

Welling School Behaviour Policy

Policy edition: 1

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Next Review: January 2025

This policy will be reviewed annually

1. Expectations

As a TKAT school we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school / academy that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. The school will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

2. Policy Implementation

Staff are responsible for: Implementing the school's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The Senior Leadership Team of the school will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with the school's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school's uniform.

3. Behaviour expectations

Our education philosophy is focused around three values we want all of our students to acquire before taking their place in the global community. At Welling School:

We are Kind

We are Active

We are Ambitious.

These values of being ambitious, kind and active underpin all the conversations we have in school, both positive and negative.

Where students follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

In lessons our expectations of students are;

1. To try hard
2. To follow instructions
3. Not to affect the learning of others

Students who fail to meet these expectations will be removed from the lesson.

4. Rewards

We believe that there should be a consequence for positive behaviour. Through our rewards system, we recognise both individual cases of positive behaviour, and patterns of repeated positive behaviour over time.

Some of the positive consequences are ways we acknowledge and celebrate success:

- Communication home: Letters and certificates as well as automated praise letters will be sent to parents/carers to notify them of their child's achievements.
- Positive calls home: Teachers are encouraged to make positive phone calls to reward positive behaviour and update parents/carers.
- Achievement points: Where a student has consistently met the school expectations or indeed exceeded them then staff will award an achievement point. The Achievement Team Leader and Student Rewards Coordinator closely monitors those that gain these points and will celebrate accordingly. Each point gained has a positive impact on their conduct score.
- Prizes: in collaboration with the Student Council, students have selected a range of prizes that they would like to receive for gaining a certain amount of conduct points. Examples of the prizes include activities, stationary, food ,trips, privileges, equipment and achievement badges.
- Reward trips and activities: students who demonstrate high levels of engagement, show significant improvement, have the highest conduct scores, improved/high levels of attendance will be invited on a range of both internal and external reward trips and activities.
- Golden Tickets: when students are caught being outstanding by a member of staff, they may award a Golden ticket, prizes will be given by the Headteacher for this as well as a letter home and entry into a prize draw.
- Celebration assemblies: 3 times a year, each Achievement Team leader and Student Reward Coordinator will host a celebration assembly which is a formal event for students to publicly celebrate their students' achievements. This includes but is not limited to certificated awards for attendance, attainment in subject, progress in subject, form tutor, year Care Team and Achievement Team Leader awards.

Through our rewards system we aim to recognise and celebrate the positive contributions that our students make. Teachers are also encouraged to make positive phone calls to reward positive behaviour. In addition to the formal rewards outlined, all adults are encouraged to regularly praise students making positive contributions. Students can be rewarded for behaviour in the classroom, around the school site, or beyond the school gates for actions which positively serve the community.

5. Graduated Approach to Support Pupils

The school has a graduated approach to supporting behaviour as detailed below:

Specific interventions are provided where possible for identified groups such as those with speech, language and communication needs, literacy difficulties, support for emotional regulation or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.

Students and staff have school wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school/ academy campus. These include detentions,, removal from normal learning to reflect on behaviours (known as 'parking'), internal suspensions and fixed-term suspensions. The school may also arrange a 'Managed Move' trial placement to another school once other options have been exhausted.

Students with the most significant behaviour profiles are referred to external alternative provision, namely Horizons Academy, for placements of varying duration dependent on need.

Detentions

Please note that 24 hours' notice of a detention is no longer required by the Department for Education. The school is not required to inform parents of 'short' detentions at the end of the school day, which we deem to be up to 30 minutes. In setting detentions the school will consider:

- the welfare and any special needs or disabilities of the child
- whether the child has caring responsibilities
- whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely. The permitted times for detentions are any school day when the pupil does not have permission to be absent. The school runs the following detention systems:

- i) 30 minute detention
- ii) 60 minute detention
- iii) SLT 90 minute detention
- iv) Berwick sanction that runs until 4.30pm.

Suspensions

In extreme cases of poor behaviour, the school may consider suspending a pupil. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any suspension.

The school will, as far as possible, try to avoid permanently excluding any pupils who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

* *Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

See appendix A for examples of graduated sanctions implemented by the school

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school has a 'zero tolerance policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer- term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

Incidents relating to Sexual Harassment and Sexual Abuse

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school / academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

Drugs

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme (Personal Development) and the school will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term suspension from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent suspension. Using illegal drugs will, except in exceptional circumstances, lead to suspension which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Any misuse of social media will be investigated by the school and overseen by the Senior Leadership team and the school's Designated Safeguarding Lead.

In accordance with the prevent duty, the school uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

Prohibited items and searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11

of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes “any item banned by the school / academy rules which has been identified in the rules as an item which may be searched for” (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Use of reasonable force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

The power to discipline beyond the school gate

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school / academy related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

Appendix A Graduated Sanctions

The school's sanctions for behaviour(s) are tabulated below:

Examples of behaviours	Sanction
<p>If a student cause disruption to learning that results in a student being parked or a breach of whole-school basic expectations or school rules.</p> <p>If a student fails to attend their 30 minute detention</p>	<p>They will receive a 60 minute detention</p>
<p>If a student commits a more serious breach of the behaviour policy, or fails to attend a 60 minute detention.</p> <p>If a student fails to hand over their phone to a member of staff.</p>	<p>They will receive an SLT 90 minute detention</p>
<p>If a student arrives to lesson after the late bell</p>	<p>They will receive a 30 minute detention</p>
<p>If a student is found outside of lesson without an exit pass.</p>	<p>They will be referred to the refocus room and will remain there for the rest of the period. They will be issued with a 60 minute detention.</p>
<p>If a student causes significant and prolonged disruption to teaching and learning.</p> <p>If a student is significantly unkind to others, including use of sexual comments, remarks or jokes</p> <p>If a student misuses social media to harm others in school / academy</p> <p>If a student discriminates against others</p> <p>If a student failed to follow instructions to go to the refocus room.</p> <p>If a student is found to have persistently truanted lessons.</p>	<p>They will be referred to The Berwick Centre where They will remain for a predetermined number of days, relating to the severity of the incident.</p>
<p>If a student refuses to attend the Berwick Centre</p> <p>If a student causes significant disruption within the Berwick Centre</p> <p>If a student swears at a member of staff</p> <p>If a student is involved in fighting</p> <p>If a student is involved in vandalism</p> <p>If a student sexually harasses another child, including online sexualised comments and / or requests for explicit photographs or comments</p> <p>If a student assaults another child</p> <p>If a student brings to school / academy and/or use illegal substances</p> <p>If a student threatens to or become physically aggressive to a member of staff</p> <p>If a student makes malicious accusations against staff</p> <p>If a student seriously breach the prohibited use of social media</p>	<p>They will be suspended for a fixed period of time determined by the Headteacher</p>

<p>If a student commit any sort of low-level crime such as minor theft</p>	
<p>If a student distributes illegal substances in school / academy If a student assaults another student that leads to serious harm / injury If a student assault a member of staff If a student commits sexual violence, such as rape, assault by penetration or sexual assault If a student sends explicit photos of yourself or share explicit photos of other children If a student is repeatedly suspended for significant behaviours and breaches of the school / academy's behaviour policy including any of the above If a student commit (initiate or are complicit in) acts of criminality against the school / academy such as:</p> <ol style="list-style-type: none"> a. Cause Criminal damage b. Break in and enter the school / academy building c. Burgle (definition- deprive the school / academy of any property through theft or breakage) 	<p>They will be permanently excluded</p>

The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table