

Welling School Behaviour Policy

January 2022

Policy edition: 1

Adopted by the LGB: January 2022

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 Ambitious

We are Kind

We are Active

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.

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.

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 below, 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.

In addition to the above, students have further opportunities to be rewarded in the school for good behaviour through a number of avenues:

R1	Given for things such as a correct answer, a positive contribution, completion of a piece of work, a positive attitude shown, kind or helpful behaviour, etc. Teacher records on Bromcom.
R2	Given for a more significant contribution, linked to school values. Teacher records on Bromcom.
R3	This will be awarded for a single outstanding act, either in the classroom, around the school or in the wider community. Teacher records on Bromcom and an R3 Certificate is issued by the Headteacher and presented by the Head of Year.

Rewards Points

- Rewards Points are earned following the award of an R1, R2 or R3. These are centrally recorded on Bromcom and accumulate over time.
- Depending on the number of points accumulated, a student will be issued a badge to wear. They will also be able to 'spend' positive points in a Rewards Shop that will be open weekly.
- There are four coloured badges, all indicative of achievement of a certain number of Rewards Points.

R1	Worth 2 Reward Points
R2	Worth 5 Reward Points
R3	Worth 10 Reward Points
Bronze Badge	Issued when a student reaches 200 Reward Points
Silver Badge	Issued when a student reaches 400 Reward Points
Gold Badge	Issued when a student reaches 600 Reward Points
Platinum Badge	Issued when a student reaches 1000 Reward Points

5. Graduated Approach to Support Pupils

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

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
- ii) Personal Support Plans (PSP) are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, college places, and alike
- iii) 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 exclusions and fixed-term exclusions
- iv) 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

Note that 24 hours' notice of a detention is no longer required by the Department for Education. Parental permission is not required but the school will inform parents for detentions at the end of the school day that are longer than 15 minutes. 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 15 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) C1 Detention - 15 minutes in length
- ii) C2 Detention - 30 minutes in length
- iii) C3 Detention - 60 minutes in length

Exclusions

In extreme cases of poor behaviour, the school may consider excluding 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 exclusion.

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 exclusion from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion 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 Head of Year or a Senior Teacher and overseen by the senior member of staff who oversees E-Safety or the school's Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

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:

Behaviour	Sanction
C1 - Sanction points will be issued for low level disruption of learning, a minor breach of whole-school basic expectations or school rules. The incident will be recorded on Bromcom	You will receive a 15-minute detention at break, at lunchtime or after school that same day
If you causer more serious disruption to learning that results in a student being parked or a more serious breach of whole-school basic expectations or school rules. The incident will be recorded on Bromcom and parents/carers contacted to explain the reason for C2. Students may be referred to the Refocus Room by SLT for any length of time.	You will receive a 30 minute detention to be sat after school
If you commit a more serious breach of the behaviour policy, or fail to attend a C2 detention.	C3 - You will receive a 60-minute detention to be sat after school
If you arrive to lesson more than 10 minutes late, or are found outside of lesson without an exit pass.	You will be referred to the refocus room and will remain there until you have sat a 30 minute detention during your break, lunch or after school.
If you cause significant and prolonged disruption to teaching and learning If you fail to attend C3 detention If you are significantly unkind to others, including use of sexual comments, remarks or jokes If you misuse social media to harm others in school / academy If you discriminate against others Failure to hand over your mobile phone when asked by a member of staff	You will be referred to The Berwick Centre where you will remain for a predetermined number of days, relating to the severity of the incident.
If you refuse to attend the Refocus Room or Berwick Centre If you cause significant disruption within the Refocus Room or Berwick Centre If you swear at a member of staff If you are involved in fighting If you are involved in vandalism If you sexually harass another child, including online sexualised comments and / or requests for explicit photographs or comments If you assault another child If you bring to school / academy and/or use illegal substances If you threaten to or become physically aggressive to a member of staff If you make malicious accusations against staff If you seriously breach the prohibited use of social media	You will be excluded for a fixed period of time determined by the Headteacher

<p>If you commit any sort of low-level crime such as minor theft</p>	
<p>If you distribute illegal substances in school / academy If you assault another student that leads to serious harm / injury If you assault a member of staff If you commit sexual violence, such as rape, assault by penetration or sexual assault If you send explicit photos of yourself or share explicit photos of other children If you are repeatedly excluded for significant behaviours and breaches of the school / academy's behaviour policy including any of the above If you 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>You 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