



Statement of Procedures for Behaviour at Whitelands

Key Document Details

School Name: Whitelands Academy

Version no: 1

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Owner:

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Ratified date: 01/09/2025

Interim review date 01/09/2026

Next review date: 01/09/2027

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Statement of Procedures for Behaviour 2025

Our Vision

At Whitelands, we have exceptional standards in all that we do and foster our high expectations through strong relationships, collaboration, and our shared TRAITS values:

- **Tolerance**
- **Respect**
- **Ambition**
- **Integrity**
- **Teamwork**
- **Resilience**

Our behaviour procedures are grounded in our commitment to inclusion, consistency, and the shared voices of our staff and students. At its heart is relational practice—the understanding that respectful, authentic relationships are the foundation of excellent behaviour and meaningful learning. This approach not only supports the development of successful learners, but also helps shape responsible, compassionate adults.

At Whitelands, we aim to guide students through positive relationships and restorative approaches. However, there may be occasions where more formal consequences are needed to support a safe and respectful environment for all. Our high expectations apply not just during the school day, but also when students are off-site—such as travelling to and from school, wearing the school uniform, taking part in trips or visits, or representing the school in any way. Where behaviour outside of these times has an impact on the wellbeing of others, the smooth running of the school, or the reputation of our community, we will respond appropriately to ensure that our values and standards are upheld.

Relational Practice at Whitelands

- Relational practice means:
- Staff and students build mutual respect through consistent, kind communication.
- Conflict is seen as an opportunity for repair, learning, and reflection.
- Staff model the TRAITS values in every interaction.
- Accountability is shared through dialogue, not dominance.
- We prioritise connection before correction. This does not mean lowering standards—it means maintaining exceptional standards through trust and empathy.

Restorative Processes

When relationships are harmed, we commit to restorative processes that help all parties:

- **Acknowledge** what happened. We do this through respectful discussion, with calm voices and active listening.
- **Understand** the impact. We do this by using empathy, putting ourselves in others shoes and hearing how actions and words have landed.
- **Repair** the harm. We do this by taking ownership of our actions, acknowledging where we went wrong and reflecting on how we could do things differently.
- **Rebuild** trust. We do this with sincere apologies, forgiveness and having an understanding that we can all do better.

These sessions may include agreed actions, apologies (verbal or written), and restorative contracts to guide future conduct.

How TRAITS Shape Our Expectations ...

TRAIT	Positive Behaviour Example	Reward
Tolerance	Embracing difference Resolving disagreement through discussion Showing inclusivity through words and actions	2 Merits + Verbal Praise 3 merits + Star of the lesson, text home 5 merits + Star of the week, text home 10 Merits + Principals wall, text home 20 merit + student of the term, text home
Respect	Speaking politely to staff and peers using STEPS Following instructions; Active listening	2 Merits + Verbal Praise 3 merits + Star of the lesson, text home 5 merits + Star of the week, text home 10 Merits + Principals wall, text home 20 merit + student of the term, text home
Ambition	Equipped for learning, Positive attitude to learning, Curiosity and questioning, Completing homework on time; Participating actively in lessons; Producing excellent work, Participation in school event, external event or representation to a club standard or higher.	2 Merits + Verbal Praise 3 merits + Star of the lesson, text home 5 merits + Star of the week, text home 10 Merits + Principals wall, text home 20 merit + student of the term, text home
Integrity	Wearing uniform correctly, showing good punctuality, Owning a mistake; handing in a lost item; being honest about a poor choice	2 Merits + Verbal Praise 3 merits + Star of the lesson, text home 5 merits + Star of the week, text home 10 Merits + Principals wall, text home 20 merit + student of the term, text home
Teamwork	Leading a group task fairly; Helping organise a school event Supporting a peer Helping others, Contributing positively to group work and school life, Follow the one-way system, Behaving safely and sensibly in the building and school grounds	2 Merits + Verbal Praise 3 merits, Star of the lesson 5 merits, Star of the week 10 Merits, Principals wall
Resilience	Continuing to try after setbacks; Bouncing back after a sanction or exclusion Trying again after failure, accepting feedback, Improving attendance	2 Merits + Verbal Praise 3 merits, Star of the lesson 5 merits, Star of the week 10 Merits, Principals wall

Negative Behaviour Example	Sanction
1 demerit Lack of tolerance Pastoral Referral discriminatory comments, exclusion of others, bullying type behaviour	1 demerit 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation
1 demerit Chewing gum, littering Lack of respect, Pastoral Referral swearing, back-chat, hands-off violation, bullying type behaviour lack of cooperation	1 demerit 2 demerits – removal from lesson: Lunch detention and RP conversation where possible 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation
1 demerit Refusal to work (yellow card), lack of ambition, persistent lateness, incomplete homework, Pastoral Referral defacing book/poor presentation, truancy	1 demerit 2 demerits – removal from lesson: Lunch detention and RP conversation where possible 3 demerits – lunchtime detention 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation
Pastoral Referral Lying, cheating, hiding banned items, making false allegations, theft, mobile phone usage incorrect uniform, inappropriate use of social media	1 demerit 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation
1 demerit Failure to follow one way system Pastoral Referral Boisterous behaviour Dangerous behaviour	1 demerit 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation
1 demerit Giving up easily Avoiding feedback Pastoral Referral failing to engage in restorative practice	1 demerit 5 demerits – restorative task (2 lessons) 10 demerits – internal suspension and RP conversation 20 demerits (suspension) and RP conversation

Each week, student's achievements will be recognised via the House Points board. Merits – Demerits = House Points

Totals will be displayed and updated weekly showing the student's number of House points alongside their year group ranking.

Students have a positive house points balance to represent the school.

Additional rewards for students:

Students earn merits for all positive behaviour. This falls under the TRAITS but can be earned in other areas:

- TRAIT award of the term: 20 merits
- Representation of the school in sport: nomination for sports award: Bronze, Silver, Gold: 20 merits recognised annually

How it works for staff:

Staff can issue both positive merits and consequences by selecting the relevant TRAIT on Arbor.

- The system is designed to be positively weighted to promote encouragement and growth:
 - ◇ +2 points for positive behaviours
 - ◇ 1 point for minor negative behaviours

More serious behaviours will not be recorded solely as negative points. Instead, they will automatically trigger a **pastoral referral** for further review.

- Automated **communications will be disabled** for these incidents to ensure a more considered response.
- The incident will be **discussed in detail with the pastoral team**, and appropriate next steps will be agreed.
- Following this, **personalised communication will be made to parents or carers** by the relevant member of staff, providing a clear explanation of the incident and any actions taken.

Daily Review and Follow-Up:

Each day, the pastoral team will review referrals logged on Arbor.

- Follow-up actions may include:
 - ◇ Restorative conversations
 - ◇ Parent contact
 - ◇ Specific work to education around the area of concern
 - ◇ Behaviour support plans
 - ◇ Leadership involvement where necessary
 - ◇ Sanctions in proportion to the behaviour followed by support

This change helps us build a clearer picture of each student's character development and engagement with the TRAITS and ensures that our behaviour system reflects both high expectations and strong relational support.

Staff Commitment to Relational Behaviour Practice

All staff at Whitelands commit to:

- Greeting students warmly at the door.
- Using calm, non-confrontational language.
- Having restorative conversations after conflict or removal where possible
- Avoiding public shaming or sarcasm
- Reflecting on their own tone and actions, as we ask students to do the same.
- Use strategies like proximity, non-verbal cues, private correction, and positive framing before issuing sanctions
- Maintain professionalism and model adult behaviour—offering forgiveness is a vital part of the repair process, and drawing a clear line allows everyone to move forward positively

Inclusive, Fair, and Supportive

These procedures include adjustments for students with SEND or social/emotional needs, without lowering expectations. We will:

- Use information from student's pupil profile to inform our approach
- Seek support from students trusted adults and champions
- Use trauma-informed de-escalation where necessary. (PACE)
- Seek root causes for persistent behaviours.
- Provide targeted pastoral interventions and SEND support alongside sanctions through our student support panel
- Ensure consequences are proportionate, educational, and relational.

Detentions and Restorative Follow-Up

All detentions are served at lunchtime. Additional steps for relational repair will be used where possible and might include:

- Tutor or subject teacher restorative conversation before next lesson.
- Parents updated following the restorative process to focus on the positive outcome – this makes our interactions with families constructive and supportive.

How It Works for Students: Behaviour and the TRAITS

At Whitelands, our expectations haven't changed. We continue to uphold exceptionally high standards in everything—from uniform and punctuality to behaviour in class and around school.

What will feel different is the way we record and respond to behaviour. From now on, everything—both rewards and consequences—will be based on our Whitelands TRAITS:

- Tolerance
- Respect
- Ambition
- Integrity
- Teamwork
- Resilience

What this means for you:

- When you demonstrate the TRAITS in action—such as showing resilience in your learning, integrity when you make a mistake, or teamwork in group work—you will be rewarded with merits. These positive behaviours earn a minimum of +2 merits each.
- When things go wrong—such as not meeting uniform expectations, disrupting learning, or being removed from a lesson—this will result in a -1 point and a possible lunchtime detention. Detentions will be 20 minutes - you must come to detention first and will then be dismissed to get lunch. Students can either get food at break and eat at detention, or they can get food after the detention is over.
- You may also be asked to take part in a restorative conversation to help repair relationships or reflect on what happened. This is your chance to take responsibility and find ways to do better next time.
- Failure to attend detention or to meet detention expectations will result in a pastoral referral.

Our goal is to help you grow—not just academically, but as a person. By using the TRAITS, we want to help you recognise the choices you make and how they shape your success at school and beyond.

How It Works for Parents

Automated communication will be removed for negative behaviour. We will communicate more significant incidents with you once we have the full details and the intended action. This way, you will have all of the information you need from the right person. We aim to do this within 48 hours.

Section 1: Uniform and Equipment

1.1 Whitelands Uniform Expectations – Dressing for Success

At Whitelands, we believe that wearing the uniform with pride helps create a strong sense of community, readiness for learning, and high personal standards. Our uniform represents who we are—professional, focused, and proud to be part of the Whitelands family.

Here's what we expect:

- Blazers should be worn when moving around the school and to and from school, helping students present themselves smartly throughout the day. In lessons, blazers may be removed once a student has asked their teacher.
- Shirts should be neatly tucked in all the way round, with the top button fastened to maintain a smart appearance.
- Jumpers are optional, but if worn, must be the official school jumper.
- Ties (clip-on for ease and comfort) are to be worn at all times as part of the standard uniform.
- Skirts must be worn at knee-length. They should not be rolled at the waist to shorten them.
- Belts should be black and functional, without large buckles or decorations.
- Shoes must be smart, black, and leather-fronted. Trainers and boots are not part of our uniform and should not be worn. Sports branded shoes are not permitted.
- Hoodies, non-uniform jumpers, sports jackets and baseball caps are not allowed on site or during travel to and from school. These items should be left at home.
- Coats and hats should be removed when inside the school building, coats should be functional. Thin sports jackets are not viewed as coats.
- Jewellery is limited to a watch and/or one pair of small stud earrings in the lower lobe to maintain a neat and professional appearance.
- Only school-issued badges may be worn as part of the uniform.
- Hairstyles should be smart and natural in colour. Extreme styles or fashion statements are not permitted. Braids are welcome, as long as they match the student's natural hair colour.
- False eyelashes, piercings, painted or acrylic nails are not part of the school uniform and should not be worn.

1.2 Essential Equipment – Prepared for Learning

At Whitelands, we believe that being well-prepared each day sets students up for success. Bringing the right equipment not only supports learning but helps students develop strong habits of independence and responsibility.

To be ready for every lesson, all students must bring the following items each day:

- A scientific calculator
- A transparent pencil case containing:
 - ◊ A black pen
 - ◊ A spare black pen
 - ◊ A green pen
 - ◊ A pencil
 - ◊ A ruler
 - ◊ A rubber
 - ◊ A highlighter

All of these items must be kept in a clear pencil case and carried in the student's school bag, not in blazer pockets. This helps students stay organised and ensures that their equipment is accessible and ready to use in every lesson.

We understand that items can occasionally be forgotten, so students are encouraged to resolve any missing equipment before the start of the school day. Essential stationery items are available to purchase before school.

Tutor time equipment checks take place to support students in being ready for the day.
With your support, we can ensure that every student arrives ready to learn, every single day.

1.3 Banned Items and Safe Confiscation Procedures

At Whitelands, we work hard to maintain a safe, respectful, and focused learning environment. To help support this, certain items are not allowed in school. These rules are in place to protect the wellbeing of all students and staff.

If a student brings a banned item into school, we will confiscate it in line with our clear and consistent procedures. This applies regardless of who the item belongs to.

- Valuable items (such as mobile phones and electronic devices) will be stored securely and returned at the end of the day, parent contact will be made.
- Other banned items will be kept safely until parents are contacted to collect the item.

Please note that the school cannot take responsibility for loss or damage to personal belongings, including any item that has been confiscated.

We encourage all students to make responsible choices about what they bring into school and to speak to a member of staff if they are unsure whether something is permitted.

Below is a list of items that are not allowed in school:

- Use of Mobile phones (these must be off and inside a school bag)
- High value items and electronic items (MP3 players, air pods or headphones, iPads, or similar)
- All non-uniform items of clothing, including:
 - ◊ Hoodies and non-school jumpers
 - ◊ Baseball caps
 - ◊ Jewellery (except for a watch and a pair of small stud earrings)
- 'Energy' drinks
- Large quantities of confectionary beyond that which a student could reasonably consume on their own in a day
- Chewing gum
- Glass bottles and containers
- Toys, laser pens etc.
- Fireworks, bangers, firecrackers, etc.
- Drugs, tobacco, or alcohol, including any related paraphernalia
- Vaping equipment
- Pointed objects/blades
- Scissors
- Any item that is deemed by the Leadership Team to disrupt learning
- Any item deemed to be a weapon
- Any other item/substance that is prohibited by law

Section 2: Student Conduct

2.1 Conduct in the classroom

- If the teacher is not already at the classroom door to greet the class, students should line up outside the classroom in single file quietly. They should only enter the classroom when invited by the teacher.
- Students should arrive on time for lessons and should greet their teacher courteously.
- Students should be fully equipped for learning and should ensure that they are ready to take part in learning within a minute of entering the classroom.
- Students should always listen to their teacher and follow instructions first time without question.
- During the lesson, students should not leave the classroom without the teacher's permission.
- Students should speak using polite and positive language only.
- At the end of the lesson, students should not pack away their belongings until asked to do so by the teacher.
- Students should wait quietly behind their chair to be dismissed and should thank their teacher as they leave the room.

2.2 Conduct around the school

- Students should move quietly and in a controlled and considerate way throughout the school.
- Students should follow the one-way system through corridors and on staircases.
- Students should never run, push, barge, or shout. Swearing and slang language is not permitted.
- Students should remain in supervised spaces and should not enter areas that are off-limits.
- Students should be ready to help others by opening doors, standing back to let adults pass and generally showing patience, good manners, and courtesy.
- Students should move around the school individually or in small groups.
- Students should always place any litter in the bins provided.
- Students should respect school buildings, displays and property.

2.3 Conduct in assembly

- Students should enter the hall in silence and stand waiting in silence for the speaker.
- Students should listen carefully to the speaker and concentrate without talking or distracting others. They should face the front and look at the speaker.
- Students should celebrate the achievements of others in a formal and respectful manner.
- Students should leave the assembly in silence and proceed directly to their next destination.

2.4 Conduct at social times

- Students should be sensible, careful, and aware of other people in social areas.
- Students should not take part in dangerous games or activities which could cause injury or endanger the health and safety of others.
- Gambling of any kind is strictly forbidden.
- Students should not gather in large groups, as this may lead to boisterous conduct or may inadvertently intimidate other students.
- Food should only be eaten in designated eating areas.

2.5 Conduct in the dining hall

- Students should line up sensibly for lunch. There is to be no pushing into the lunch queue.
- Students should sit at the table to which they are directed to, by a member of staff.
- There should be no shouting across tables.
- Trays and plates should be returned so that the table is left clean and tidy for the next person. Any leftovers, bottles, rubbish etc. should be placed in bins provided.

2.6 Conduct at the start and the end of the school day

- Students should leave home and make their way directly to the school in the morning.
- Students should arrive at the school in good time, allowing an adequate buffer for potential transport delays.
- Students should be standing silently in their Tutor Group lines by the published start time. Any students not in their line at this time (e.g., students still arriving at the gate or walking to their lines) will be classified as late.
- Equipment and uniform checks will be conducted during Tutor Time.
- Students must be in a supervised area if arriving early or staying on site after the school day.
- Upon leaving the school, students should return straight home and change out of their uniforms.

2.7 Conduct in the community

Students are the public face of the school – they should be our best advertisement. The local community will form an opinion of the school based partly on students' behaviour whilst wearing the school uniform. Students must therefore display exemplary conduct whenever they are:

- travelling to and from the school;
- wearing school uniform (including on trips and visits);
- representing the school in their own clothes; and
- otherwise, identifiable as a member of the school.

Guidance from the Department for Education (DFE-00023-2014) makes clear that academies have the right to discipline students for misbehaviour outside of school whenever the above conditions apply. Furthermore, academies may discipline students for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

The school's Principal will develop a relationship with the local police to enable sharing of information about students. Our Community Code of Conduct outlines the following expectations of students outside of school:

1. Students should wear the full school uniform with pride on the way to and from the school.
2. Students should be mindful of the language that they use and the volume of their voices.
3. Students should queue in single file at bus stops and outside shops. They should allow members of the public onto buses first and should give up their seat to the elderly or to those who need it.
4. Students should walk in no more than double file in busy areas. They should be careful not to block the

pavements.

5. Students should respect the environment and not drop litter.
 6. Students should ride bicycles safely and sensibly. They should not ride them on public walkways.
 7. Students should not congregate in public areas before school. This includes in parks, outside shops or on estates. They should proceed directly from home to school before the school day.
 8. Students should not congregate in public areas after school. If they want to meet up with their friends, they should first return home and change out of the school uniform.
 9. Students should show normal respect to teachers when they see them outside of the school. Say "Good morning" or "Goodbye." They should follow any instructions, first time and without complaint.
- Any reports from members of the community will be investigated thoroughly. The school reserves the right to share photographs with specific members of the community to support positive behaviour in the local area.
- Any student who displays poor conduct whilst identifiable as a member of the school community will be considered to have brought the school into disrepute. In such instances, the school will use the full range of disciplinary actions up to and including permanent exclusion.

2.8 Conduct with others

It is paramount that respect and consideration are shown to all other students and adults. There is no excuse for personal, insulting, and hurtful comments directed at anyone or members of their family. This includes cussing and swearing.

There must be no form of intimidation towards others. This includes bullying, extortion of money, etc.

There will be no excuse for rudeness, disrespect, or insolence towards any member of staff. This includes in a student

or member of staff's gestures, body language etc.

Any request from any adult must be conducted at once and without argument.

2.9 Conduct online

The school's IT facilities and associated internet access must be used responsibly.

Students may only use the school's IT facilities for academic work, revision, or research. The facilities must not be used

for any other reason such as social networking, chat rooms or cyber-bullying. Students must not attempt to contact school staff via social media.

Students must not use social media in or out of school in a way that brings themselves or the school into disrepute.

Any student that does not comply with the school's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

2.10 Health and safety

The health and safety of all staff and students in the school is of paramount consideration. Health and safety is not just the responsibility of staff: everyone, including students, must play their part.

This means that students are expected to:

- exercise personal responsibility for their own safety and the safety of others;
- follow the school rules in a way that ensures consistency with safety;
- observe all safety regulations and any safety instructions given by staff;
- use (or not willingly misuse, damage or interfere with) things provided for safety (e.g., water hoses, fire extinguishers and fire alarms).
- report any potential hazard they see to a member of staff immediately (e.g., a broken window, liquid spilled on stairs, loose flooring, damaged fencing, or defects in electrical fittings).

No student is permitted to leave the school premises during the day without the written permission of an authorised member of staff.

Any student who endangers any other member of the school community by having any weapon (or any object which could be used as a weapon) will be subject to formal disciplinary sanctions up to and including permanent exclusion.

Any student who is found to be in possession of illegal drugs or any other illegal substance will be subject to formal disciplinary sanctions up to and including permanent exclusion.

Section 3: Behaviour Management

3.1 Classroom behaviour management

It is vital that classrooms are inclusive environments in which all students are able to learn free from distraction or disruption. Orderly and disciplined classrooms are a prerequisite to effective learning.

Clear and consistent classroom routines enable teachers to teach and students to learn. We have clear routines for the start of lessons, the end of lessons, asking and answering questions, listening attentively and praising students. See the *Teaching and Learning Policy* for more details.

Teachers should use positive management strategies as a first step in anticipating, avoiding, and rectifying any poor behaviour that may occur. Using the least invasive form of intervention to correct students will foster a positive culture in the classroom and enable teachers to maintain a disciplined working environment. However, this must never involve lowering expectations, accepting excuses, or tolerating disruption. Positive behaviour management techniques include:

- Reiterating expectations
- Praising students who are doing the right thing
- Making eye contact with the student, and sustaining this (sometimes called 'the teacher stare')
- Moving closer to the student's desk

Having a 'quiet word' with student

Where positive behaviour management fails to correct a student's behaviour, teachers may use a yellow and red card system to support students in correcting their behaviour.

During this time, staff have access to support from the pastoral team and HUB team to facilitate conversations and appropriate support to guide students in improving their behaviour.

3.2 Detention

Detention will take place for students at lunchtime and will not be set automatically. Detention will last for 20 minutes at the start of lunch and once completed, students will be dismissed to go to lunch. Each day the pastoral team will review behaviour incidents and set appropriate consequences to support the development of positive behaviour.

3.3 Removal from lesson and parking

On rare occasions, a student's behaviour may fall so far short of the school's expectations that the student must be removed from class. They may be "parked" to continue working in a different classroom, giving them time to reflect. Students may also be parked to work with a member of staff if being in a classroom is not suitable at the time. They will be given pastoral/HUB support where necessary to guide regulation and reflection in preparation for the restorative process.

3.4 Internal Exclusion

Following a serious breach of the Behaviour expectations, and as an alternative to a suspension, a student may receive an internal exclusion. Internal exclusions will be an agreed length which will be communicated with a student and their family, ranging from half a day to 3 days.

All internal exclusions must be authorised by the principal or a vice principal. A student will receive -10 demerits when issued with an internal exclusion.

3.5 Physical altercations

Violence of any kind will not be tolerated, this breaches our TRAIT of Respect. If students need support in resolving a dispute or argument, there is always a member of staff that they can go to, rather than resorting to a physical altercation.

The following descriptors will be used to determine sanctions whenever a physical altercation has taken place. Precise sanctions will be determined by the principal.

Altercation	Description	Sanction
Play fighting	Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue	<ul style="list-style-type: none">• Lunchtime detention
Grappling and grabbing	An aggressive situation in which no punching, kicking, or striking is taking place. May result in students grabbing each other's clothes, bags	<ul style="list-style-type: none">• Depending on the students' response, the students will serve an Internal Exclusion where the length will be decided at the daily pastoral review. During this time they will be asked to complete a task to re-educate on physical behaviour and be supported through a restorative conversation.
Fight	Two or more students who are kicking, punching, and/or striking	<ul style="list-style-type: none">• A suspension or permanent exclusion will be considered
Attack	An action in which an instigator punches, kicks, or strikes another student. The other student does not retaliate but may offer some form of reasonable self-defence (i.e., holding or blocking)	<ul style="list-style-type: none">• A suspension is likely.• Permanent exclusion may be considered.

The school will consider all elements of the incident before making a decision, including:

- Whether the student was an instigator, participant, respondent, or victim.
- If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator.
- How the students responded to the staff who intervened (for example, whether they followed instructions the first time).

3.6 Bullying (see also Academy Anti bullying Policy)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying of any kind is unacceptable and will not be tolerated within our academies. At the Academy, the safety, welfare, and wellbeing of all our students and staff are key priorities. We take all incidences of bullying seriously and it is our duty as a community to take measures to prevent and tackle any bullying, harassment, or discrimination.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (Sexist)• Homophobic/Biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Consequences for bullying

Range from a lunchtime detention, internal suspension, external suspension or permanent exclusion dependent on the severity. In all cases, restorative work will take place between the parties involved.

Procedures to address bullying

All incidents of bullying should be reported to the Pastoral team or via the anonymous reporting QR code, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Vice Principal/Safeguarding team (via CPOMS/Arbor) of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses will be interviewed.
- Details of the incident will be written down and recorded.
- The pastoral team will gather evidence of a cyber bullying incident: This may involve text messages, emails, photos, etc provided by the victim.
- Staff will listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All students are informed that they must not discuss the investigation with other students.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for further safeguarding processes to be implemented.

Sanctions

- Following investigation, if the Pastoral Leader / SLT is satisfied that bullying did take place, the perpetrator will be supported to understand the consequences of their actions and warned there must be no further incidents. The Pastoral Leader / SLT will inform the perpetrator of the type of sanction to be issued. This could be detention, internal exclusion, external suspension, or Permanent Exclusion, dependent on the nature of the incident.
- If appropriate, the Pastoral Leader will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face to face, but only with the victim's consent. Victims will never feel pressured into a face-to-face meeting with the perpetrator, discretion will be used in this instance.
- Parents will be informed of bullying incidents.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the appropriate member of staff
- Liaison with parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it their parent or a member of staff
- In the event of cyberbullying, advice on aspects of online safety to prevent re-occurrence. Including, where appropriate, discussion with parents to evaluate online habits and age-appropriate advice on how the perpetrator may be blocked online.
- Perpetrators will be required to complete a mandatory reflective meeting with a Pastoral leader to assist with an underlying emotional wellbeing issues.

Follow up support

- The progress of both the perpetrator and the victim will be monitored by the Pastoral Leader, one to one session to discuss how the victim and perpetrator are progressing may be appropriate.
- If appropriate, follow-up correspondence will be arranged with parents after the incident.
- The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Section 4: Suspension and Permanent Exclusion: (See also TWHF Behaviour Policy)

"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school."

[\(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – DFE Guidance for maintained schools, academies, and pupil referral units in England – September 2023\)](#)

4.1 Suspension

At Whitelands, we are committed to reducing the need for suspensions by using a proactive and supportive approach to behaviour. We recognise that young people sometimes need support to manage their behaviour and seek to understand and address the underlying needs of our students. Our approach includes a range of interventions such as the use of the PACE (Playfulness, Acceptance, Curiosity, Empathy) model to build trusting relationships, coaching conversations to promote reflection and growth, and restorative meetings to repair harm and rebuild connections. We also implement strategic "change of face" interventions to de-escalate situations and provide students with a fresh opportunity to re-engage positively. Through these measures, we aim to create an inclusive and supportive environment where every student feels valued, understood, and equipped to succeed. However, on occasion, it may be necessary to suspend a student where their behaviour has demonstrated a serious breach of our expectations.

A suspension is where a pupil is temporarily removed from the school for a fixed period of time. When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

In exceptional circumstances, it may be necessary to suspend a student for a fixed period of time, this would always be considered carefully. Exceptional circumstances include, but are not limited to;

- Serious failure to comply with a reasonable repeated request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults, or students
- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Possession of drugs, alcohol or items which could be considered a weapon on school site
- Willful and / or malicious damage to property
- Homophobic, sexist, or racist bullying
- Bullying of a sustained and serious nature
- Sexualised behaviour and misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the school
- Incidents of persistent disruptive behaviour impacting on the learning of others
- Assaults or fighting that are not premeditated or planned in nature

The school recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed the 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school will ensure educational provision is offered to the student from the 6th day onwards.

4.2 Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The principles, guidance and procedure set out in the DFE Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these. The Headteacher may cancel (i.e., withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

[\(Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2023\)](#)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Exceptional circumstances include, but are not limited to;

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- sharing, supplying or in possession of an illegal drug
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- placing students, staff, and members of the public in significant danger or at risk of 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.

A Headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist, or homophobic bullying).
- repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

4.3 Preventative measures to school exclusion

The academy recognises that suspension and permanent exclusion is a serious matter. We will support students in a range of ways to reduce the likelihood of suspension and permanent exclusion. We use several alternatives to suspension and ensure that there is early intervention with student behaviour. The following alternatives are used by the academy:

Off-site direction

The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Provider, or another school/academy (or unit therein). This may be agreed for a set time (number of days) or a permanent arrangement.

Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

The arrangements for the off-site placement will be based on an understanding of the support the students' needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

The off-site placement will be regularly reviewed each half term by senior staff, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefiting from it.

During the period of an off-site direction by the school to another school/academy, the pupil must be dual registered which means that they will be registered at both the school and the school/academy to which the pupil is directed off-site.

At the end of any placement the school will seek an end of placement report from the alternative provision provider and will seek the student's views (if appropriate) as to the success of the placement. The school will follow the DFE Alternative Provision Guidance when exercising this power.

Guest Placement

A 'guest placement' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school/academy following a trial period. Guest Placements should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Guest Placements should be offered as part of a planned intervention. It is designed to give students who are at risk of permanent exclusion a fresh start in another school/academy without a permanent exclusion on their educational record.

As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted while this is being explored.

If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

A planned Guest Placement will only happen when it is in the pupil's best interests.

During the trial period, the student will be dual registered at both the school and the new school/academy. If the managed move breaks down during the trial period, the new school/academy will terminate the trial period and

delete the pupil's name from the register.

The student will then return to the school. For this reason, a managed move will not be appropriate following a serious breach and/or persistent breaches of the Behaviour policy for which permanent exclusion is deemed by the Headteacher to be the only appropriate sanction, where the school would not be prepared to accept the pupil back at the school if the managed move broke down during the trial period.

The school will agree a fixed period for the trial period at the outset, after which the new school/academy will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at which time the transfer becomes permanent.

Reintegration Meetings

Where a student is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration meeting. The purpose of the meeting is to:

- offer the pupil a fresh start
- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the school culture
- foster a renewed sense of belonging within the school community; and
- build engagement with learning
- ensure restorative action takes place to repair a breakdown in relationship

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student. We encourage parents to engage in reintegration meetings as suspension is a serious sanction.

Related Policies

This Statement of Procedures for Behaviour should be read in conjunction with:

TWHF Behaviour Policy

Teaching and Learning Policy

SEND Policy

Anti Bullying Policy.

In Summary

Whitelands is a relational, high-expectation school. Our policy is built on the belief that:

Relationships drive behaviour.

Restoration is powerful to sustain positive relationships.

All students can succeed with the right support.

By living out the TRAITS values—and by learning through reflection when we fall short—we create the kind of school where everyone thrives.

