their behaviour, staff will do so calmly and, where appropriate, restoratively. Staff will employ common language that emphasises choice and seeks to de-escalate situations.

Detentions

The majority of students complete their school careers without receiving an after-school detention.

Where a C3 is issued, the student will normally attend a 30-minute detention after school on the following school day.

Students will be supervised and given an appropriate reflection task and/or work relevant to the detention.

Before imposing an after-school detention, the school will consider relevant circumstances, including:

- The student's age and understanding.
- Safeguarding considerations.
- SEND or disability.
- Medical needs.
- Whether the student can travel home safely.
- Any other relevant individual circumstances.

Parents/carers will normally be informed of detentions through ClassCharts or another school communication system. Parental consent is not required for a detention where the school has the lawful power to impose it.

Where a student cannot safely or reasonably attend a particular detention, the school may make alternative arrangements.

If a student is absent from school on the day of the detention, the detention will normally be rearranged.

Failure to attend a detention without an appropriate reason may result in a further proportionate consequence.

C4

C4 detentions may also be issued for serious or persistent behaviour.

Examples include:

- Failure to attend a C3 detention without an appropriate reason.
- Continued or repeated lateness to school or lessons.
- Failure to complete a C3 detention appropriately.
- Behaviour considered more serious than a C3 but not requiring Internal Exclusion.
- Refusal to move to the Department Room following a C3 lesson removal.
- Internal truancy.
- Serious or persistent refusal to follow reasonable instructions.
- Being in a toilet cubicle with another pupil where this breaches the school's rules.
- Using an inappropriate toilet facility.

This list is illustrative and does not create automatic sanctions. The school will consider the circumstances of each incident.

7. CONSEQUENCE SYSTEM – INTERNAL EXCLUSION ROOM

The Internal Exclusion Room is used when an Internal Exclusion intervention is considered appropriate.

A student placed in Internal Exclusion will report to the Internal Exclusion Room at the required time and will undertake supervised educational work throughout the school day.

Appropriate, class-specific work will be provided.

Students may spend part of the day discussing the reasons for the intervention and identifying strategies for moving forward.

Students will be provided with appropriate comfort and toilet breaks and will be supervised in accordance with the school's arrangements.

Parents/carers will normally be notified through ClassCharts or another appropriate communication system.

Internal Exclusion may be used for repeated patterns of poor behaviour or serious behaviour which does not meet the threshold for suspension.

Examples may include:

- Repeated C4 consequences.
- Internal truancy.
- Walking away from a senior member of staff.
- Repeated refusal to follow reasonable instructions.
- Serious disruption.
- Other serious behaviour that falls below the threshold for suspension.

If a student refuses to attend Internal Exclusion or behaves inappropriately while there, the school may consider a further proportionate consequence.

Suspension will only be considered where the statutory requirements for suspension are met.

Internal Exclusion is not a statutory exclusion from school.

8. SUSPENSIONS

See CAT Suspension and Permanent exclusion Policy

9. OFF-SITE DIRECTION

To support a pupil to remain successfully in mainstream education and, where appropriate, to reduce the risk of suspension or permanent exclusion, the school may use off-site direction as a temporary behaviour-support measure.

Off-site direction is not a punishment for past misconduct. It is intended to support improvement in the pupil's future behaviour.

Off-site direction will be used in accordance with the statutory framework and current Department for Education guidance.

Where appropriate, the school will consider whether in-school interventions, targeted support and/or outreach support have been unsuccessful or are inappropriate before using off-site direction.

The governing board/proprietor will make the off-site direction in accordance with the applicable statutory requirements.

The pupil's individual needs and circumstances will be considered, including:

- SEND and disability.
- Health needs.

- Safeguarding.
- The pupil's views, having regard to their age and understanding.
- Any other relevant circumstances.

The nature of the intervention, its objectives and proposed maximum duration will be established at the outset and kept under regular review.

The pupil must continue to receive a broad and balanced education.

Notification

Parents/carers will be notified in writing in accordance with the statutory requirements and no later than the applicable statutory deadline before the placement begins.

The written notification will contain the information required by the statutory framework, which may include:

- The address of the educational provision.
- The person to whom the pupil should report.
- The number of days for which the requirement is initially being imposed.
- The reasons for and objectives of the off-site direction.
- Relevant start and finish times.

Where the pupil has an EHC plan, the local authority will be notified in accordance with statutory requirements.

Before the placement begins, Wilnecote School and the receiving setting will share relevant information necessary to safeguard the pupil and support the placement.

This may include information about:

- Attainment and academic needs.
- SEND.
- Health needs.
- Safeguarding.
- Current risk assessments.
- Effective support and risk-management strategies.

Supporting the Pupil During the Placement

Wilnecote School will maintain appropriate contact with the pupil, parents/carers and receiving setting.

Attendance, behaviour, progress and welfare will be monitored.

The pupil is expected to attend the placement in accordance with the agreed timetable and comply with the reasonable expectations and behaviour policy of the receiving setting.

The receiving setting should report attendance, progress, achievements and concerns to Wilnecote School in accordance with the agreed arrangements.

The school will continue to comply with its safeguarding, SEND and equality duties throughout the placement.

Reasonable adjustments and additional support required by law will continue to be considered and provided where applicable.

Review

The duration of an off-site direction and reintegration arrangements will be reviewed in accordance with statutory requirements.

Reviews will consider:

- Progress towards agreed objectives.
- Attendance.
- Behaviour.
- Safeguarding and welfare.
- SEND and health needs.
- Whether the placement should continue.
- What further support is required.

Parents/carers will be invited to contribute to reviews and the pupil will be supported to contribute their views, having regard to age and understanding.

The placement will not continue indefinitely without appropriate review.

Reintegration

The purpose of off-site direction will normally be to support successful reintegration into Wilnecote School and full-time education.

A reintegration strategy will be developed and reviewed throughout the placement.

This may include:

- Pastoral support.
- Mentoring.
- Personalised behaviour targets.
- Academic support.
- A trusted adult.
- Additional reasonable adjustments or SEND support.

Where appropriate, a reintegration meeting will take place. The pupil and parents/carers will be invited to participate.

Where a permanent transfer to another mainstream school is considered appropriate, this will be treated as a managed move.

A managed move is a permanent transfer and must be voluntary and agreed by all relevant parties, including parents/carers and the admission authority of the receiving school.

A managed move must not be used as a trial placement.

Concerns During Placement

If the receiving setting has significant concerns about behaviour, attendance, welfare or safety, it should contact Wilnecote School promptly.

Where necessary, an urgent review may be arranged.

The receiving setting should not terminate the placement solely at its own discretion without discussion with Wilnecote School, except where immediate safeguarding or safety considerations require urgent action.

Where a placement is no longer appropriate, Wilnecote School will determine the appropriate next steps in accordance with the statutory framework.

A serious incident during an off-site direction may result in consideration of suspension or permanent exclusion. Any such decision will be made separately and in accordance with the statutory framework.

Off-site direction itself does not constitute an exclusion.

10. PERMANENT EXCLUSION

See CAT Suspension and Permanent exclusion Policy

11. POOR BEHAVIOUR OUTSIDE SCHOOL

When dealing with an out-of-school incident, the relevant House Team will investigate and consult the Deputy Headteacher (Relationships) regarding the appropriate action.

Students may be disciplined for misbehaviour outside school where the school has lawful authority to do so and where there is a sufficient connection with the school.

This may include behaviour:

- During school-organised or school-related activities.
- Travelling to or from school.
- While wearing school uniform.
- Where the student is otherwise identifiable as a student of The Wilnecote School.
- Where the behaviour has a significant effect on the orderly operation of the school.
- Where the behaviour poses a threat to another student, staff member or member of the public.
- Where online behaviour has a significant impact on the school community.

The fact that behaviour occurs outside school does not automatically mean that disciplinary action will be taken. The school will consider the circumstances, evidence, connection with the school and proportionality of any response.

12. COMBATTING BULLYING

The Wilnecote School does not tolerate bullying.

Bullying is behaviour that is repeated or has the potential to be repeated, is intended to hurt, intimidate or undermine another person or group, and involves a real or perceived imbalance of power.

Bullying can be physical, verbal, relational, psychological or online.

The school recognises that a single serious incident may constitute unacceptable behaviour, harassment, discriminatory behaviour, sexual harassment, sexual violence, child-on-child abuse or another safeguarding concern even where it does not meet the school's definition of bullying.

Examples of Bullying

Examples may include:

- Physical assault or intimidation.
- Threats or threatening behaviour.
- Name-calling, teasing, insults or offensive language.
- Deliberate exclusion or isolation.
- Spreading malicious rumours.
- Cyberbullying.
- Online harassment or abuse.
- Repeated unwanted contact.
- Following or intimidating another student.
- Inciting others to behave negatively towards an individual.
- Deliberate conduct relating to a protected characteristic.
- Racist, religious or cultural abuse.
- Homophobic or biphobic abuse.
- Transphobic abuse.
- Sexist behaviour.
- Sexual harassment.
- Abuse relating to disability or SEND.
- Abuse relating to physical appearance or other personal characteristics.

The school will also respond appropriately to sexual violence, sexual harassment, discriminatory abuse and child-on-child abuse in accordance with its safeguarding procedures and Keeping Children Safe in Education.

Bullying Outside School

The school may take disciplinary action in relation to bullying outside school where it has lawful authority to do so and where there is a sufficient connection with the school.

This may include bullying:

- On the journey to or from school.

- On school or public transport.
- During school-related activities.
- Online.
- In the local community where it affects the school community.

Where appropriate, the school may contact the police or other relevant agencies.

What Should You Do if Bullying Is Taking Place?

Students are encouraged to report bullying or concerns about another student's welfare to a member of staff or another trusted adult.

If you are being bullied or know that someone else is being bullied:

- Tell a parent/carer or trusted adult.
- Tell your form tutor, Head of House or another member of staff.
- If the situation is urgent, tell the nearest member of staff.
- If you do not feel that your concern has been resolved, tell another trusted adult.
- Move away from dangerous situations and seek help.
- Do not join in with bullying.
- Do not encourage others to participate.
- Support students who may be isolated or experiencing bullying.
- Report concerns rather than attempting to resolve dangerous situations yourself.

A student who makes a genuine report or raises a safeguarding concern will not be penalised simply for doing so.

Information for Parents/Carers

Parents/carers may notice changes in their child's behaviour or wellbeing when they are experiencing bullying.

Possible signs may include:

- Reluctance to attend school.
- Changes in mood or behaviour.
- Unexplained injuries or damaged belongings.
- Changes in friendships.
- Anxiety or distress.
- Reluctance to discuss school.
- Changes in sleep or routine.
- Unexplained requests for money or possessions.

These signs do not necessarily mean that a child is being bullied, but they may indicate that further conversation or support is appropriate.

What Should Parents/Carers Do if They Think Their Child Is Being Bullied?

Parents/carers should:

- Talk calmly with their child.
- Listen carefully and reassure them.
- Record relevant information, including dates, locations, people involved and what happened.
- Reassure their child that they have done the right thing by reporting their concern.
- Encourage their child to report incidents to a trusted member of staff.
- Contact the school through the appropriate pastoral route.
- Avoid encouraging their child to retaliate physically or otherwise.

The school will take concerns seriously and investigate them appropriately.

Anti-Bullying Procedures

All students are encouraged to report bullying or concerns about another student.

All staff have a responsibility to promote the school's anti-bullying approach and respond appropriately to concerns.

Where an incident may involve safeguarding, sexual violence, sexual harassment, discriminatory abuse or child-on-child abuse, the school's safeguarding procedures will also be followed.

Staff who suspect bullying should:

- Reassure the student that their concern will be taken seriously.
- Ensure immediate safeguarding or safety concerns are addressed.
- Contact the relevant House Team as soon as reasonably practicable.
- Record relevant information on the school's electronic recording system.

Pastoral staff will investigate reported incidents proportionately and in accordance with the circumstances.

This may include:

- Speaking to relevant students.
- Taking statements or accounts where appropriate.
- Reviewing available evidence.
- Considering whether the behaviour meets the school's definition of bullying.
- Considering whether another form of misconduct or safeguarding concern is involved.
- Recording the outcome appropriately.
- Applying appropriate consequences.
- Informing parents/carers where appropriate, subject to safeguarding, confidentiality and the circumstances of the case.
- Providing support to affected students.
- Reviewing the situation after intervention.

Where evidence is conflicting, the school will make a reasonable decision based on the available evidence. The school does not apply the criminal standard of proof to ordinary internal behaviour investigations.

Sanctions and Support

Bullying in any form will not be tolerated.

The response will depend upon the individual circumstances, seriousness, impact, evidence and previous relevant behaviour.

Possible interventions include:

- Changes to seating arrangements.
- Increased supervision.
- Pastoral support.
- Restorative approaches where appropriate and safe.
- Behaviour interventions.
- After-school detention.
- Proportionate restrictions on access to particular areas or activities where lawful.
- Internal Exclusion.
- Suspension.
- Off-site direction.
- Permanent exclusion where the statutory test is met.

There is no automatic sanction for bullying.

The school will also consider the support needs of the student who has experienced bullying and any safeguarding concerns arising from the incident.

The school will monitor significant or repeated bullying concerns to identify patterns and consider whether further preventative, pastoral or safeguarding action is required.

Useful Websites

www.childline.org.uk

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.need2know.co.uk/beatbullying

www.diana-award.org.uk

www.upsideonline.co.uk

www.well4u.co.uk

Legal and statutory framework and policies referred to in this policy

DfE Behaviour in Schools guidance,

Suspension and Permanent Exclusion guidance (July 2026),

Keeping Children Safe in Education 2026,

Searching, Screening and Confiscation guidance,

Mobile Phones in Schools guidance,

Equality Act 2010

The Wilnecote School SEND policy

The Wilnecote School Safeguarding policy