



Character and Inclusion Policy

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1. Rationale

This policy exists to provide a framework for supporting our stated aim of “High Expectations, Opportunity and Challenge,”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

1.1 General Principles

- We believe that achievement is affected by a student’s character. We also recognise that we have a joint responsibility with families to develop character.
- We want to enable every child to reach his/her full potential academically, socially, emotionally and physically.
- We aim to promote a positive approach in attitude and standards in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy.
- We encourage, praise and reward good character.
- We share and display good work and character with families, staff and students through positive reward systems on a regular basis.
- We have clear expectations which are consistently applied by all staff.
- We aim to provide all students with opportunities to gain respect for themselves and others and to develop integrity, compassion and open-mindedness and an understanding for each other’s needs, feelings and rights and culture.
- The school’s expectations clearly focus on the positive behaviours that we want our students to display. These centre on three clear school rules that are easy for staff and students to understand.
 - **Be Prepared** - we expect all students to wear the correct school uniform; have the correct equipment; complete their homework and be on time to school and lessons.
 - **Show Good Character** - we expect all students to be polite to everyone, be that in school, in our local area and whilst travelling to and from school. ‘Being respectful’ encompasses the positive traits we expect from our students, for example respecting the school environment by not littering. We expect students to demonstrate self-respect.
 - **Be Safe** - we expect all students to behave in a way that keeps them safe and keeps other safe. We recognise that students have the right to feel safe.

1.2 Aims

- to realise the attitudes and character strengths we uphold, which in turn will lead to outstanding student outcomes and well-rounded individuals;
- to ensure our school policy and practice complies with legal and statutory requirements;
- to act as a framework for responsible actions to enable all students to be good ambassadors for the school at all times both in and outside of school;
- to support staff wellbeing by providing a clear, consistent, calm and systematic approach to dealing with standards and character development.

1.3 Links to other policies

This policy should be read in conjunction with:

- Teaching and Learning Policy

- Uniform policy
- Racism Policy
- LGBTQ+ Policy
- Safeguarding Policy
- Child Protection Policy
- Anti-bullying Policy
- 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

2. 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.

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

- 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.

3. Sanctions or Consequences

This section is aimed at supporting individual students to demonstrate positive attitudes to learning and to ensure other students do not have their rights infringed upon. Any examples of poor standards will be judged in context and appropriate consequences will then be shared with the student (and family if appropriate).

At Wrotham School we adhere to the five 'Pillars' of managing standards and character. These five pillars include;

- Consistent, calm adult behaviour – we as a staff will be consistent in our interactions with students and, remain calm and in control of our own behaviours;
- First attention to best conduct – that is actively seeking opportunities to appropriately praise and recognise good character and standards to build a positive environment;
- Relentless routines – that is ensuring that we apply the practice outlined within this policy appropriately and relentlessly and our classroom routines are simple, clear and consistent;
- Scripting difficult interventions – that is having a script for dealing with difficult situations to ensure a consistent and less emotionally charged response;
- Restorative/reframing conversations – taking personal responsibility for following up incidents (using support if required) and looking to positively move on from them.

Consequences used at Wrotham School

At Wrotham School, we understand the negative impact that poor character has on the experience of others. We take all forms of poor standards and lack of character, very seriously and ensure all students and parents that incidents will be dealt with consistently and effectively to prevent disruption to learning. The list below is a general guide to consequences. This does not cover every situation nor individual circumstances that may be considered when applying consequences 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. Behaviour that does not meet our expectations for character may have the following consequences:

- Restorative conversation
- Compulsory attendance to academic workshop
- Confiscation of mobile phone/prohibited uniform
- Parking in an alternative class
- Removal from class
- Removal from peer group during social times
- Negative points on SIMS
- Phone call home

All behaviour will be addressed with a restorative conversation between the student and the teacher using the 'Repair and Rebuild' framework outlined below.

4. 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.

4.1 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.

4.2 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.

4.3 Academic Workshops

This might happen when a student has not produced enough work in the lesson or it is below expected standards. The member of staff will arrange for the student to come back after school to catch up or complete. These sessions must be purposeful and have an academic focus. This is **not** a detention. Attendance to academic workshops must be logged on SIMS.

5. 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

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.

5.1 Incident Investigation Procedures

Whilst serious incidents at Wrotham School are rare, we aim to investigate serious incidents (both alleged and actual) thoroughly and promptly.

In the first instance, a detailed statement will be collected from the victim. Ideally, a member of staff will collect this. If the student has already gone home, then they should e-mail a detailed statement to the relevant member of SLT. Statements need to be read back to the victim to ensure accuracy and this is signed and dated by both the student and the member of staff collecting the statement.

The aggressors/witnesses to the incident 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, it may not be necessary to collect statements beyond that of the victim and the aggressor.

Mobile phones are to be confiscated during this time to ensure that students do not communicate with each other. 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.

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.

Once statements have been collected, parents/guardians of both victims and aggressors must be contacted and informed of the investigation.

Statements are then reviewed and a decision made 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 exclusion or fixed term exclusion. This decision **must** be communicated with parents/guardians immediately. Then, the member of staff must email Karen Lee who will follow up this phone call with a letter home and will update SIMS accordingly.

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

Note: Incidents of cyberbullying that occur on social media platforms outside of school hours will not be investigated by Wrotham School. Such incidents should be reported to the social media platform and/or the police if necessary, and students should block the relevant aggressors. If such cases

occur, the school will offer supportive strategies such as alternative seating, reparation meetings etc. to minimise conflict moving into school.

5.2 Use of Reasonable Force

5.2.1 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.

5.2.2 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.

5.2.3 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.**

5.2.4 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:

- 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.

5.2.5 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.

5.2.6 Power to search students 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/weapons
- Alcohol
- Illegal drugs and associated paraphernalia
- Stolen items
- Tobacco and associated paraphernalia
- 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 'links to other policies'

6. 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.

Managed Move

Managed moves are decided at IYFAP meetings. These are designed to offer a student who is at significant risk of a FTE 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 managed move to go ahead, all internal strategies to support the student must be exhausted.

Permanent Exclusion

The Head Teacher may, in certain circumstances, permanently exclude a student. A meeting of the Governors' Discipline Committee has to 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 an independent tribunal. This tribunal's decision is binding.

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
 - Confidence Development Programme – providing strategies for students to be confident
 - 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

- Cedars Provision – an external specialist pupil referral unit programme to support students with challenging behaviour
- Social Service referral – raise concern with social services to see what other support is available for the family
- Managed Move – 6 week trial to another school.
- Monitored Transfer – 6 week trial to another school. The student will not return to Wrotham School
- 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

7 Monitoring, Review and Evaluation

The Assistant Headteachers for Character and Inclusion 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 and permanent exclusions – number of, and analysis of
- number of restorative conversations/academic workshops 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.

8 Appendices

8.1 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.

8.2 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.'

9 Additional Resources

[https://www.restorativeresources.org/uploads/5/6/1/4/56143033/handbook_5-4-15 .pdf](https://www.restorativeresources.org/uploads/5/6/1/4/56143033/handbook_5-4-15.pdf)