

WSAPC Behaviour and Suspension Policy

WSAPC is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are adequately addressed. We aim to empower students to achieve in an atmosphere of safety and mutual respect by removing the barriers to learning.

WSAPC will work to support reintegration back to the mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

WSAPC Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. (The use of reasonable force and other restrictive interventions is governed by WSAPC Positive Handling procedures, PRICE training principles, and the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools': April 2026)
- The behaviour policy is understood by pupils and staff
- Suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

WSAPC Behaviour for Learning: The GROW Framework

WSAPC's Behaviour for Learning strategy is rooted in the GROW Framework, which underpins daily practice across all centres.

- Growth Over Time – recognising that progress in behaviour is gradual and built on consistent, small steps, with effort and resilience celebrated.
- Readiness to Learn – ensuring that students are emotionally and physically prepared to engage in learning, prioritising regulation before expectation.
- Ongoing Skill Development – explicitly teaching and reinforcing executive functioning and social-emotional skills alongside academic content
- Warm, Trusting Relationships – placing connection before correction, ensuring that safe, respectful relationships are the foundation for progress.

This framework is complemented by the PRICE principles, and also aligns with the DfE Behaviour Hub values, promoting relational discipline, inclusivity, and high expectations.

Together, these approaches create a consistent culture of safety, aspiration, and growth that is particularly vital for our students with social, emotional, and mental health needs.

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

Staff embed the GROW Framework in their promotion of positive behaviour by celebrating Growth Over Time, prioritising Readiness to Learn routines, teaching Ongoing Skill Development explicitly, and maintaining Warm Trusting Relationships. These principles guide recognition of effort, responses to challenges, and expectations.

Student Expectations

At WSAPC we believe that all our students can do well. We encourage success by supporting students to meet the following expectations by:

Being prepared to learn

- Being on time to lessons
- Eating and drinking in appropriate places at appropriate times
- Using appropriate language
- Listen to others and expect to be listened to
- Try your very best in lessons
- Looking after your building, displays and equipment
- Looking after others in your community
- Follow the code of conduct displayed in the classroom and respect individual's personal space

And staying safe by,

- Being at the right place at the right time
- Following the rules for health and safety in all your lessons and during your break times
- Thinking before you act by using a strategy that helps you calm down in times of need
- Asking for help/support when needed

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning (in lessons, in group settings, and for prior knowledge that students may bring into the centres from outside experiences) that prevents difficulties from arising. WSAPC is dedicated to establishing with all staff and students that acceptable behaviour is positively encouraged and misbehaviour is reduced. Our school ethos emphasises co-operation, responsibility, concern for others and self-respect.

Staff at WSAPC

Our team are dedicated to understanding what a student wants from a teacher and the learning environment at the centres. It is evident that students prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control so that students can progress in their learning.

We believe that students need to feel that they are valued and that they respect adults, accepting that we have responsibility for their safety and their learning. We also understand the need for young people to develop skills that make positive relationships with adults possible.

Students want staff to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour
- provide a safe learning place

and not to:

- get upset or angry in the face of misbehaviour
- pre-judge students due to their past

It is critically important that staff working in WSAPC build strong relationships, develop high levels of personal resilience, and have high expectations where the quality of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand the reasons why a student is communicating in this negative way.

WSAPC aims to ensure that all learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear and simple rewards and sanctions ethos that sits alongside a personalised and individualised programme to meet the needs of the student. WSAPC has graduated from the Behaviour Hub training programme, and this has supported the college with clear and easy expectations to embrace for both students and staff alike.

An array of strategies will be used to support student's behaviour including; mentoring, coaching, restorative justice, conflict resolution strategies and informal mediation approaches. These are adopted to enable students to repair and maintain relationships that they have damaged.

Low level concerns and Staff Code of Conduct

1. We will ensure that all staff are regularly informed of our staff code of conduct and updates thereof.
2. We will incorporate low level concerns as an extension of our staff code of conduct.

What staff should do if they have concerns about safeguarding practices within the school

1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.
2. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school Senior Leadership Team.
3. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, advice can always be taken from LADO.

Whistleblowing/Confidential reporting

1. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the Heads of school, Executive Head Teacher, Chair of Governors or with the LADO.
2. Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285 or visiting the <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Parent/Carer expectations

WSAPC expects parents/carers to:

- Support the WSAPC policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify the college of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the WSAPC Behaviour Policy
- Be aware of latest news about WSAPC either by parent text messages, emails, website or social media

The use of suspensions:

Use of suspensions are at the end of a vast array of behaviour strategies. WSAPC carefully considers each fixed term suspension, and the final decision is made by Head of School at the centre in collaboration with the Executive Head in terms of the suspension and the length of suspension. WSAPC has the right to permanently exclude students but endeavour to find other ways to support students who need more specialised settings to support their behavioural needs. The college is proud of its record of never permanently excluding a young person to date.

Most of the behaviour is managed in school. However, on occasion, a student might be required to leave the school premises. In cases where the student refuses to leave, an appropriate member will contact parents/carers and in extreme circumstances when the health and safety of the child/children and staff are at risk, the police.

There are several more serious behaviours that stop learners doing well and could result in a suspension. These include:

- Persistent verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability, and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked

When considering suspensions, leaders reflect on the GROW Framework: ensuring every reasonable step to support Readiness, Growth, and Skills has been attempted, and that relational safety is prioritised, before moving to suspension as a last resort.

Staff Guidelines

Timely and clear communication between staff and parents/carers supports the management of good behaviour and promotes good discipline. The centres teams routinely meet at morning/after school briefings for them to make informed decisions on behavioural issues.

Informal conversations between staff during the school day are also critical.

We believe that it is not always possible to respond to negative behaviour in the same way for every student, but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at WSAPC can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention.

Example of responses to positive behaviour and meeting behaviour expectations:

- Verbal praise
- Points leading to rewards
- Extra-curricular activity
- Parents/carers informed for consistent good behaviour/ excellent work
- Informing the Local Authority of consistent good behaviour for reintegration/ back to the mainstream
- Displaying work around school/on website
- Enrichment experiences

Example of responses to negative behaviour

Failing to observe WSAPC Behaviour Expectations around the school and in the classroom may result in:

- Merits not earned
- Note to file
- Adjusting positive reward opportunities once discussed at staff meeting
- Adjusting timetable for a temporary period

Persistent failure to observe WSAPC behaviour expectations may result in:

- Verbal warning from staff
- Phone call to parents/carers from member of staff
- Letter home
- Possible fixed term suspensions (see above for reasons for a fixed term suspensions)
- Parental meeting

Senior staff and possible police involvement for behaviour issues such as:

- Refusal to leave a class or a building
- Physical or verbal abuse of staff
- Theft
- Possession of an offensive weapon
- Selling or using illegal substances
- Extreme damage to property

We reserve the right to involve the police in any situation where we feel the law has been broken.

(Please note: WSAPC has a “positive handling” policy where learners present a danger to themselves or other members of the community.)

WSAPC preventative work

Inappropriate behaviour is more likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school.

This statement is relevant to all aspects of our behavioural work, both academic and social.

Measures can and should be employed to prevent potentially damaging situations from arising.

WSAPC expects that all staff maintain a calm and productive atmosphere that is conducive to learning and that:

- Everybody has the right to learn, to feel safe, to be respected and to be fairly treated
- Expect your teacher to meet you at the beginning of each lesson, ready with something interesting to do.
- Expect to be told how to be successful during the lesson
- Expect your teacher to share with you what level you are currently working at and how to move on from that level.
- Expect to be regularly assessed and for this to be shared with you so that you and others can see the progress you are making
- Expect the classroom you work in to have a positive atmosphere for learning, for both staff and learners as we are part of a team
- Expect your teacher to work with you to help you to achieve your potential
- Expect your lessons to have a variety of activities, both familiar and more challenging
- Expect your teacher to guide you in developing skills for independent learning

Preventative work at WSAPC is directly linked to the GROW Framework. Staff use daily check-ins and regulation activities (Readiness to Learn), highlight small steps of progress (Growth Over Time), provide scaffolds for executive skills (Ongoing Skill Development), and invest in strong, supportive connections (Warm, Trusting Relationships).

Individualised Behaviour Support and Risk Management

WSAPC recognises that some pupils require additional, personalised support to help them regulate emotions, access learning, and engage positively within the school community. Where patterns of behaviour indicate increased need, Behaviour Support Plans (BSPs) and/or individual risk assessments will be implemented to provide clear, proactive strategies tailored to the pupil.

Behaviour Support Plans set out:

- the pupil's strengths and needs
- known triggers and early warning signs

- agreed regulation and de-escalation strategies
- reasonable adjustments and supportive responses
- roles and responsibilities of staff

Individual risk assessments are used where there is a foreseeable risk to the pupil or others and outline control measures to support safety, predictability, and consistency across settings.

These plans are supportive and preventative, not punitive, and are developed in collaboration with staff, families, and relevant professionals where appropriate. They are reviewed regularly and updated in response to changes in need, presentation, or context.

Where a pupil has a Behaviour Support Plan and/or an individual risk assessment, these must be reviewed and considered as part of any decision-making relating to behaviour responses, including suspension, unless immediate safety concerns require urgent action. In all cases, suspension remains a last resort, used only when other strategies have been exhausted or where there is a serious risk to safety.

This approach reflects WSAPC's commitment to the GROW Framework, ensuring that responses prioritise Readiness to Learn, recognise Growth Over Time, explicitly support Ongoing Skill Development, and are underpinned by Warm, Trusting Relationships, while meeting statutory SEND duties and national guidance.

Related Policies and Statutory Guidance

- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Behaviour Support Plans Guidance
- Positive Handling / Restrictive Intervention Policy
- Attendance Policy
- SEND Policy
- Equality & Diversity Policy
- Confidential Reporting / Whistleblowing Policy

ISSUED	June 2016
ADOPTED BY WSAPC	June 2016
RATIFIED BY GB	
REVIEWED	February 2026
REVIEW DATE (annually)	February 2027

APPENDIX 1- Suspension Information Crib Sheet

Suspension Statutory List	Suspension Examples (Linked to GROW)	Associated Behaviour Event (GROW-Aligned)
Abuse against sexual orientation and gender identity	Sexuality- or gender-based language causing emotional harm Repeated derogatory comments undermining belonging Online harassment targeting sexual orientation or gender identity Sexuality-based language or behaviour Gender-based language or behaviour	Sexuality-based language or behaviour
Abuse relating to disability	Mocking, imitating, or humiliating disability-related needs Derogatory language linked to disability Online comments undermining dignity and inclusion Disablist language or behaviour	Disablist language or behaviour
Bullying	Sustained intimidation or manipulation of peers Repeated verbal or online harassment Behaviour creating fear, exclusion, or loss of safety Behaviour impacting the safety or wellbeing of other	Behaviour impacting the safety or wellbeing of others
Damage	Purposeful destruction of school property Deliberate damage to another pupil's belongings Vandalism occurring during heightened emotional distress Damage to property during emotional dysregulation	Damage to property during emotional dysregulation

Drug and alcohol related	Bringing drugs or alcohol onto site Supplying substances to others Smoking, vaping, or possession indicating safeguarding risk Substance-related risk behaviour	Substance-related risk behaviour
Inappropriate use of social media or online technology	Accessing or sharing explicit material Sharing extremist, hateful, or harmful content Online threats causing safeguarding concern Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Persistent or general disruptive behaviour (use minimally)	Repeated disruption impacting learning despite support Deliberate activation of fire alarms Persistent refusal to follow safety expectations Indicators of escalating emotional distress	Indicators of escalating emotional distress
Physical assault against a pupil	Punching, kicking, or restraining another pupil Throwing objects with intent to harm Physical conflict causing injury Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Physical assault against an adult	Hitting, pushing, or kicking staff Throwing objects at staff Physical intimidation compromising staff safety Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Racist abuse	Racist language or threats Online racist abuse or imagery Targeted intimidation linked to race or ethnicity Racist language or behaviour	Racist language or behaviour

Sexual misconduct	Sexualised language directed at others Unwanted physical contact Sharing sexual images without consent Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Theft	Breach of trust involving property	Breach of trust involving property
Use or threat of an offensive weapon or prohibited item	Bringing a weapon or weapon-like item onto site Threatening others with an object Using everyday objects to cause fear or harm Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Verbal abuse / threatening behaviour against a pupil	Sustained verbal threats Aggressive or intimidating language Coercive communication causing emotional harm Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Verbal abuse / threatening behaviour against an adult	Threats toward staff Sustained verbal aggression Intimidation preventing staff from working safely Behaviour impacting the safety or wellbeing of others	Behaviour impacting the safety or wellbeing of others
Wilful and repeated transgression of protective measures	Persistent non-compliance with agreed safety measures Repeated disregard for protective boundaries creating risk Indicators of escalating emotional distress	Indicators of escalating emotional distress