



WROTHAM SCHOOL

Behaviour Policy and Behaviour Statement

Document Review

Governors approval Date:	January 2021
Committee Responsible:	Local Governing Body
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Equality Statement

Wrotham School promotes equality of opportunity. We are committed to take a positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, gender identification, sexual orientation, and marital status.

Equality of opportunity is related to all areas of the schools work and is a fundamental aspect of the ethos of the school.



Wrotham values



Ensuring core values drive every part of our school

To create an outstanding school where all students, regardless of ability or background, make exceptional progress, gain meaningful qualifications and therefore have access to valuable progression routes that will enable them to be well qualified to achieve success and well-being through having choices in their adult life.

How do we achieve our core values?

We recognise and encourage the preservation of unique and positive cultures.

We encourage and develop potential in people.

We value academic excellence, the development of character strengths and creative approaches.

We have the highest expectations of ourselves and of each other.

We develop good character strengths in our students and staff.

We are inclusive and treat all children equally.

We encourage measured risk taking and innovation.

We value parity in the value of all subjects.

We have a bold vision – that which drives the ‘why’ we do as well as the ‘how’ we do:

‘To create an outstanding school where all students, regardless of ability or background, make exceptional progress, gain meaningful qualifications and therefore have access to valuable progression routes that will enable them to be well qualified to achieve success and well-being through having choices in their adult life.’

High Expectations

The highest expectations of ourselves and each other, including the challenge to persevere even when it gets tough.

Challenge

Challenge each other to be the best we can be and to be kind to others.

Opportunity

The opportunity to develop the character strengths needed to make good decisions and a positive contribution to society.

Promoting positive behaviour

The effective functioning of the school can only be achieved by developing a culture of co-operation and consideration. The caring yet purposeful ethos at Wrotham School is maintained through an approach of combining firm discipline and high expectations with encouragement, praise and motivation; this combination is essential in order that students and staff can work together in a happy, positive environment.

Character Strengths are awarded for positive behaviours and development of key character values and skills, recorded by members of staff through SIMs for the following:



Our Passport to Success programme expects our students to evidence development of ten different 'Character Strengths' in addition to meeting their academic targets and having less than thirty negative behaviour points. Passport to Success is an initiative designed to unlock the potential of all students to improve attainment, aspirations and success in future employment. The Department for Education recognise 'character' as crucial in the development of young people. Graduation from this programme will be an outstanding achievement for our students as the Passport defines what it is to be a successful student of Wrotham School. This will be the pinnacle of achievement and the celebration and recognition of outstanding progress throughout the academic year.

While most schools aim for academic achievement alone, we recognise that this is not enough to equip young people for success in life. We want our students to be confident young people who have the character strengths employers are looking for, and the often complain that young people no longer have.

Teachers and Progress Tutors create opportunities for students to develop 'character' in during their Progress Time, in their lessons and around the school. When a student demonstrates one of the ten strengths, it is recorded on SIMs. Every week the Head of Year and Progress Tutors receive a report on how their students are progressing and this is shared with the students. They record their progress on a Passport Tracker so they can see where they have strengths and the areas they need to work on. Year group assemblies celebrate individuals who are contributing to the ethos of the school.

COVID-19: there will be no parental face-to-face meetings. These will be conducted by telephone or online. Decisions made regarding behaviour management will be made using professional judgement and communication with parents.

Causes, Sanction and Consequences Guide

At Wrotham we understand the negative impact that poor behaviour has on the experience of others. We take all forms of poor behaviour very seriously and ensure all students and parents that incidents will be dealt with consistently and effectively to prevent disruption to learning.

The table below is a general guide to sanctions. **This does not cover every situation nor individual circumstances** that may be considered when applying sanctions but does provide a clear framework for parents, staff and students of what to expect in response to poor behaviour choices. We must take individual circumstances and SEN into consideration when making decisions. **All after school detentions will take place from 3.05-4.05, except SLT detentions which will be from 3.05-4.30. Wrotham School has the right to direct a students' education to Aylesford School or the PRU for serious incidents or persistent serious incidents, as detailed below:**

Cause	Consequence	Duration	Notes
Late arrival to lessons (without reasonable explanation)	15 minute detention in the hall for 1 incident. If multiple times: 1 hour after school.	15 minutes in the hall minimum or however long student was late. Can also be in classroom with teacher. 1 hour, non-negotiable after school detention. 3.05-4.05	Late to school or late to lessons.
Prohibited use of mobile phones	Confiscation	Until end of day	Mobile phone must be handed to front reception to be kept until 3.05.
Refusal to hand over mobile phone.	1 hour non-negotiable detention after school.	1 hour non-negotiable detention after school. 3.05-4.05	Escalation of above: Defiance of request to hand over the phone or argument will result in after school detention.
Incorrect Uniform	Negative behaviour point and isolation during break and lunch until corrected.	Until uniform is correct. If the issue is not resolved quickly parents will be contacted again by PT.	If there is a medical reason why school shoes cannot be worn then a doctor's note must be brought to school by the student. Student will be isolated from peers at break and lunch times with progress tutor.
Incorrect uniform – repeat issue.	Negative behaviour point and isolation during break and lunch until corrected and: After school detention for two instances in one term.	Non – negotiable detention. 3.05-4.05.	

Lack of PE kit or unacceptable/inappropriate PE kit twice in one term	Non-negotiable after school detention.	1 hour after school detention. 3005-4.05	Director of sport has discretion, if there is a valid reason (eg- weather/injury). PE team to notify parents.
Jewellery, hoodies, other prohibited items	Confiscation. After school detention as above for two instances in one term.	Until end of day Non-negotiable 1 hour after school detention for repeat offense.	Item given to reception to be returned no earlier than 3.05. Repeat offence may lead to request to parents to collect item.
Refusal to comply with reasonable requests (defiance)	After school detention	Non-negotiable 1 hour after school detention.	Repeat offence will lead to further sanctions.
Poorly Equipped (stationery, etc.)	Recorded on SIMs.		PT's to track. PT's Notify parents with an email or phone call. We can supply stationary for those students in need.
Disruption to lessons and learning (chatting, silly behaviour, not listening, distracting others).			
1 st incident	Verbal Warning	N/A	
2 nd incident	C1 issued. Record in SIMs.	N/A	
3 rd incident	C2 issued	A non-negotiable, 1 hour after school detention	Detentions should give parents 24 hours' notice, unless agreed differently.
4 th incident	C3 Issued Removed from the classroom and parked using department parking rota. After school detention also issued	Non-negotiable 1 hour detention. After school 305-4.05 on a day as decided by teacher or HOD	Detentions should give parents 24 hours' notice, unless agreed differently.
Serious incident. An incident where the safety of the student or students or staff is of serious concern. Violence, swearing at staff, vandalism etc.	C4 issued – After school detention and day in Wrotham IE. IE at Aylesford if repeat issue and already had IE at Wrotham.	Non –negotiable after-school detention from 3.05-4.05. A day in IE, as decided by SLT and progress team. This may not be the immediate following day.	
Poor Behaviour considered to be serious by the School			
Failure to attend an after school detention	Moved to following week if reasonable explanation is provided.	After school detention for 1 hour.	HoD/HoY to Notify parents by telephone call.

	<p>non-attendance with no acceptable reason = recorded on SIMS and called home.</p> <p>Persistent issues – meeting parents/carers – possible Managed Move.</p>		<p>Failure to attend a detention without a valid reason will be recorded and contact made with parents/carers by letter. If parents/carers contact school and valid reason given – HoY/SLT can move to following week/day.</p>
<p>Serious Incidents- Physical aggression, sexual harassment, racism, homophobia, drug and alcohol use, smoking, bullying, cyber bullying, bringing the school into disrepute.</p> <p>Persistent disruption, defiance or poor behaviour.</p> <p>*See also separate guide for racism in school below.</p>	<p>Internal exclusion (IE), fixed term period at Aylesford partner school, fixed term exclusion, permanent exclusion or managed move. We can direct pupils to the PRU or Aylesford School.</p>	<p>Variable depending on seriousness of incident and circumstances. 1-45 days or permanent.</p>	<p>Parental meetings and behaviour improvement strategies will be put into place. Each case will be judged on individual circumstances and an investigation, and will be based on a balance of probability, following all national guidelines for exclusions in schools.</p> <p>We can direct pupils to the PRU or Aylesford School.</p>
<p>Disruption whilst internally excluded.</p>	<p>Fixed Term Exclusion</p>	<p>One day</p>	<p>Students are excluded on the third warning. SLT to organise exclusion.</p>
<p>Serious incidents</p>	<p>Managed Move or Permanent exclusion.</p>	<p>See above</p>	<p>See Above. We can direct pupils to the PRU or Aylesford School.</p>

Racism in Wrotham School:

Cause	Consequence	Notes
<p>Racist language/behaviour used towards staff/visitors</p>	<p>1st offence: A day in IE to complete work on the consequences and impacts of racism.</p> <p>A Letter of apology must be written that shows clear understanding of the impacts of their actions. There must then be a meeting with that staff member (subject to their willingness to participate) to have a restorative conversation, before the student is back in lessons.</p> <p>Communication with parents/carers must happen.</p>	<p>Staff victim must be given the outcome of an investigation, and opportunity for discussion.</p>
<p>Racist language/behaviour used towards staff/visitors</p>	<p>2nd offence: 1 day FTE.</p> <p>A Letter of apology must be written that shows clear understanding of the impacts of their actions. There must then be a meeting with that staff member (subject to their willingness to participate) to have a</p>	<p>Staff victim must be given the outcome of an investigation, and opportunity for discussion.</p>

	restorative conversation, before the student is back in lessons. A meeting with parents/carers must happen.	
Persistent racist language/behaviour used towards staff/visitors OR Racist physical aggression	More than 2 incidents. This must be reviewed by LCO/MCA. Extended FTE up to 45 days, or PX.	Headteacher to make decision on permanent exclusion. Staff victim must be given the outcome of an investigation, and opportunity for discussion.
Racist language or behaviour towards another student. General racist language or behaviour. Not aimed at anyone in particular, but used deliberately or to cause offence.	1 st offence: A day in IE to complete work on the consequences and impacts of racism. A Letter of apology must be written that shows clear understanding of the impacts of their actions. HOY/AHOY to have a restorative conversation, before the student is back in lessons. Communication with victim and aggressors parents/carers must happen.	Incident must be acknowledged by staff straight away and challenged immediately. Victim and parents/carers must be reassured the matter is being investigated and taken seriously with the opportunity for discussion.
Racist language/behaviour used towards another student. General use of racist language or behaviour (not aimed at anyone in particular, but used deliberately or to cause offence.	2 nd offence: 1 day FTE. A Letter of apology must be written that shows clear understanding of the impacts of their actions. There must then be a post-exclusion meeting with parents and the excluded student to have a restorative conversation, before the student is allowed back in to lessons. Communication with the victim's parents/carers must happen.	Incident must be acknowledged by staff straight away and challenged immediately. This can be reviewed by AHT for behaviour and Ethos and Headteacher, if support is needed to make a decision. Victim and parents/carers must be reassured the matter is being investigated and taken seriously with the opportunity for discussion.
Persistent racist language/behaviour used towards another student OR Racist physical aggression	More than 2 incidents. This must be reviewed by Leadership team and Headteacher. Extended fixed term exclusion up to 45 days, or permanent exclusion. Meetings with Senior Leadership Team to manage outcomes for all involved (aggressor and victim).	Incident must be acknowledged by staff straight away and challenged immediately. Headteacher to make decision on permanent exclusion.



Guidelines for the use of Physical Intervention

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

- In addition to the general power to use reasonable force described above, **headteachers and authorised staff** can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Telling parents when force has been used on their child

- Record the incident on SIMs and speak to the SLT Line Manager for your department. They will support you in communicating the incident to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil’s behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child’s age.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - When comforting a distressed pupil;

- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil? A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

New Pastoral Structure

We have a 'horizontal' tutor system with students organised by year group for registration time. Each year group will have a team of five Progress Tutors (6 in year 7) responsible for their academic progress and pastoral care. The Progress Tutor will register students every morning at 8.30am and follow a programme of activities which have been developed specifically for their stage of academic and personal development, reflecting the SMSC and Character Strengths of the school. There will be a Head of Year for each important stage, responsible for overseeing this programme and managing the team of Progress Tutors. They will be supported by an assistant Head of Year.

The Progress Tutor will be a student's main point of contact for any concerns arising and they will also be a parent's main contact at the school when they have an enquiry or an issue they would like to raise. It is important that clear lines of communication are adhered to, to create a well understood pathway for care and appropriate escalation of authority. The communication pathway as written by The Headteacher must be used by all staff. This will ensure consistency and attention at the appropriate level. This is the structure for pastoral care:

	Behaviour/ Pastoral
1st	Progress Tutor
↓	Assistant Head of Year
↓	Head of Year/ HOD
↓	Assistant Headteacher for each year group.
	Headteacher
	Governors

Pastoral Care

Working as a team the Progress Tutors, Assistant Head of Year and the Head of Year for each year group, will provide outstanding pastoral support to enable the academic and personal progress of our students.

If a student needs support in addition to what can be provided by the Progress Tutor, they may refer them to the Assistant Head of Year for their year group. The Assistant Head of Year or Head of Year will then decide on a programme of support to meet their needs. Some of our more vulnerable students will continue to have an 'exit card' which will allow them to exit the classroom and seek support from their Assistant HoY/HOY or the SEN department. These students must be allowed to leave without question as the reason for their pass is most likely to be confidential or related to their SEN. If you have concerns about how they using the pass you should notify their Progress Tutor. The Outside Agencies Co-ordinator or Intervention Lead (Mrs Sanders) may also be involved in pastoral care and organising additional support. We have a recognised safeguarding team and their names and pictures are displayed in the school. All staff are given safeguarding training annually at the beginning of the year and given the statutory safeguarding guidance for schools.

Behaviour leadership and language

All staff will receive behaviour leadership training at the beginning of the school year.

Classroom behaviour as something we lead, rather than manage. We have a strong sense of respect and care within the community and we have a clear behaviour code of conduct. Classroom routines and consistency for behaviour leadership are key to ensuring Wrotham remains a happy and safe school. Staff will not issue 'whole class' punishments. Nor, if we are to uphold the highest expectations of students and each other, should behaviour leadership in the classroom use shouting as a way to maintain control. We know, at Wrotham, shouting loudly does not work as a behaviour management tool. It leads to further escalation of behaviour. Students are encouraged to be active and responsible members of the community, upholding our values and behaviour code. Students will be encouraged not to promote poor behaviour or disrespect of others due to apathy or unwillingness to respect members of staff in school; or those in positions of authority the wider community. Every member of our school community has the responsibility to report all behaviour that is deemed to go against our core values and support staff dealing with such behaviour.

Language used by students and staff must be appropriate at all times. This includes not using language that another may find offensive. This includes any derogatory, disrespectful or defamatory language against any person due to race, religion, ethnicity, cultural beliefs, sexuality or gender. Students are given an assembly on appropriate language and also language that is considered offensive. The school follows local and national guidelines on reporting racism incidents and extremism (The Prevent Duty). We have very clear values in relation to respecting difference and treating everyone with respect. We have clear expectations about what is homophobic, bi-phobic, trans-phobic or other intolerant language. This information is clearly displayed around the school and all students have an assembly on tolerant, respectful and appropriate language.

Language used to discuss sex and relationship education must be age appropriate and in line with our Sex and Relationship Education Policy.