

Wrotham School

Behaviour, Character and Inclusion Policy

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Governing Body

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Rationale

At Wrotham, our school values are captured in the acronym **C.O.U.R.S.E.** — **Character, Opportunity, Understanding, Respect, Success, and Excellence.** These values underpin everything we do, from our behaviour expectations and rewards systems to our pastoral care and curriculum design. Students are encouraged to follow their own “COURSE” as they grow, overcome challenges, and strive for excellence in all areas of school life.

1.1 General Principles

- At Wrotham School, every student follows their own C.O.U.R.S.E. – a journey shaped by Character, Opportunities, Understanding, Respect, Success, and Excellence. This frames our vision for student success both inside and beyond the classroom.
- We recognise that character influences achievement – academically, socially, and emotionally. We believe in a shared responsibility between school and home to nurture each student’s personal growth.
- Our aim is to create a thriving environment where all students are supported to reach their full potential across academic, emotional, social, and physical domains.
- We foster a positive and aspirational school culture by promoting high standards, care, and inclusivity. This ethos underpins all interactions between staff, students, families, and visitors.
- We celebrate and reinforce good character every day through structured recognition systems and praise. Character is not only acknowledged but actively developed.
- Positive actions, work, and achievements are regularly shared with families and the wider school community as part of our commitment to partnership and celebration.
- Clear expectations are consistently applied by all staff, ensuring a safe, respectful, and focused learning environment for every student.
- Our values promote empathy, integrity, compassion, open-mindedness, and respect for the rights and perspectives of others. These traits are embedded in both curriculum and culture.
- The school’s expectations are intentionally framed around the positive behaviours we want students to display. These are rooted in our character values and include being prepared, demonstrating character, and ensuring safety for all.

1.2 Aims

- To promote and develop the core attitudes and character strengths outlined in our C.O.U.R.S.E. and P.A.T.H. systems, supporting students to become well-rounded, respectful, and successful individuals.
- To ensure all behaviour, character, and inclusion practices align with legal and statutory requirements while reflecting the school’s inclusive and aspirational ethos.
- To act as a framework for responsible conduct, enabling students to consistently represent the school positively both within and beyond the school gates.
- To support staff wellbeing by embedding a clear, calm, and consistent approach to behaviour and character systems that empowers staff and reduces ambiguity.

1.3 Links to other policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Policy
- Complaints Policy
- Communication Policy
- Uniform policy
- Anti-Bully Policy
- Inclusion Policy (pending)
- Equality Policy
- Safeguarding Policy (+KCSIE)
- Mobile Phone Use Policy
- Sexual and Relationship Education Policy
- Use of Reasonable Force guidance published by the DfE
- Searching, screening and confiscation (January 2018) guidance published by the DfE
- Suspension and Permanent Exclusion guidance – DfE – Sept 2022
- Behaviour in Schools Guidance – DfE – September 2022

All of these Policies can be found here:

<https://www.wrothamschool.com/statutory-documents-policies/>

Leadership and Management

- Mrs L Abbott – Headteacher – Oversight and monitoring of policy and implementation
- Mr S. Boudreau – Head of Character
- Mrs E Healy – Head of Lower School
- Mrs L Elliott – Head of Upper School
- Mrs S Hann – SENCO/ LAC
- HOY – 7-13
- Pastoral Support Leaders – Yr7-11
- Progress/ Form Tutors – All years

The Responsibility of Parents

The role of parents is vital in supporting the development of positive behaviour and strong character in our students. We encourage parents to engage with the school's Behaviour and Character Policy, understand the systems such as C.O.U.R.S.E. and P.A.T.H., and actively participate in the wider life and culture of the school. By reinforcing our values at home, parents play a key role in shaping a consistent message for students. If concerns arise about the management of behaviour, parents are encouraged to raise them constructively with the school, maintaining a collaborative and solutions-focused partnership.

The Responsibility of Pupils

All pupils at Wrotham School have the right to learn in a calm, safe, and respectful environment where they feel supported and valued. To help achieve this, students are expected to understand and uphold the school's Character and Behaviour Policy, including the key systems of C.O.U.R.S.E. and P.A.T.H. These systems promote consistency, integrity, and personal growth, shaping the positive culture we strive for.

Pupils play an active role in maintaining this culture by following expectations, engaging positively with pastoral support, and taking ownership of their actions. Their voice is central in helping the school reflect and improve – students will have opportunities to share feedback about their experience of behaviour and character development.

All students will be supported in meeting the school's expectations through induction, clear routines, and a structured pathway that promotes both reflection and aspiration. Ultimately, every pupil is responsible not only for their own conduct, but also for contributing to a community where everyone can thrive.

Responsibility of Staff

Staff at Wrotham School are essential to building a calm, respectful, and aspirational environment where all students can thrive. Through consistent routines and strong relationships, staff are expected to model and reinforce the core values that underpin our systems — C.O.U.R.S.E., P.A.T.H., and the Character Pathway. This includes setting clear boundaries, responding to behaviour consistently, and using every interaction as an opportunity to guide, support, and challenge students. By upholding a whole-school approach and leading by example, staff help shape a positive school culture rooted in integrity, respect, and high expectations.

Pupil Transition

Pupils are inducted on our behaviour standards as part of their pre- start transition programme.

The Character Curriculum

Students and staff are supported in upholding the values and aims of this policy through the development and teaching of our school character curriculum, this can be found here:

<https://drive.google.com/file/d/19zFhEln9jINzibnOgV3-guFp01JMuotb/view>

Pupil Support

Our inclusion and MAC provision supports all students as needed and our SEN team is responsible for those with SEN needs that may impact behaviour – these teams work closely with the pastoral and character teams to deliver bespoke approaches to students as required.

Staff Induction and Staff Training

All new staff are inducted to this behaviour policy and related policies on commencement of employment. Staff are trained regularly throughout the year on policy changes and support in implementing this policy through our CPD programme. Training is also provided on an identified needs basis to address any specific or individual concerns with implementation as recognised by the school monitoring and evaluation process. This includes induction and regularly updated training, including input for outside agencies on up to date and research driven SEN and AEN strategies.

Behaviour Outside of the School Premises

It is a parent's responsibility to manage the behaviour of their child outside of school and to keep them safe.

The school will work with outside agencies, such as the police, community teams and social services to support any external intervention or investigation into pupil conduct outside of school.

The school will always act to keep the students safe and to manage their behaviour in school.

While parents are primarily responsible for managing their child's behaviour outside of school, Wrotham School may apply sanctions for conduct that occurs off the school premises, including online behaviour, **in circumstances such as:**

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil in school; or
- That could adversely affect the reputation of the school

Sometimes there are instances where these 2 responsibilities of parents and school cross and the school will always work with parents to ensure their child is safe, happy and engaged with education. It is important that this is a partnership. Where incidents unrelated to school, or outside of our reasonable remit to sanction or tackle, this limitation should be recognised and the appropriate agencies engaged.

For example, the school is not responsible for policing the actions of parents towards other parents outside of school or in the local community above our duty to safeguard young people. The school may offer support connecting parents to the appropriate agencies where they have non-school related concerns.

The school works closely with external agencies such as the police, child protection and social services and will always work to serve the professional agreement of what is in the best interests of the child. This does not negate or supersede the responsibility of a parent to report crimes or safeguarding concerns relating to their child.

During a police investigation, the school may be required to suspend its own internal investigations so not to jeopardise the legal process.

Behaviour Management in the Classroom – The P.A.T.H. Framework

At Wrotham School, we believe that effective behaviour management begins with clarity, consistency, and compassion. The PATH system (Pause, Adjust, Take Action, Housing) underpins our classroom approach to behaviour, providing students with clear opportunities to reflect and make positive choices before sanctions are issued. All staff are expected to apply PATH consistently. It offers a structured framework that helps de-escalate issues and reinforces shared behavioural expectations across the school. The stages of PATH are as follows:

- **Pause** – A calm, non-confrontational reminder of expectations. This is not a sanction, but a redirection.
- **Adjust** – A final verbal warning. The student's name may be recorded and a behaviour point added.
- **Take Action** – A formal consequence is issued (e.g., classroom or department detention).
- **Housing** – If the behaviour continues, the student is removed from the learning environment and placed in another supervised setting or the Inclusion Room.

Teachers are expected to apply PATH consistently and fairly. This system supports classroom routines, builds student accountability, and reduces the need for escalated sanctions. It also enables behaviour data to be tracked accurately for intervention and pastoral support.

At Wrotham School, we believe that effective behaviour management begins with clarity, consistency, and compassion. The PATH system (Pause, Adjust, Take Action, Housing) underpins our classroom approach to behaviour, providing students with clear opportunities to reflect and make positive choices before sanctions are issued.

These stages are designed to support student self-regulation and responsibility, with staff empowered to manage behaviour confidently and consistently. Behaviour incidents associated with Adjust, Take Action, and Housing must be logged via SIMS, and contribute to the student's cumulative behaviour record.

PATH data is reviewed regularly by Progress Tutors, Heads of Year, and SLT to identify students needing further support, and to ensure interventions are timely and proportionate. Behaviour points generated via PATH feed directly into the wider Behaviour Pathway:

- Progress Tutor call/email home.
- Head of Year intervention.
- SLT involvement.
- Inclusion placement.
- Behaviour Panels.

The PATH system also supports restorative practice. After reaching the Take Action or Housing stage, staff should aim to have a brief restorative conversation with the student to rebuild the relationship and prevent future incidents.

By embedding PATH into every classroom, we ensure all students experience a consistent, fair, and supportive approach that encourages accountability and growth

Mobile Phones

Mobile Phones are banned for use on school site between 08:30 and 3:00. Any observed or suspected use during this time will result in a student's phone being confiscated for the rest of the day. Repeat offences will result in phones automatically being surrendered at the start of each day.

Behaviour Online

The behaviour of pupils online has a significant impact on school culture and the safety and wellbeing of the wider school community. Negative interactions, whether through social media, messaging apps, or gaming platforms, can affect how safe students feel in school and can undermine the respectful and inclusive ethos we aim to uphold.

The same standards of behaviour expected in school — kindness, respect, dignity, and integrity — apply online. Pupils must understand that their online actions have real-life consequences, particularly when those actions involve bullying, harassment, discrimination, or intimidation of others.

While much online behaviour takes place outside school hours and off the school premises, Wrotham School reserves the right to respond when such behaviour:

- Poses a threat to another student or member of staff.
- Has a negative impact on the wellbeing or learning of others.
- Disrupts the safe and orderly running of the school.
- Damages the reputation of the school.
- Involves a pupil who is identifiable as a member of the school community.

In such cases, sanctions may be applied in line with the school's Behaviour Policy.

Online sexual harassment, the sharing of explicit images, or other harmful sexual behaviours are addressed through our Safeguarding Policy and will be dealt with in accordance with statutory guidance, including *KCSIE* and *Sexual Violence and Sexual Harassment in Schools (DfE)*. Where appropriate, these incidents may also be referred to external agencies, including the police and children's social care.

Social Media

Wrotham School is committed to safeguarding all students in both physical and digital environments. The behaviour and interactions students engage in online can significantly impact the culture and climate of the school. As such, we expect the same standards of respect, kindness, and responsibility online as we do offline.

Online behaviour that takes place outside of school hours or off the school premises will still be addressed by the school where it:

- Poses a threat to another student's wellbeing or safety;
- Has repercussions for the orderly running of the school;
- Could affect the reputation of the school; or
- Involves a student clearly identifiable as a member of Wrotham School.

Where such behaviour occurs, sanctions may be applied in line with our Behaviour Policy. Serious online incidents – including bullying, harassment, discrimination, or the sharing of explicit images – will be managed in accordance with our Safeguarding Policy and *Keeping Children Safe in Education (2025)* statutory guidance.

Wrotham School proactively educates students about responsible and safe use of technology through:

- The Character Curriculum
- Assemblies and year group briefings
- Life & Society lessons (RSHE)
- Targeted pastoral interventions

We are committed to working in partnership with parents and carers to promote safe digital habits. The school regularly shares up-to-date information on online safety risks and practical strategies to support students at home.

Wrotham School uses robust filtering and monitoring systems to prevent exposure to harmful online content on school devices, in line with the Department for Education's standards for digital safeguarding.

Where online behaviour breaches school expectations or poses a risk to a child's safety, appropriate safeguarding action will be taken.

Parent Responsibility and Social Media / Online / Messaging Apps

The school's view is clear that by allowing access to social media parents accept responsibility for this and for monitoring its use by their child and keeping their children safe outside of school hours. This includes monitoring and taking responsibility for preventing their child from being involved in dangerous or poor behaviour online, in messaging apps and on social media.

Whilst the school will support parents and ensure that poor online behaviour is challenged as appropriate in school, it does not support students/children being allowed access to social media.

The school does not recognise value in social media spaces for use by young people and regularly sees first-hand the severe damage to confidence, wellbeing and safety that access to online communications can do. Social Media use/misuse has a direct correlation to self-harm, bullying, risk taking behaviour, extreme views, and anxiety in young people. We cannot support its use for these reasons.

Whilst the school understands the pressures of online culture and social media usage on parents from children, it does not endorse or support its use by young people. Therefore, the school is explicitly clear in its view that if you allow your child unmonitored access to social media or messaging apps then you risk exposing them to bullying, intimidation, the influence of unmonitored behaviours, extreme views, sexualised acts or behaviours and safeguarding risks. The school will happily support any parent who is concerned about social media use and continues to support and educate children on its safe use.

Parents must be aware that the school does not have remit or resources to manage or police online behaviour outside of school. Parents must be active in managing their children's social media use.

If your child experiences crime online, including harassment, sexual harassment, fraud or hate crimes then this should be reported to the police and the school so that we can work together to investigate and resolve in your child's best interests.

Cyberbullying / Bullying

Please see our Anti Bullying policy.

The aim of the school will always be to challenge and stop bullying from occurring.

The school will support students being bullied outside of school/ online and uphold our values and ethos of this policy when approaching this. We do expect our students to uphold good character and behaviour towards their peers and community both in and outside of school.

Where bullying, threats, or behaviour online, in person or both, take place outside of school, the school will work with the students within this policy's definitions to ensure that this threat does not cause risk in school. The school may apply this policy and appropriate sanctions when it feels that there is sufficient evidence to suggest that this online behaviour/ bullying outside of school when this impacts on the school's culture or poses threat or harm to a young person regarding potential in school repercussions for the orderly running of the school or its reputation.

Where a child protection concern is identified, or a crime has been committed, the school will enact its safeguarding policy regarding keeping the child safe. The school will work with outside agencies such as children's services and the police to keep the child safe and support any criminal investigation.

It is not the sole responsibility of the school to manage a child's safety online. Parents have a responsibility to monitor usage and keep their children safe outside of school and online. We will always work in partnership with parents to educate and inform but cannot do this as effectively if clear boundaries are not in place at home.

Pupil Support Unit / Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom on the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom via our on- call system should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal via our on – call system should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

A student with SEN or AEN will be suitably supported in these situations via our SENCO and Inclusion team and this response adjusted as appropriate to their needs where it is appropriate to the context or reasons for removal. Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold: a) as a planned intervention for behavioural or pastoral reasons b) as a final preventative measure to support pupils at risk of exclusion.

At Wrotham School we will use a pastoral support unit, this is called our **INCLUSION ROOM**, when required to promote good character and behaviour and to provide intervention to improve character and behaviour to avoid further sanctions such as suspension and exclusion.

This intervention will include discussions with parents, restorative work, curriculum-based continuity work, character and inclusion-based development work, mentoring and support.

The aim of this support is to reintegrate students back into lessons as soon as possible having addressed and corrected the character and behaviour that led to the issue arising.

Decisions on students being referred to this intervention will be made by the character and behaviour team at the school and will be discussed with parents to work together to achieve a positive outcome in the short and long term.

Following this support, character and behaviour will be monitored as part of our inclusion policy and provision. On Call and Inclusion Room data is kept and monitored centrally by the school and the pastoral team.

Serious Incidents – Child on Child / Peer on Peer / Sexual Violence

The school recognizes and actions such incidents as high priority and serious. Please see detailed guidance as part of our linked safeguarding policy for details on the school's response to these incidents.

Rewards System

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered at Wrotham School. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement in a year group assembly. This system provides all with the opportunity to recognise and celebrate character development at Wrotham School.

Wrotham believes in rewarding effort, engagement and achievement and has a clear rewards system that encourages students' positive character development. Rewards increase the motivation of all students, encouraging their self-esteem, aspirations, and enjoyment of learning. The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning. The giving of rewards encourages all students to achieve. Thus, they will receive credit for achievement throughout Wrotham in all contexts. The **Character Pathway** is a termly system that recognises and rewards students for personal development and positive contribution to school life. Students' progress through levels — Bronze, Silver, Gold, Diamond and Platinum — based on attendance, behaviour, effort, enrichment, and subject praise.

This pathway also informs invitations to our annual Character Awards Evening, celebrating not only achievement but character and contribution.

Attendance is a key driver of success and participation in the Character Pathway. Students with strong attendance are more likely to access praise, rewards, and off-site opportunities. Attendance is monitored weekly by PSLs, HOYs, and the Attendance Champion, with both praise and intervention actions taken as appropriate.

The Character Pathway

Level	Character Strengths	Reward
Seven	300	Platinum Positive letter from the Chair of Governors Reward Experience Certificate
Six	250	Diamond Positive letter from Headteacher Lunchtime 'Queue Jumper' pass Certificate
Five	200	Gold Gold Badge Surprise?! Certificate

Four	150	Silver Silver badge SLT breakfast Certificate
Three	100	Bronze Bronze badge Certificate
Two	50	Positive email from HoY
One	25	Positive email from Progress Tutor

There are several ways of reinforcing positive character development within our school community, as set out below.

- Character development and behaviour data are tracked by Progress Tutors, Heads of Year, and SLT. This includes attendance, behaviour points, praise points, and Character Pathway progress. Termly reports are reviewed to identify patterns, target interventions, and celebrate progress.
- A recognition of positive character and standards through online rewarding of students through SIMS database.
- Student performance is recognised in Progress time, and Year Group assemblies.
- Teachers are encouraged to bring good work and achievement to the attention of other staff.
- Teachers will congratulate students and place their name on the board as recognition of demonstrating one of our fundamental character strengths.
- Teachers make contact with parents/carers for positive character demonstrated in class and around the school.
- Written praise in feedback given for students' work.
- Nominated for character awards in end of term awards assemblies.
- Nominated for an award for the year end Character Awards Evening.
- 'Good News' postcards sent home.
- Reward trips/events.
- Recognition of completing 'Up for the Challenge' termly tasks.
- Gift cards/vouchers.
- Certificates issued in an Achievement Assembly for academic achievement and positive attitudes to learning.

Sanctions or Consequences

At Wrotham School, behaviour is understood as a teachable element of a student's journey, not just a matter of compliance. Our response to poor behaviour is grounded in the belief that all students can learn, grow, and improve — and that our role as educators is to support them in doing so through high expectations, strong relationships, and structured support.

We use sanctions and consequences to uphold the learning and safety of all students, while guiding individuals to make better choices and build the character strengths that form the foundation of their success.

All students at Wrotham School are on their own C.O.U.R.S.E. — a journey defined by: Character, Opportunities, Understanding, Respect, Success, and Excellence. Our behaviour and inclusion systems are designed to help students stay on this path, while ensuring others are not held back from achieving their full potential.

Where behaviour falls short of expectations, our response is structured around the P.A.T.H. approach — a stepped, classroom-based system that gives students two clear opportunities to self-correct before further action is taken:

- P – Pause: A calm, non-confrontational reminder of expectations.
- A – Adjust: A second and final chance to change behaviour.
- T – Take Action: A sanction is issued (e.g., detention).
- H – Housing: If disruption continues, the student is removed from the learning environment.

Sanctions are applied fairly, consistently, and proportionately. Their purpose is not simply to punish but to teach responsibility, promote self-reflection, and reinforce our character values. Staff are encouraged to consider the context of each situation and to communicate clearly with the student and, where appropriate, with families.

Our approach to behaviour and character development is also underpinned by the following five Pillars of Practice:

1. Consistent, calm adult behaviour
 - Staff model emotional regulation and maintain a steady, professional tone in all interactions.
2. First attention to best conduct
 - We spotlight and reward students who display our core character values and uphold expectations.
3. Relentless routines
 - Clear, structured routines provide stability and reduce ambiguity for all students.
4. Scripting difficult interventions
 - We use clear, simple scripts for addressing low-level disruption in a predictable way.
5. Restorative and reframing conversations
 - After incidents, we guide students to reflect, take responsibility, and re-engage with their learning.

By embedding both C.O.U.R.S.E. and P.A.T.H. into our daily practice, we ensure that every student understands their journey and the tools available to them. Sanctions are just one part of a wider strategy focused on character education, relationship-building, and inclusive learning environments.

Consequences used at Wrotham School

At Wrotham School, we recognise that individual behaviour has a profound impact on the learning, safety, and wellbeing of others. When students demonstrate behaviour that falls short of our expectations — particularly where it contradicts our core character values — we respond swiftly, consistently, and with purpose.

Our aim is not simply to apply sanctions, but to uphold the positive learning environment all students deserve, and to support those who need to reflect, repair, and rebuild.

The following list offers a general framework for how we may respond to breaches of character or behaviour expectations. While not exhaustive, it provides clarity for students, families, and staff on the potential consequences of poor behaviour. Staff will always consider individual circumstances — including any SEND, safeguarding, or contextual factors — before issuing a response.

Consequences may include:

- A restorative conversation (Repair and Rebuild framework)
- After-school detentions
- Confiscation of mobile phones or prohibited uniform items
- Temporary relocation to another classroom ('parking')
- Removal from lessons via On-Call system
- Supervised separation from peer group at break/lunch
- Behaviour points logged on SIMS
- Phone calls home to parents/carers
- School-based community service (e.g., litter picking)
- Suspension or permanent exclusion in the case of serious incidents
- Direction off-site (previously 'managed move' or 'monitored transfer')

In some circumstances, alternative arrangements may be put in place if these are more likely to support the student's long-term success. These decisions will be based on the school's understanding of a student's individual needs, in consultation with relevant staff and families.

All incidents that result in a consequence will include a restorative follow-up between the student and member of staff involved, using the '**Repair and Rebuild**' framework, reinforcing our commitment to reflection, personal growth, and positive relationships.

Repair and Rebuild

At Wrotham School we do not believe that a punitive sanction system of detentions has any positive impact on student behaviour or builds towards a positive culture of behaviour. Teachers should feel empowered to use the tools they have at their disposal to lead behaviour in their classroom, and when student's expectations fall below what is expected, deal with this in a way that helps students make better choices in the future.

De-escalation Strategies/ Teacher Toolbox

Loss of Social time: When poor behaviour is seen at breaks, lunches, or before and after school the member of staff can choose to take away break or lunch time.

Removals: There are times when the behaviour of a student falls significantly below the expectations and it is necessary to remove them from the classroom to allow learning for others to proceed.

Teachers have a range of strategies at their disposal to de-escalate and prevent negative behaviour within the classroom. Some of these are outlined in Appendix 2.

Restorative Conversations – these are compulsory

The member of staff will arrange a time for the student to come back and see them. This may be before school, break or lunch or after school. The focus of this meeting is a positive conversation between the student and member of staff and the aim of this is about the student taking

responsibility and moving forward positively. This applies to all members of staff and we envision that all members of staff will be empowered to address behaviour in this way. See Appendix 1 for additional guidance. Restorative conversations must be logged on SIMS to ensure that data collection can occur and impact can be reviewed.

Detentions

Each individual member of staff has the authority to set consequences/sanctions using their own discretion. This autonomy also applies to detentions.

When giving detentions, the following guidelines should be followed:

- The classroom teacher can issue a detention for behaviour that does not meet our expectations. This can include, but is not limited to: persistent lateness, defiance, not following instructions, consistently demonstrates poor character
- Detentions will be logged on Satchel One for tracking and monitoring purposes
- Timings will stay the same – 30 minutes Classroom, 1 hour HoY/HoD, 1 hour 30 minutes SLT
- **Restorative Conversations are mandatory** as part of this process – guided questions will be provided
- Persistent absentees will be picked up by HOYs and HoUS and HoLS

The purpose of issuing detentions is to address and correct these behaviours, ensuring that students understand the importance of adhering to school rules and maintaining high standards of work and conduct.

Serious Incidents

Parental meetings and behaviour improvement strategies will be put into place. Each case will be judged on individual circumstances and following a rigorous investigation (see section 5.1). It will be based on a balance of probability, following all national guidelines for exclusions in schools. Serious incidents include, but are not limited to:

- Physical aggression
- Sexual harassment
- Racism
- Homophobia/transphobia
- Use of illicit substances
- Smoking
- Bullying
- Cyberbullying
- Bringing the school into disrepute
- Prohibited Items are any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). These items include:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;

- fireworks;
- pornographic images
- possession of or distribution of pornographic images

Such incidents will receive the following consequences:

- Internal exclusion
- Fixed term period at Aylesford partner school
- Fixed term exclusion
- Managed move
- Where applicable, incidents may be reported to the police or other external agencies.
- Bespoke supportive strategies following initial consequence e.g. alternative timetable, input from external agencies etc.

Exclusion/ suspension data is reviewed at Local and Trust governing body meetings each term.

Where a pupil has a disability or special educational need reasonable adjustments will be made to accommodate and support this in balance with the consequences and incident.

Incident Investigation Procedures

When establishing the facts in relation to a bullying allegation, potential 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.

We aim to investigate serious incidents (both alleged and actual) thoroughly and promptly.

A statement will be collected from the main victim(s) and or perpetrator(s) supported by a member of staff. If the student has already gone home, then they should e-mail a statement to the relevant member of SLT. Statements need to be read back to the student it has been written by to ensure accuracy and this is signed and dated by both the student and the member of staff collecting the statement.

The student should normally physically write the statement themselves and in their own words but if this is not possible for any reason, for example SEND or high levels of distress. The member of staff supporting will not ask leading questions but may support in ensuring the student has recorded everything relevant to the incident including locations, times, witnesses and important details. Statements should only contain information that is known and should not contain opinions or speculation.

The witnesses to the incident, identified in the initial fact finding and statements will then be promptly removed from lessons and asked to also give detailed statements. In cases where a member of staff witnesses a serious incident, statements from students should still be collected.

The professional statements of staff will be given appropriate weight in a balance of probabilities particularly where the school is confident of their high professional standards and conduct. In some cases, where student statements are not provided or are not clear, professional adult witness

statements will be given priority. This will never be used to the detriment of a child but, on occasion, is important to ensure a qualified and factual account is given.

Mobile phones are to be confiscated during key investigations to ensure that students do not communicate with each other or collude to disrupt an investigation.

In incidences of sexting, sharing of explicit photographs or where cyberbullying has occurred, mobile phones are not to be returned to the students but stored in the safe. If the incident is serious enough, the police may want these. See safeguarding policy and KCSIE policies and documents for more information on the schools management of sexual/ peer on peer and other harm and abuse.

If the incident has involved violence, it is imperative that the aggressor(s) and victim are kept apart.

If the incident is of a sexual nature, two members of staff are required to investigate as early in the process as that is possible following disclosure.

Once statements have been collected, parents/guardians of both victims and aggressors must be contacted and informed of the investigation. The school is not required to inform parents prior to investigation or to request them to be present during investigation or when statements are being taken although in some cases the school may judge it is appropriate to do so. Parents do not have a right to be present at this stage.

If a parent encourages or advises/ forces their child not to cooperate with this procedure and the school is unable to obtain a statement then this child's views and accounts may not be able to be considered in any decision.

Statements are then reviewed and a decision made against all evidence collected based on the probability of the incident having occurred and professional judgement. Based on this, a decision about a suitable consequence will be made. This may include, but is not limited to, a period of internal inclusion, a suspension from school, or in the most serious cases a permanent exclusion.

Other evidence that may be used includes:

- CCTV footage.
- Staff accounts
- Student Witness accounts
- Accounts from members of the public
- Mobile phone messages and e- communications
- Videos, images or screenshots provided by others or posted on social media.
- Anything the investigation lead feels may be appropriate.

For the process applied in cases of bullying please see out Anti Bullying Policy which can be found here:

<https://www.wrothamschool.com/wp-content/uploads/2021/07/ANTI-BULLYING-POLICY-DRAFT2023-1.pdf>

Permanent Exclusion and Suspension

The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. 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.

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Duties under the Education and Inspections Act 2006

Under the Education and Inspections Act 2006, Headteachers of maintained schools and pupil referral units must determine measures to be taken⁷ with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils. Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

Fixed Term Exclusion/ Suspension

The Head Teacher may, in certain circumstances, suspend or exclude a student for a fixed period. This sanction is reserved for serious incidents or repetitive behaviour which harms others or the education of others as per this policy. This decision will be based on evidence and application of a balance of probability.

Permanent Exclusion

The Head Teacher may, in certain circumstances, permanently exclude a student. A meeting of the Governors' Discipline Committee must be convened to ratify this decision. Once permanently excluded, the LA has a responsibility to offer educational support or to assist the parents in finding an alternative school. The parents also have a right of appeal to the governing body, trust board and if not resolved an independent tribunal. A tribunal's decision is then considered by the schools LGB and Trust Board where they will make a decision to accept any recommendations and actions.

Once an investigation has been undertaken (see above), the Headteacher or Acting Headteacher will make a decision to suspend or permanently exclude, or not, if this is deemed an appropriate consequence by the school.

In the case of a suspension, the school will judge an appropriate number of days of suspension commensurate to the incident. The more serious the incident the higher the number of days.

When considering the length of a suspension the Headteacher/ Acting Headteacher will consider the following:

- The seriousness or harm caused by the incident.
- The impact on others at the school
- Any previous suspensions
- Parity with other identical or highly similar incidents that have led to suspension.
- The students level of remorse/ views, context and individual circumstances.
- SEND and safeguarding considerations that may or may not impact the decision.

At this stage the school will seek the views and feelings of the student being suspended/ permanently excluded to ensure their views are heard, considered and noted.

Parental views are not generally considered when judging the application of or length of suspension.

If a child is permanently excluded from school, that child will cease attending the school with immediate effect until such point as the school is directed via a LGB/ TB or IRP review.

The Headteacher or Acting Headteacher may choose to cancel a permanent exclusion that has not yet been reviewed by the governing board.

This decision must be communicated with parents/guardians immediately. Then, Headteacher/ Acting Headteacher must email Karen Lee (suspensions coordinator) who will follow up the phone call/ meeting in person with a letter home and will update SIMS accordingly. The school will then inform any social worker or early help worker known to be working with the child or a VSH for LAC's.

Once the student has completed their period of IE or FTE/ Suspension, both parent and student must attend a reintegration meeting and additional supportive strategies may be put in place. Whilst we will always try our best to ensure this is at a mutually convenient time, this should always take place during school/ office hours (08:00- 17:00) and will be initially be at a time set by the school.

When a child who has a social worker or is "looked after" the relevant information and notification of PX/ SUSPENSION will be passed on and the school will work closely with external agencies.

The local authority will be notified of Suspension/ PX without reasonable delay.

A reintegration meeting and inclusion programme will be put in place for any child that is excluded as part of our inclusion support package, led by the exclusion team with the sole aim of avoiding further exclusion or Suspension.

Where the school feels that a student's suspension should be followed by an additional period of time in our inclusion space, to have reflection, support and to allow for restorative conversation this will take place directly after the period of suspension.

The Inclusion room is used to provide an alternative to suspension and aims to provide a space which allows students to focus on school work whilst reflecting on any poor behaviour that may have led to this sanction. Where poor behaviour or lack of compliance continues in the Inclusion room then it is likely this will be sanctioned with offsite suspension.

Repeated behaviour that leads to use of our inclusion room may also lead to suspension or further sanction if improvements are not seen.

Once the student has completed their period of IE or FTE/ Suspension, they must attend a reintegration meeting and additional supportive strategies may be put in place.

When a child who has a social worker or is "looked after" the relevant information and notification of PX/ FTE/ SUSPENSION will be passed on and the school will work closely with external agencies.

The local authority will be notified of FTE/ Suspension/ PX without reasonable delay.

A reintegration meeting and inclusion programme will be put in place for any child that is excluded as part of our inclusion support package, led by the exclusion team with the sole aim of avoiding further exclusion/ FTE/ Suspension.

Use of Reasonable Force

What is Reasonable Force?

- 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 students.
- Force is usually used either to control or restrain. This can range from guiding a student 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.
- 'Reasonable in the circumstances' means using no more force than needed.
- Schools generally use force to control students and to restrain them.
 - *Control* means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.
 - *Restraint* means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 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 injury.

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 students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- To prevent students from hurting themselves or others, from damaging property, or from causing disorder
- 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:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a student behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
 - restrain a student at risk of harming themselves through physical outbursts.
- **Reasonable force cannot be used as a sanction – it is always unlawful to use force as punishment.**

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 a serious incident is, teachers should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the child's age.

What about other physical contact with students?

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

- When comforting a distressed student;
- When a student 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.

Power to search students without consent

Separate guidance is available on the power to search without consent – see 'links to other policies' (Updated September 2022)

Welfare Inclusion

If a student's poor behaviour does not improve we will look to find alternative options to avoid a permanent exclusion. These may include our internal student referral unit based at Aylesford (partner school). If this is not successful/appropriate, we will look for support from In Year Fair Access and consider the Pupil Referral Unit, 'Manage Move', Monitored Transfer and/or Alternative Curriculum options.

Directed Off Site – Formerly a Managed Move/ Monitored Transfer

Direction off- site (formerly Managed moves) are decided at IYFAP meetings. These are designed to offer a student who is at significant risk of suspension or permanent exclusion, the opportunity to start afresh at a new school. Initially the student will be on a six-week trial period at the new school. If this is successful, they will move there permanently. Parents must consent to this. For a direction off site to go ahead, all internal strategies to support the student must be exhausted.

The school reserves the right to direct off-site to schools within our trust "Aylesford School" without parental consent as appropriate.

- A managed move (trial) is now called off site direction
- A monitored transfer is now called off site direction – risk of PEX
- It becomes a permanent managed move when the off-site direction is successful.

Behaviour Improvement Provision

It is the belief of the school that our students at Wrotham School are polite, respectful young people with a desire to do their best and achieve their goals. It is the case, that for some students, they will need support to ensure they can display the best behaviour for learning that they can. Therefore, our provision to achieve this is set out below:

- **Universal:** Modelling of positive character and standards from all staff members, mentor group sessions, peer relationships and restorative approaches. At a curriculum level, it is evident through well-planned lessons, differentiation (including appropriate challenge), preferential seating and the classroom environment. All staff are trained in de-escalation techniques and safeguarding.
- **Targeted:** Where the student requires a more targeted approach, the following provisions may be necessary:
 - Identification on a 'Vulnerable Student' Register shared with all staff
 - Placed on the SEN Register at SEN Support
 - Mentoring – 'Assertive Mentoring' programme
 - Positive Interaction Programme – supporting students in making the right choices
 - Behaviour Improvement Programme – to support students making the right behaviour for learning choices
 - Professional Guidance Meeting for staff – giving staff strategies to support the learning of students with challenging behaviours
- **Personalised:** Where the student requires a more personalised and long term approach, the following provision may be necessary:
 - School Nursing – school nurse referral to support specific health needs
 - In-house counselling
 - Academic support e.g. TA support, access to reading/maths interventions
 - NLP – Neuro Linguistic Programme to support students' social, emotional and mental health needs
 - Bereavement Counselling – referral to a specialist bereavement counselling service
 - Early Help Support – Looking at external agencies to support the student and family
 - The Bridge Provision (based at Aylesford)– an internal specialist pupil referral unit to support students with challenging behaviours
 - Social Service referral – raise concern with social services to see what other support is available for the family
 - OSD (Off Site Direction)
 - Alternative Curriculum – a student will complete their education at the school's alternative curriculum provision, or at an off-site provision including (where appropriate) vocational based learning.
 - Alternative qualifications

Inclusion Room

Wrotham School is committed to adaptive teaching as our first and best approach to inclusion — ensuring that all students, regardless of background, ability, or identity, feel represented, supported, and able to thrive. We actively promote a culture of diversity, belonging, and equity through our curriculum, school environment, and daily interactions.

However, when necessary, the Inclusion Room provides a structured alternative to suspension. It allows students to continue their learning while reflecting on the behaviour that led to their removal from lessons. The space also supports re-engagement, helping students reset and re-join their

lessons with greater success. Where poor behaviour or lack of compliance continues within the Inclusion Room, further sanctions — including off-site suspension — may follow.

Staff are trained to differentiate and scaffold learning in the classroom, ensuring students with SEND are supported to remain in mainstream settings wherever possible. We follow the APDR cycle (Assess, Plan, Do, Review) and develop pupil profiles to personalise provision and empower students in their learning journey. The Inclusion Room extends this work by offering support from the SEND team, mentors, teachers, and pastoral staff.

Time in the Inclusion Room is used meaningfully for:

- Academic learning
- Restorative conversations
- Targeted reflection
- Behavioural coaching
- Preventing escalation to suspension

Parents/carers will always be informed when a student is placed in the Inclusion Room. This intervention does not count as a suspension or exclusion, as students remain on-site and are provided with subject-specific work. As such, formal suspension reporting procedures do not apply — though as best practice, we will:

- Track and monitor student progress
- Record the intervention appropriately
- Maintain clear logs of usage
- Inform parents/carers and discuss next steps
- Make reasonable adjustments for students with SEND

The Inclusion Room may also be used as a safeguard for students where suspension would pose additional risk due to SEND needs, mental health, or child protection concerns.

The School will always try to use the inclusion room instead of suspension except when:

- A serious incident has taken place.
- There is a risk to staff/ other students.
- It has been used before and has not been effective.
- A student has misbehaved in the inclusion room.

Repeated behaviours that result in multiple referrals to the Inclusion Room may lead to suspension or further intervention, particularly where no improvement is seen.

Use of Alternative School's IE Room

In certain cases, our school reserves the right to internally exclude a student to another school's IE room. This approach is taken when:

- The behaviour warrants a significant response yet does not justify an external suspension.
- A change of environment may better facilitate reflection and behaviour modification.
- It underscores the severity of the misconduct while maintaining the educational continuity.

Parental Responsibilities

- It is the responsibility of the parents/carers to ensure that the student attends the assigned IE room at the alternative school. Timely transport arrangements must be made by the parents to comply with the internal exclusion directive.
- Parents will be notified in advance about the internal exclusion details, including the location and timing.
- Failure to transport the student to the designated IE room or refusal of our own IE room will result in escalated disciplinary measures.

Non-compliance with the internal exclusion directives will lead to:

1. Suspension: An immediate suspension from school will be enforced.
2. Post-Suspension IE: On returning from suspension, the student will be required to spend a day in our school's IE room to complete the reflective process.

Supporting Positive Behaviour

- The goal of using another school's IE room is to:
- Provide a reflective period that helps the student understand the impact of their behaviour.
- Emphasise the importance of adhering to school rules and expectations.
- Encourage a change in behaviour through a structured and supervised setting outside the immediate school environment.

Review and Monitoring

The effectiveness of internal exclusions, including the use of other schools' IE rooms, will be regularly reviewed. Feedback from staff, students, and parents will be considered to ensure that this policy supports positive behavioural outcomes while maintaining educational standards.

Monitoring, Review and Evaluation

The Headteacher and Assistant Headteacher for Character will evaluate the impact of this policy by collecting and analysing termly data by year group on:

- Number and range of rewards for character strengths each term
- Sanctions including fixed-term suspensions and permanent exclusions – number of, and analysis of
- Number of restorative conversations/detentions and analysis of incidents
- Instances of bullying and action taken.
- Prior to any review of the policy, feedback will be sought from the student voice, students, staff and parents on the effectiveness of the policy.
- Findings from the review process will be shared with staff and Governors.
- The Governing Body will review the effectiveness of this policy at least once a year.
- The policy will be reviewed every year by the Trust.

Appendices

Appendix 1 – Restorative Conversations:

To be used by adults and students to support situations where disruption to the lesson has occurred. This is designed as a collection of questions and not every question will be necessary. Additionally, these questions are a guide to ensure that restorative conversations are calm, purposeful and offer students the opportunity to be heard.

Quick Questions

1. What happened? – followed by:
2. What were you thinking about when you did that?
3. How did your actions affect.....?
4. How do you think.....felt about what you did?
5. How do you feel about what you did?
6. How do you feel about what you did and the affect it had it had on me?

In-Depth Questions

1. Pre-Chat Questions and Statements

- We all need some time to think about what just happened.
- We need to speak about this when we have had some time to think about how this happened.
- Take some time and we will talk about this.
- This needs to be sorted out I can see you are not ready right now – we need to talk about this later.

2. Enquiry Questions – Explain how, describe

- What happened? / What else happened?
- What happened just before this?
- Where were you when this happened?

3. Intended Outcome Questions

- What did you want to happen?
- What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X?

4. Emotional Intent Questions

- What were you thinking/feeling when this happened?
- What was going through your mind when...?
- What were you thinking at that point?

5. Emotional Reflection Questions

- What do you think/feel about this now?
- What is in your mind now?
- Now that you have had time to think and calm down how does that change things?

6. Resolution Questions

- How can we put this right?
- What can you do so X feels happy this will not happen again?
- What needs to happen to put this right?
- What can you do so X feels happy that this will not happen again?
- What did you want X to do?
- What would you need to go on the contract?

7. Future Behaviour Questions

- What could you do differently next time?
- How will we know that it is working?
- What would that look like to me?
- What needs to happen to ensure that this works?
- What difference will it make to you if this works/doesn't work?
- How will I know it's happening? What will it look like to me?

Tips for a positive restorative conversation:

- 1) Don't sit behind a desk or on it during the conversation
- 2) However irritated you are / were with the behaviour that provoked the meeting, try to focus on the outcome you want
- 3) Reserve enough time for the meeting – 'I've only got 5 minutes...' is not good enough. Set aside 15 minutes – it might not take this long, but this means rushing is avoided.
- 4) Resist the urge to take a lot of notes. This is not conducive to thinking and speaking freely.
- 5) Consider having a glass of water ready for the student.
- 6) Leave the door to the room open while you have the meeting.
- 7) Be careful not to use judgmental language. This will taint the conversation and encourage a purely defensive reaction from the student
- 8) Resist any interruptions with 'This is a really important meeting – can I see you later?'
- 9) Don't nit-pick uniform, tie, coat, hat and so on at the beginning of the meeting. It will set you off in the wrong direction.
- 10) End the meeting well. Plan how you are going to conclude things. Take care not to open up other business at the close.

Appendix 2 – Teacher Toolbox Strategies:

Before the Lesson		
Consider the appropriateness of the seating plan	Ensure Driving Questions and or learning objectives are clear and focussed	Ensure that tasks are suitably challenging for all students
Ensure that the types of activities are suitable for the group	Meet and greet students at the door	How will you make rewards visible?
Have clear expectations/routines for start and end of lessons	What are your signals for silence to the students? – non-verbal reminders as well	Ensure opportunities are planned in the lesson to achieve character strengths

During the Lesson		
Rule reminder (Be Ready, Be Respectful, Be Safe)	Drive by dialogue	Model positives
Change of topic/task – the pace of the lesson	Reassurance	Humour
Remind of rules/expectation, walk away to avoid confrontation	Distraction	Verbal Support
Use of praise	Move to another classroom – department parking	Seat move
Time out	Scripted intervention	Responsibility reminder

After the Lesson		
Subject Report	Parental phone call home	Parental email
Restorative conversation meeting	Workshops	Meeting with progress tutor and or HOY
Meeting with HOD	Parental meeting	Progress leader report

De-escalation Strategies:

We want to keep children in the classroom, and engage them with successful learning. To do this, the following might be useful:

- Try to avoid very public sanctions - a private conversation is better
- Allow take up time for instructions to be followed e.g. 'Coat off thanks Salma' then turn the attention to other things "lovely start, Leon" to take the heat off.
- Always follow up - if you have asked for something to happen (e.g. the coat to be removed) follow through. Persistent, clear and kind.
- Thank students for making good choices.
- Use non-verbal and quiet behaviour management - e.g. waiting for silence, speaking quieter and slower to bring calm, using facial expressions to engage with students, and standing in different parts of the room.
- Help students not to be backed into a corner; give options that still get to what you need - e.g. if you want a student to not touch something that is distracting them: 'you could leave it on that desk in the corner, or put it on my desk for the lesson - whichever you are more comfortable with.'

Additional Resources

https://www.restorativeresources.org/uploads/5/6/1/4/56143033/handbook_5-4-15_.pdf