Behaviour Policy

Effective Learning and Teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully…….

Purpose

At Wildern School we believe positive behaviour creates a safe environment in which students can learn, feel safe and fulfil their full potential. This is achieved through the objectives of:

- Developing in all students a sense of self discipline and acceptance of responsibility for their own actions.
- Using a code of conduct which is familiar to everyone with rules that are fair and easily understood.
- Fostering mutual respect and providing a climate where students relate well to other members of the school community and where effective learning can take place.
- Reflecting the RRR UNICEF principles.
- Having clear systems and guidance to ensure consistency in the management and education around behaviour.
- Staff being consistent and clear in using the school systems to support behaviour
- That the rights of all staff and students should be at the core of any whole school approach to behaviour management.
- That these should be agreed and visible in all classes to ensure that expectations are clear, understood and followed by all.
- That diversity, tolerance and understanding is a significant part of each child's education.

Expectations:

- The working environment is free from bias and discrimination.
- Students have a sense of achievement.
- Lessons are fun, stimulating and interesting.
- Everyone's opinion is listened to and respected.
- Staff and students are treated politely.
- Everyone feels safe and secure in the classroom.
- That students are praised and rewarded when they do well.

Practice

At Wildern School we will ensure:

- That consistency and fairness are apparent at all times across the school.
- We use the home school partnership to establish a combined agreement for positive behaviours for learning.
- That learning takes place in a secure and safe environment.
- That rewards and sanctions are realistic and achievable.
- That expectations are regularly shared and discussed with students.
- That the consequences of unacceptable behavior are clearly explained to all students, by having established simple rules for all to follow.

- That all students of concern are identified and an appropriate intervention programme is put in place to help change behavior.
- That we inform and involve parents when any serious issues occur.
- That we involve other support agencies to help support students' behavior.

The Leadership and Management of Behaviour

School Governors and Local Governing Body

School Governors will support the leadership team in the development and application of their duties in deploying the behaviour system in school.

Local Governing body will receive reports on behaviour in school, including suspensions and exclusions and will challenge leaders on intervention, trends and incidences of behaviour to monitor application of policy.

Where required by law, they will exercise their duty in attending and reviewing panels with regard to suspensions and exclusions.

School Senior Leadership Team responsibility

The school leadership team will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. The leadership team will decide how resources in school are allocated in order to support behaviour.

The school leadership team will make sure all staff understand the behavioral expectations and the importance of maintaining them. School leadership team will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

The school leadership team will lead on any appropriate training which is required for staff to meet their duties and functions within the behaviour policy and to continuously update staff on relevant practice in behaviour management.

The school leadership team will also ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams will also be a contributing factor to supporting staff and students.

School leadership team will use resources to support and improve school behaviours through staff support, environmental and system outlets.

The School Leadership team will report on behaviour, including the use of inclusion and suspension to the Local Governing Body and the board of trustees, to include patterns in behaviour and interventions and actions.

Teachers and support staff responsibility

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff should refer to and use the schools behaviour guidance. The school behaviour system is PARs and staff should be familiar with this when recording and auctioning the behaviour policy.

It is staff's responsibility to be familiar with the school behaviour system and deploy this fairly and proportionately.

Student responsibility

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this, all students will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes and are expect to uphold these at all times.

Students will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture, this includes reporting poor behaviour and adhering to expectations in lessons, in social situations and before and after school.

Students will be asked about their experience of behaviour and provide feedback on the school's behaviour culture through student voice opportunities and are encouraged to take part. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every student will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture and they must take responsibility to adhere to these standards.

All new students need to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for students who are in year arrivals.

Parent/Carer responsibility

Parents are crucial in helping schools develop and maintain good behaviour.

To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Wildern will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the school's behaviour policy.

Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents are expected to communicate concerns over behaviour through communication with their child's tutor, Assistant Director of Progress and Achievement, Director of Progress and Achievement, Senior Pastoral staff or through Student Services.

Parents are expected to sign and return the school's Home School Partnership which outlines how we can all work together for the best outcomes for children at Wildern.

Where parents have concerns over other students behaviour, they are encouraged to contact school and not use social media platforms to discuss their concerns.

School Behaviour Systems & Routines

Our behaviour system aims to maintain the culture of the school, keep a calm and safe environment and prevent the recurrence of misbehaviours.

Teachers can use the school sanction systems for students whose conduct falls below the expected standards reasonably expected of them. This means that if a student misbehaves, breaks a rule or fails to follow reasonable instruction, a teacher can apply a sanction to them.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including school visits.

This can also apply in circumstances when a student's misbehaviour occurs outside of school. This may be non-criminal poor behaviour and bullying, which may occur off the premises or online which may be witnessed by staff or reported to the school. This may include:

- 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 student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school

Our behaviour system has a number of purposes:

Deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.

Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.

Improvement: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, has a trauma based background or is experiencing significant challenges at home.

- The behaviour guidance table indicates a procedure which all teachers at Wildern should follow if necessary. However, it should also be pointed out it should not be used as a means of escalating a potential problem.
- The table works on the principle that it is the classroom teacher who must take prime responsibility for his/her classroom management.
- If misbehavior occurs during social time (breaks, before and after school) then behaviour is managed by staff on duty and pastoral staff.

- All staff will have regular training on behaviour management and a 'Behaviour guidance booklet' will be issued to all staff.
- Staff will be advised to adopt a variety of behaviour management strategies to avoid escalating potential problems.
- The first support that a classroom teacher is offered is from within the curriculum/subject area.
- As further support, the Director of Progress and Achievement (DOPA) will take action when the work of the classroom teacher and curriculum/subject leader fails to achieve a change in student behaviour, or there are behaviours that are concerning across a number of curriculum areas.
- Students who regularly challenge the system in multiple areas of the curriculum will have all relevant incidents recorded on the school's management system (PARS), parents will be informed and more serious action taken, dependent on the stage and significance of the behaviour
- Each curriculum area has a 'safe house' from lessons procedure which Directors of Learning's will update annually. If a teacher needs to withdraw a student from their lesson for longer than 5 minutes, this procedure should be used. Similarly, if a class teacher deems it necessary to ask for a student to be withdrawn from their lesson for one or several lessons, the internal procedure should be adopted following consultation with' and agreement by the Director of Learning (DoL).
- Students who regularly challenge behaviour systems with regards to child on child abuse, or disruption at social times in school will be managed by pastoral staff in liaison with relevant outside agencies if necessary.
- In the event of extreme behaviour (e.g. abuse of staff/fighting/refusal to carry out any reasonable request), staff will call for Student Services/ pastoral staff or Senior Leadership Team (SLT).
- Staff at Wildern will work with parents and where appropriate other agencies to support positive behaviour.
- Parents can track and monitor their child's behaviour on the Insight App.
- In the event of extreme classroom behaviour (e.g. abuse of staff/fighting/refusal to carry out a reasonable request), the classroom teacher will call for a member of the Student Services Team or SLT.

The Management of Unsatisfactory Behaviour

- The Behaviour Guidance Table indicates a procedure which all teachers at Wildern should follow if necessary. However, it should also be pointed out that it should not be used as a means of escalating a potential problem. Other good teaching and learning strategies would also be used to prevent such an escalation. These include: -

    - Discussion with student
    - Move to another seat
    - Verbal reminder of consequences
    - Parental contact
    - Move to another group (department safe house)
    - Note in student planner
    - Amber, red or purple Eref
    - Loss of privileges
    - Loss of social time in school
    - School based community service (Litter picks, tidying of areas, supporting community events)
    - Use of detentions
    - On report
    - Internal exclusion (isolation/inclusion)
    - Use of inclusion
    - Fixed period of suspension
    - Behaviour Review Panel
    - SLT report
    - Permanent exclusion

Detentions:

It may be necessary for school to issue a detention to a student as a sanction for their behaviour. This may be during the student's free time in school or set as an after school detention. A member of staff may detain a student after school for a ten-minute period should it be necessary. If a detention is set over a break or lunch period, it will allow time for lunch to be eaten.

When setting a detention after school the school will notify parents via email to inform them when the detention is taking place. This is to notify that the detention is happening so that adequate arrangements can be made for collection of the student or for the rearrangement of after school activities or duties such as collecting siblings. If for some reason a student cannot attend an after school detention, then correspondence with school will be needed in order to rearrange.

Detentions will consist of students completing work set and an element of restorative conversation with staff to try to avoid repeat behaviours. All students will be notified of the expectations around behaviour in detention, and that removal will mean an escalation to the next level of detention.

The detentions run in school are:
- Break/Lunch detentions- 10-20 mins
- After School Faculty detentions – 60 mins
- After School Pastoral detentions – 60 mins
- After School Late detentions 45 mins
- After School Senior Leadership Detention – 90 mins

Use of reasonable force

- Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force: Advice for Head teachers, staff and governing bodies Ref DFE-00295-2013 and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:
    - Committing a criminal offence
    - Injuring themselves or others
    - Causing damage to property, including their own
    - Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

- Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment. See also the School's separate policy on the use of physical Intervention.

Searching students

When a search is deemed necessary to be carried out, a DSL or Deputy DSL will be informed and if possible be present.

- **Informed consent:** The School staff may search a student with their consent for any item which is banned by the School rules. If a member of staff suspects that a student has a banned or prohibited item in his / her possession, they can instruct the student to turn out his or her pockets or bag.

- This may extend to a child's locker**.**

- If the student refuses, sanctions will be applied in accordance with this policy. This may include isolation until parents or the police are able to come into school to assist in the search.

- **Searches without consent**: In relation to prohibited items, as defined below, once informed consent has been refused by the student, the Headteacher, and staff authorised by the

Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

- We are not required to inform parents before a search takes place or to seek their consent to search their child but will inform a parent that a search has been conducted unless otherwise instructed to do so by police

- All searches will be recorded on a document with details of reason, any outcomes and next steps.

- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

- **Prohibited/Banned items**:

- knives and weapons;

- • alcohol;

- • illegal drugs;

- • stolen items;

- 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 student).

- an article specified in regulations:

- tobacco and cigarette papers;

- fireworks

- pornographic images.

- **Searches generally:** If staff believe a student is in possession of a prohibited item, it may be appropriate for a designated member of staff to carry out:
  - A search of outer clothing; and / or
  - A search of School property, e.g. students' lockers or desks; and / or
  - A search of personal property (e.g. bag or pencil case within a locker).

- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will either be the same gender as the student, or male and female.

- Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DFE guidance *Searching, screening and confiscation*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

- The School can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- The Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Staff Induction and Training

All new staff joining the school will have induction training that includes the management of behaviour in the school and how systems are utilised. Training will also include classroom management strategies, how to respond to behaviours and how to support students who are victims of child on child harm.

Whole school training on behaviour systems occurs at the beginning of each year and is then scheduled throughout the academic year in a number of forums.

These include:

- Departmental and Pastoral meetings
- Individual CPD
- CDG/PDG meetings
- Staff meetings
- ECT and SCITT briefings

Behaviour and detention guidance is also explained in the Behaviour Guidance booklet distributed to all staff. And in the staff handbook.

Student Induction and re-induction into school:

When students join the school, they are supported by their tutor, and DOPA. This support includes introduction to the school's rules and expectations and the consequences of working below these expectations. The induction will also include how to report child on child misbehaviours and the process behind this.

There may be times when students need to be rein ducted into school. This may be because:
- Following time away and return on role
- Following a fixed term suspension
- Following time at another provision (hospital school)
- Following a managed move that has not been successful.

When this happens the student and parents will meet with the DOPA and senior pastoral staff to go through expectations around behaviour. For students returning post suspension or managed move, a plan will be developed with clear outcomes that will be reviewed after a set time frame that will include behaviour expectations.

Student Support

Students are supported by a number of key staff in school with regards to behaviour. These staff include:
- Class teacher
- Subject Leaders & Directors of Learning
- Tutor
- Student Services
- Assistant Director of Progress and Achievement
- Director of Progress and Achievement
- School Counsellor
- ELSA
- Senior Pastoral Staff.

When school strategies for supporting behaviour are not having an impact, the school will also engage with outside agencies following consultation with parents. This may include referrals to:

- KCC mentoring

- Inclusion Support Service
- The Bridge Education Centre
- Education Psychologist
- School Nursing Team
- Specialist Crime Intervention Services (Youth Offending Team/ Police/St Giles Trust)

Students can seek support through:
- Speaking to their tutor/ADOPA/DOPA/Student services
- Email
- Wellbeing Hub #ineedsupport

Students with SEND & Additional Needs
The school will consider whether a student's SEND has contributed to the misbehavior and if so whether the sanction is appropriate and proportionate, however the school will not assume that because a student has SEND it must have affected their behaviour on any one occasion.

It may be that a student's behaviour may be attributed to their needs, or an unmet need that is as a result of abuse, neglect or something that is occurring outside of school. In these instances, the school will work with parents or other agencies to put together pastoral support plans that will:

- Give strategies to support the child
- Inform staff of need and support
- Clearly outline the need
- Outline any bespoke support that may be different to the school behaviour policy
- Students with allocated social workers will have them involved in the planning and reviewing of support.

Students with Trauma Based Needs
The school will work closely with children who have needs due to their childhood trauma based backgrounds by supporting through a former informed approach. This will include decisions made around behaviours and appropriate and reasonably adjusted sanctions should this be needed. This may include strategies informed by parental consultation or outside agency advice and guidance. This may be:
- Alternative ways of delivering sanctions
- Key staff as points of contact
- Preparation through longer notice
- Changes of venues/times
- Use of restorative processes.
- PACE approaches

Child on Child Abuse

All staff understand that even if there are no reports of child on child abuse in school it does not mean it is not happening, it may be the case that it is just not being reported. All students are encouraged to report any form of abuse to adults in school.

It is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or deputy). Child on Child abuse must not be passed off as banter.

Child on Child abuse is:

- bullying (including cyberbullying)

- Abuse in personal intimate relationships

  o Physical abuse

  o sexual violence

  o sexual harassment

- causing someone to engage in sexual activity without consent

- Consensual and non-consensual sharing of nudes and semi nude's images or videos. (sexting)

- Upskirting,

- initiation/hazing type violence and rituals

Behaviour Incidents Online

Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

The schools are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where the school suspects a student of criminal behaviour online, they will follow involve the police and children's services if appropriate

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person who will decide on the school's response.

Linked Policies: Anti-Bullying Policy
Behaviour for Learning – Exclusions Policy
Child Protection Policy
Citizenship Policy
Code of Conduct
Drugs Policy
Equality Policy
Moral and Social Studies Policy
Safeguarding Policy

Behaviour Guidance Table:
All outcome examples may vary depending on context of the behaviour so this table has a list of possible actions relating to the behaviours below. It may also be that multiple behaviour issues means that more severe sanctions are employed at an earlier stage.

Category	Sub Categories	Outcome example
Attendance	Late Wilfully Missing Lesson Truanting School	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement
B4L	a) **NOT** being respectful to teachers and other learners in the classroom at all times c) **NOT** being appropriately equipped and ready to learn d) **NOT** being fully engaged in the lesson, listening carefully and following instructions e) **NOT** completing all class work or Non-Examined Assessment (NE A) to a required standard f) **NOT** completing all self-study on time and to a required standard g) **NOT** working independently i) **NOT** preparing appropriately for assessments or Non-Examined Assessments (NEA)	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Removed from Lesson by Student Services and taken to safehouse via middle leaders/senior staff Inclusion Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement
Defiance	Refusal to follow instructions Walking away from Staff Refusing to provide details (names) Rows 4&5 completed on Uniform tracker	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Removed from Lesson by Student Services and taken to safehouse via middle leaders/senior staff Inclusion Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement
Child on Child	Physical Verbal Sexual Harrassment Sexual Violence Cyber Prejudicial language- Homophobic/Transphobic/Ablist/ Racism	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Removed from Lesson by Student Services and taken to safehouse via middle leaders/senior staff Inclusion Suspension Outside Agency support/intervention Staff: Teacher/Tutor/Director of Learning/Director of Progress and

		Achievement/SLT
Punctuality	To lessons To tutor	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School)
Disruptive / Inappropriate behaviour	Littering Food Throwing Swearing Damage to property Disrupting other classes Rudeness to staff	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Removed from Lesson by Student Services and taken to safehouse via middle leaders/senior staff Inclusion Suspension Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement/SLT
Smoking / Vaping/Illicit Substances	To or from school On school site	SLT Detention Inclusion Suspension
Uniform	As per the uniform tracker in the back of the student planner	Each line completed has an attributed sanction that is progressive. When lines 4 and 5 are completed this is seen as persistent defiance and therefore inclusion is considered.
Non- attendance to DT	Social After school SLT	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Inclusion Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement/SLT
Inappropriate use of devices	Mobile phone	Amber - first confiscation, phone returned at end of day Red - second confiscation, call for parent to collect Purple - third confiscation, parent contact with DOPA
	Misuse of School email system	Amber - subject/social DT, teacher to call home Red - A/S faculty/Pastoral DT, phone call home, scheme of work completed on E Safety

	Breaking the school IT agreement.	Purple - SLT / Inclusion / Suspension, scheme of work completed on ESafety Amber - subject/social DT, teacher to call home Red - A/S faculty/Pastoral DT, phone call home, scheme of work completed on E-safety Purple - SLT / Inclusion / Suspension, scheme of work completed on ESafety, invoice for broken equipment sent to parents
Behaviour towards staff	Inappropriate response (non swearing) Gesticulating Swearing in response Swearing directly at MOS Physical contact with staff Prejudicial Language towards staff	Amber/Red/Purple EREF Possible Actions: Detentions (Break/Lunch/After School) Removed from Lesson by Student Services and taken to safehouse via middle leaders/senior staff Inclusion Suspension Staff: Teacher/Tutor/Director of Learning/Director of Progress and Achievement/SLT