

# Behaviour & Discipline Policy

## Equalities statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management	
Date of Approval	March 2024
Date of Next Review	March 2025
Headteacher	Mr A Holmes
Approved By:	Local Governing Body

This policy will be reviewed annually but will be amended before then if required. The Whitstable School is a Swale Academies Trust School.

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## Section 1. Introduction

The Whitstable School promotes shared core values that are essential to the development of pupils, preparing them to become tolerant, resilient, high achieving, courteous and knowledgeable members of society. We promote these values through the acronym TRACK.



This policy is intended to enable pupils, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among pupils self-discipline and a proper regard for the school's authority, while at the same time encouraging good behaviour and respect for others.

This policy ensures that expectations for behaviour and responses to misbehaviour are consistent, fair, proportionate, and predictable. We ensure that there is certainty over severity.

This policy has been written with regard to the Equality Act 2010 and public sector equality duties and responsibilities. The Whitstable School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

This policy links with several [school policies](#), practices and action plans including:

- Anti-Bullying Policy
- Equality Statement and Equality Objectives
- Attendance Policy
- Safeguarding and Child protection Policy
- Child on Child abuse Protocol
- Mobile Phone Protocol
- Uniform Policy
- Trust Suspensions and Exclusion Policy
- Online Safety Policy
- SEND and Disability Policy
- Prevent Duty Risk Assessment
- [DFE Advice Searching, screening and confiscation](#)

## **Section 2. General Principles**

All staff and pupils have a responsibility to:

- Treat others fairly, caring for other people's property
- Treat others with care, courtesy and consideration and act in a safe and responsible manner
- Allow effective learning to take place by showing respect to others and staff
- Listen to other people's points of view
- Report hazards or dangerous situations immediately
- Participate positively with others across the school
- Take pride in and care of the school environment

All members of staff have the responsibility to:

- Consistently set high expectations and act as positive role models
- Implement agreed behaviour management policies
- Be vigilant, support and intervene in good time
- Consistently recognise a positive attitude to learning
- Identify, and act collaboratively with regard to causes of poor behaviour
- The policy applies to all pupils whilst representing the school at all times

## **Section 3 Leadership and management**

The pastoral structure in the school is organised by year groups. Each year group has a dedicated Pastoral Support Manager and a Head of Year supported by a Raising Standards Leader. There is an Assistant Headteacher in charge of behaviour and attitudes who works alongside the Deputy Headteacher responsible for behaviour and ethos. The headteacher is updated weekly at a behaviour, attendance and safeguarding meeting. The local governing body is updated on a term basis with overall data which includes figures for suspensions, directed time out placements and alternative provision referrals.

## **4 Rewards**

The Whitstable School has high expectations of its pupils, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school.

The school recognises the value of encouraging and rewarding pupils in order for them to reach their full potential and/or exceed expectations. Therefore, pupils are recognised and rewarded in a number of ways. These include:

- Verbal praise and contact home from class teachers
- Positive conduct points for displaying school On TRACK values which can be 'spent' in the rewards shop
- Termly reward assemblies and regular reward trips and events
- Headteacher 'Book of Commendation'

The school is pleased to nominate pupils for external awards relating to work both in school or out in the community.

## **Section 5 Pupil Behaviour**

The expectations of pupils are clear and are communicated through our Classroom Code. The Code explains the expectations we promote.

### **The Whitstable School – Classroom Code:**

- Be on time and follow the routine for the start of the lesson
- Always follow your teacher's instructions first time
- Be positive and purposeful about your learning: try your best
- Be courteous to all staff and pupils: one voice
- Learning time is precious: do not disrupt the lesson

### **The Whitstable School – Site Code:**

1. Be careful and remain calm as you move around the school
2. Show consideration to others by speaking politely and acting thoughtfully
3. Care about your school by being clean and tidy
4. Look after the buildings and respect the property of other people
5. Remember that everyone has the right to feel safe and that anti-social behaviour will not be tolerated

## **Section 6 Home School Agreement**

The policy seeks to promote a positive attitude to learning based on good relationships, responsible behaviour and mutual respect between all members of the school community. It aims to develop confident, self-sufficient, independent learners within a safe environment.

### **Aims:**

- To set boundaries for positive behaviour through the school Classroom Code
- To develop self-discipline and personal responsibility for actions
- To promote the need for good relationships, mutual respect and regard for authority
- That pupils will receive recognition of positive behaviour and attitudes to learning
- To implement the sanctions that will be applied

### **As a pupil I will:**

- ✓ Follow staff instructions and accept their authority
- ✓ Follow the school's codes and messages
- ✓ Be polite, respectful and courteous and treat others as I wish to be treated
- ✓ Respect and try to understand other people and be tolerant of their opinions

### **As a parent/carer I will:**

- ✓ Teach my child to accept school rules and authority
- ✓ Support the school when dealing with rules that have been broken; disruptive or inappropriate behaviour
- ✓ Support the school's system of rewards and sanctions
- ✓ Encourage my child to make the best of their opportunities
- ✓ Celebrate my child's successes in their work and study support achievements

As a school we will:

- ✓Teach and encourage pupils to follow the rules and accept authority
- ✓Develop and maintain an environment of good relationships through staff interactions with pupils
- ✓Develop and maintain a positive learning environment throughout the premises✓Encourage pupils to seek success through the rewards system
- ✓Celebrate the successes of pupils
- ✓Operate fairly the system of rewards and sanctions

Further information is available in our Home School Agreement, the Anti-bullying policy and the child on child abuse protocol.

As part of our continued efforts to drive up the standards of our pupils and improve communication with parents, we use a behaviour information system called My Child At School (MCAS). It will provide you with instant information about your child's achievements and behaviour at school. It will also provide an opportunity for you to discuss behaviour, allowing you to discuss the positive aspects of the day as well as areas that may need to be developed to reduce the number of negative points received.

## **Section 7 Sanctions**

It is hoped that staff and parents of pupils will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Appropriate sanctions are given for pupils who fail to adhere to the school code of conduct.

The school employs a tiered sanction system for increasing serious disruption and poor behaviours. However, it should be recognised that the school's positive expectations of pupils place a strong emphasis on encouragement and of expecting positive and cooperative behaviour, and as such the cooperation of parents will be sought to support the regulation of negative behaviour. The school strongly believes in a restorative approach as a means of encouraging positive behaviours.

The aim is for pupils to work in a happy, friendly and courteous atmosphere. The ethos of the school is intended to support its pupils so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Appropriate sanctions will be directed towards the act of misbehaviour and pupils will be encouraged to work on targets for improvement.

The Whitstable School takes into account the guidance of the DfE and the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the pupil.

The Whitstable School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils, will be considered when making decisions linked to discipline and behaviour and to make any appropriate reasonable adjustments.

<b>Tier</b>	<b>Meaning</b>	<b>Wave of Intervention, Form of Intervention or Sanction</b>
	Low-Level Disruption	Detention PSM 1:1 Parental communication Department Report
	Repeated Low-Level Disruption and defiance	Behaviour Conversation PSM Report Department Intervention Log Parental Meeting
	Behaviour Support required in multiple subjects	HOY Report Behaviour Contracts HOY Parental Meeting PSP Reintegration HOY withdrawal
4	Behaviour requiring time in the PSP(Pastoral Support Provision)	Pastoral Support Plan Peer mentoring Parental behaviour meeting Risk & protective measure
4 / 5	Behaviour leading to Off-site isolation	For pupils who do not meet expectations in PSP (for example for refusing or failing to attend after-school detentions) or as an alternative to fixed-term suspensions
5	Behaviour leading to PSP Suspension	LGBTQ+ Workshop Equalities and sexism workshop Police Clinic Anti-social behaviour workshop Parental Meeting External agencies Risk Reduction Plan Off-site Isolation
6	Fixed Period Suspension	Directed off-site Placements External Agencies Alternative Provision

## **Reprimand**

Teachers may give a quiet, succinct reminder of agreed standards as set out in the Classroom Code. If their behaviour relates to a breach of the Site Code they can complete some community service around the school.

## **Warnings preceding Referrals**

Teachers take appropriate action within the classroom to minimise disruption such as move a pupil's seat. A work alert can be sent for a member on behavior support to speak to that pupil. Two clear formal warnings will be given and their name written on the board before issuing a referral.

## **Removal from lesson and detention following a Referral**

Following a referral, pupils will be placed in a Behaviour Support room for the remainder of the lesson. If they receive another Referral that day they will then have the equivalent of 6 periods in the Pupil Support Provision room (PSP).

If a pupil is issued a Referral they also receive a detention, these will take place on the same day with notice sent to families. If a student refuses to complete the detention a further sanction will be in place. For any after-school detentions, parents can contact our school reception if their child is to be released at the normal dismissal time for an exceptional reason. As a school, we understand that some families may have prior commitments or transportation constraints.

## **Tier 4 - Behaviour requiring time in the PSP**

Pupils who truant lessons, use foul language, are out of bounds, fail to complete an after-school detention, commit health and safety breaches or refuse confiscation of disallowed items may receive time in the PSP. This list is not exhaustive.

## **Tier 5 - Pupil Support Provision Suspension (internal suspension)**

The PSP may be used as an alternative to a Headteacher suspension. Parents are also invited to attend a meeting to discuss the incident and all parties agree actions to reduce the type of behaviour repeating.

## **Tier 6 - Fixed period suspension, managed moves or off site direction**

When the Headteacher suspends a pupil a member of the senior team or Raising Standards leader will inform the parent of the length of the suspension and the reason. When a pupil is suspended, arrangements will be made for the pupil to receive work to complete at home. On their return, pupils will have a period of time spent in the PSP unless otherwise agreed. Parents or guardians are expected to attend a reintegration meeting which will be documented. A suspension may be for up to 45 school days in a school year. The school follows the Trust Suspensions and Permanent Exclusions Policy which is available on request.

## **Off-Site Provision**

Academies can arrange for off-site provision for pupils to help improve their behaviour and to give them a fresh environment to succeed in. Off-site provision at a mainstream school is called a directed time out placement. This would be arranged in partnership with the host school and parents. The pupil will be dual registered at the host school and original school. At the end of the time period the pupil may wish to stay at the host school, if the school feels they have made a successful start. Otherwise they may return to education provided by the original school. Off-site provision at a

For an off-site provision at an alternative provision The Whitstable School will take the case to the 'In year Fair Access' meeting in Canterbury, where KCC work in partnership with the District schools.



The Chair of this group and delegates would then try to place this pupil to a suitable placement for a short term placement to give them a fresh start and prevent permanent exclusion. Parents and pupils do not have the right to choose the placement but the school would want to take on board their views and work with them, where possible.

A Managed Move is a permanent move to another school, that parents, the pupil and the schools must all agree upon. It should be as part of a planned intervention and an effective integration strategy should be put in place to ensure the best chance of success and in the pupil's interests. The Whitstable School will follow the Swale Academies Trust guidance on both of these moves and work alongside KCC in doing so.

## **Serious incidents**

**The following behaviours can result in a fixed period suspension or permanent exclusion:**

Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substance.

Bullying / cyberbullying or other harmful behaviour towards another pupil.

Sexually inappropriate behavior towards pupils, including harassment and abuse.

Threatening others – physically or verbally – staff, pupils, and parents/carers.

Cursing or making inappropriate gestures – particularly towards an adult.

Willful disobedience or serious disrespect towards an adult and defiance of the school's authority.

Stealing and/or knowingly possessing stolen property.

Vandalism and destruction of property, in school and in the community.

Setting off the fire alarm.

Consistently disrupting learning.

Playing with or setting off fire alarms or extinguishers.

Cheating in a test or exam; copying work from other pupils to pass off as one's own.

Truancy of any kind.

Wearing, displaying, or graffitng 'gang'-affiliated items and phrases.

Bringing the school into disrepute, in public or on social media.

Creating social media accounts in the school's name.

Posting comments about the school, staff, or other learners on social media without consent from the headteacher.

**The above list is not exhaustive.**

## **Section 8 Pastoral Intervention**

The Head of Year will become directly involved if support is required beyond a single subject.

Depending upon the complexity, this may be referred to a senior member of staff.

The Head of Year or Key Stage Leader will often use the 'On Report' system as a means of both encouraging a pupil and checking that improvements are taking place. This transition is to support pupils in their re-induction into behaviour systems, rules and routines. Pupils can be directed to attend workshop sessions about staying safe, behaviour awareness, equality and anti-bullying.

A member of the school's staff may use positive handling in order to prevent a pupil 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 behaviour prejudicial to maintaining good order and discipline at the school.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act, which came into effect on 1 September 1998, the staff of The Whitstable School will normally use other methods to resolve situations.

In instances of ongoing significant poor behaviour, the Headteacher has the right to direct Education offsite in order to improve behaviour if the need arises.

### **Support from Pastoral Support Manager**

Some pupils will have a Pastoral Support Plan in place and shared with the pupil, school and family to help manage their behaviour.

### **Referral to Subject Leaders**

Issues in a given subject that are repeated will be referred to Subject Leaders. Subject Leaders may use a range of strategies to promote a positive attitude to learning. A Subject Leader will also contact parents to alert them to problems when appropriate. Subject Leaders may decide to place pupils on a Department Report to monitor progress and behaviour in that subject.

### **Referral to Head of Year**

The Head of Year will be the main driver for change across all pastoral barriers to learning. The Head of Year has oversight of pupils behaviour and attendance. Heads of Year will work closely with pupils, Pastoral Support Managers, parents and staff to ensure that the pupil is given every opportunity to achieve their personal best.

## **Section 9 Educational Needs and Disability (SEND) and Vulnerable Individuals**

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Increased communication between home and school.
- Individual pastoral support plans.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In-house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision.
- Involvement of external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals or external agencies.
- Referral to outside agencies such as: LIFT (Local Inclusion Forum Team), LA Attendance Service, Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care.

### **Risk Assessments and Risk Reduction Plans**

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension.
- A whole-school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

### **Section 10 Access to the School**

Pupils have access to most areas of the school. However, certain areas are designated 'restricted areas' and pupils who go 'out of bounds' may be sanctioned.

During unstructured times, pupils are able to use the designated areas. In wet weather, pupils are directed to the relevant areas they should access.

Pupils should not be in classrooms without a member of staff present.

### **Section 11 Valuables**

The school cannot accept responsibility for the loss of valuables that are brought to school, or for damage to the personal property of pupils. It is unsafe for pupils to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope clearly marked with the owner's name and handed to the main office for safekeeping immediately when the pupil arrives in school. In line with the mobile phone protocol, mobile phones should not be seen or heard during the school day. Phones will be switched off between the hours of 08:30 and 15:10 and placed in pupils' school bags. If a phone is seen or heard between the times, it will be confiscated.

Pupils are not allowed to buy, sell or trade on the school premises or to bring into school any items that are intended for sale. The school reserves the right to decide if an item has been brought into school for the purpose of sale. All such items can be confiscated until collected by a parent/carer.

### **Section 12 Policy on Breakages and Damages**

The school's policy on 'Breakages and Damages' is given below as a reminder: Parents will be liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of pupil's action, whether this is deliberate or reckless.

The charge will be for the replacement of damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

### **Section 13 Search, screen and confiscate**

The school retains the right to search any student who we suspect of having contraband items on their person. If a student refuses to be searched, they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched, the school may contact the police. pupils' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items. Prohibited items include, but not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, cigarette papers, vapes and electronic cigarettes
- fireworks
- pornographic images / content
- energy drinks
- sugary sweets
- large quantities of unhealthy food
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules.

### **Section 14: Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offense Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

**Useful links and information are available [on the school website](#), including:**

- Anti-Bullying Policy
- Attendance Policy
- Child on Child abuse Protocol
- Child Protection and Safeguarding Policy
- Equality Statement and Equality Objectives
- Mobile Phone Protocol
- Online Safety Policy
- Prevent Duty Risk Assessment
- SEND and Disability Policy
- Searching, screening and confiscation - available on request
- Staff Code of Conduct - available on request

- Trust Suspension and Exclusion Policy
- Uniform Policy