Behaviour and Discipline Policy

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Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our .

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

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Contents

1. Introduction
2. School Values
3. Rewards
4. Student Expectations
5. Mobile Phones
6. Partnership Agreement
7. Expectations of Staff, Students, Parents, Carers and Visitors
8. Sanctions, Interventions and Support
9. Truancy
10. Attendance and Punctuality
11. Homework
12. BromCom and My Child at School App
13. Anti-Discrimination, Racism and Bullying
14. Threatening, Aggressive and Sexualised Behaviour
15. Malicious Allegations
16. Suspensions and Exclusions
17. Separation for Safeguarding purposes
18. Uniform
19. Valuables
20. Policy on Breakages and Damages
21. Access to the School
22. Screen, Search and Confiscate
23. Restrictive Interventions & Use of Reasonable Force
24. Power to Discipline Offsite
25. Equality

Appendices:

Appendix 1: SEND Support

Appendix 2: Independent Review Panel Training Requirements

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1. Introduction

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

This policy is written in conjunction with key guidance provided by the Department for Education, including:

- Behaviour in Schools - Advice for headteachers and school staff (Feb 2024)
- Suspension and Permanent Exclusion - DfE guidance 2026
- Swale Academies Trust Suspensions and Permanent Exclusion Policy

2. School Values

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.

- Tolerance: I listen carefully to other pupils' views and opinions. I show understanding and respect for others and do not discriminate.
- Resilience: I accept that making mistakes is part of learning. I display a positive attitude to all tasks I undertake.
- Achievement: I celebrate my own and other people's successes. I strive to achieve in all that I do and support others to achieve.
- Courtesy: I listen at all times and contribute when requested. I display excellent manners and at all times treat everyone with respect.
- Knowledge: I take pride in my work and am willing to answer questions. I value knowledge and understand that it is the cornerstone to a good education.

3. Rewards

At The Whitstable School, we believe in celebrating the hard work, positive attitudes and achievements of our students through a comprehensive and varied rewards system. This system is designed to acknowledge both academic progress and outstanding contributions to our school community, fostering a culture of success and positive behaviour. 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.

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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’

Achievement Points

Our primary reward mechanism is the Achievement Points system.

- Earning Points: Students can earn achievement points within their lessons and school activities, which are awarded based on demonstrating our school's core values.
- Tracking and Visibility: These points are assigned on our Management Information System (MIS), Bromcom, and are seamlessly transferred to the 'My Child at School' (MCAS) app, allowing parents and students to view all points awarded in real-time.
- Redeeming Points & Reward Tiers: Students use their accumulated points to progress towards structured reward levels ranging from Bronze to Outstanding Achievement. At each level achieved, students will receive prizes or rewards events from the school. Points can also be traded during lunchtime at our reward shop which offers a variety of different prizes, ranging from sports equipment and stationery to vouchers.
- Reward Trips & Prom Threshold: To be eligible for the end-of-year rewards trips or the Year 11 Prom, students must achieve a minimum of 600 points (Silver level).

In-Lesson Recognition and Praise

In addition to formal achievement points, students are consistently recognised and praised by their teachers within lessons.

- Positive signatures on their TRACK cards
- Active Praise: Teachers actively praise students verbally for their efforts and achievements.
- Stickers and Postcards: Students regularly receive stickers and postcards as tangible recognition of their good work and positive contributions.
- Marking Comments: Positive comments are included in student books as part of our 'SIMPLE marking' feedback process.
- Share Box: Work of particular note or good examples of practice are highlighted in a 'Share Box,' which is then showcased to other students within lessons, providing positive modelling and celebrating excellence.

Award Trips

Throughout the year, students also have the opportunity to participate in award trips, recognising sustained effort and positive engagement.

Termly Rewards Assemblies

We hold Termly Rewards Assemblies six times a year to formally celebrate student success.

- Nomination Process: Students are nominated by their subject teachers for outstanding effort and work in specific subjects.
- Formal Presentation: These nominations lead to a more formal presentation during the assembly, where students receive recognition for their achievements.

Annual Significant Achievement Recognition

At the beginning of each new academic year, we hold a special assembly dedicated to recognising significant achievements from the previous academic year. This includes celebrating major milestones in both academic attainment and pastoral development across the entire student body.

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The Whitstable School maintains a rich and varied programme of rewards, including a range of activities and enrichment opportunities, all designed to continuously celebrate our students' success and encourage them to thrive.

4. Student Expectations

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:

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

All 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

5. Mobile Phones

At The Whitstable School, we aim to provide all students with a calm and purposeful environment that allows all students to work without distraction. To prevent any disruption to learning, to promote face to face socialisation and reduce electronic communication being used for unkind behaviour, The Whitstable School is a phone free school. If a student brings a mobile phone or other electronic devices (e.g. airpods) to school, it must be switched off and kept in school bags or secure pouches between 08:40 and 15:10. Students are allowed to keep possession of their mobile phones only on the strict condition that they are never used, seen or heard. Students in Years 7 and 8 are issued a secure phone pouch. Mobile phones must be locked in pouches from 08:40 until 15:10 and must not be kept loose in blazers or bags.

In Years 7 - 11, if a mobile phone or electronic device is seen, heard, used or found to have been used on the school site, staff will respond consistently, promptly and assertively by confiscating it. This is in accordance with the Department for Education advice on Searching, Screening and Confiscation. At this point, it will be kept in a secure location in reception. The school reception is manned from 8am until 4pm or 3.30pm on a Friday. Please note we can only give phones back to an adult family member, who will need to collect the phone from school reception in person.

In Years 12 and 13 (Sixth Form), students only are allowed to bring personal electronic devices into school in order to use them as part of their independent study. They can only be seen and used in the Sixth Form area. This is a privilege and can be revoked for individual students if not used appropriately. If a mobile phone is seen or used outside of the Sixth Form area, it will be confiscated as detailed in the paragraph above.

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Any pupil who refuses to hand in their mobile phone will be placed in RESET as a sanction, but there will still be an expectation that the same phone is handed in, even if this happens later on.

To maintain a safe and respectful environment, students are strictly prohibited from taking photographs, or making audio or video recordings, this includes recordings of any individual (staff or students) on school premises. This rule applies to all electronic devices, including mobile phones, laptops or chrome books and any smart technology with recording functionality. Recording anyone without their express prior consent is a serious breach of our culture of mutual respect and may be regarded as a breach of individual rights or, in some instances, a criminal offence. Any such unauthorised use of a device will result in immediate confiscation, and the student will be required to permanently delete the recording in the presence of a staff member. Depending on the severity and impact, the sharing or uploading of such recordings will lead to significant sanctions, including internal isolation, external suspension, or, in extreme cases (such as upskirting or the sharing of indecent images), permanent exclusion. Please find the link below to the Department of Education guidance on mobile phones in schools:

DfE Mobile Phone Guidance - February 2024

6. Partnership 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; including sanctions for 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

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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.

7. Expectations of Staff, Students, Parents, Carers and Visitors

To foster a transparent, respectful, and productive educational environment, the expectations of all stakeholders across our school community are outlined below:

Our Expectations of Our Staff

We expect our staff to:

- Consistently set high expectations and serve as positive role models for all pupils in their speech, conduct, and professional approach.
- Implement the school's behaviour management policies, rewards, and sanctions fairly, consistently, and without bias.
- Create a well-organised, supportive, and inclusive learning environment where learning time is maximized.
- Set clear targets to assist all students in fulfilling their potential and address disruptive behaviour or disengagement early.
- Be vigilant, intervene in good time to safeguard pupils, and promptly record all incidents or concerns on My Concern.
- Celebrate student achievements, progress, and positive conduct regularly.

Our Expectations of Our Students

We expect our students to:

- Be punctual to school and lessons every day, properly equipped, and wearing full school uniform.
- Attend every lesson with a positive, motivated attitude, ready and engaged to learn.
- Treat all members of the school community with respect, care, courtesy, and kindness, contributing to a welcoming environment.
- Follow staff instructions first time and adhere to the Classroom Code and Site Code at all times.
- Take responsibility for all verbal and electronic communications, utilizing social media responsibly and avoiding actions that bring the school into disrepute.
- Behave in a manner that demonstrates pride in representing The Whitstable School, both on-site and within the wider community.
- Immediately bring any safety concerns, bullying, or behavioral incidents to the attention of a member of staff.
- Read and agree to follow the school's Behaviour Policy and ICT Acceptable Use Agreement.

Our Expectations of Parents, Carers and Visitors

We expect parents, carers, and visitors to:

- Actively support the school in promoting the values, ethos, and standards of behaviour that form the foundation of our community.
- Treat all members of the school community with respect and courtesy, setting a positive example through their own speech and conduct.
- Teach their child to accept school rules, respect school authority, and support the application of rewards and sanctions.
- Ensure their child arrives at school on time every day, fully equipped to learn, and wearing the correct uniform.
- Arrange family holidays during official school holiday periods and schedule medical appointments outside of

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school hours wherever possible to minimize educational disruption.
- Monitor their child's attendance, achievement, and homework completion via the MCAS app and attend all scheduled parents' evenings.
- Work collaboratively with the school to resolve pastoral or behavioural concerns constructively.

8. Sanctions, Interventions and Support

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.

We follow the DfE Guidance of behaviour in schools 2024: https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

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 on 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.

Managing Secondary Behaviour & Trauma-Informed De-Escalation

Staff are trained to distinguish between primary behaviour (the initial rule breach, such as off-task talking or pen tapping) and secondary behaviour (the defensive emotional reaction to being corrected, such as sighing, eye-rolling, huffing, or muttering). To prevent escalation:

- Staff focus on correcting the primary behaviour and avoid engaging in arguments over secondary emotional reactions.
- Staff give clear instructions, use tactical ignoring for minor huffing/eye-rolling in the moment, and step away to give the student "take-up time" to comply.
- Teachers use low-volume reminders and choice-based framing (*"You can complete question 1 now or in 2 minutes"*) to reduce threat responses, particularly for neurodivergent pupils (ADHD, Autism, PDA profiles).
- Disrespectful secondary behaviour is addressed privately at the end of the lesson or during a restorative conversation rather than through a public confrontation.

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). Two clear formal warnings will usually be given and written onto a pupil's TRACK Card before issuing a referral. Very disruptive

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behaviour (including swearing in lessons) will lead to an immediate 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. If a student refuses to complete the detention a further sanction will be in place.

Tier 4 - Behaviour Requiring Time in the Pupil Support Provision (PSP)

Pupils who seriously breach the school's behaviour policy, fail to complete an after-school detention or refuse confiscation of disallowed items may receive time in the PSP. This list is not exhaustive.

Students who are placed in the Pupil Support Provision will be provided with work from our digital curriculum. This work is age-appropriate and linked to the school and national curriculum; students access video lessons and are expected to complete work to a high standard. Students are required to be in full school uniform and their phones will be placed in a secure lockbox for the duration of the school day.

Students who fail to meet the expectations of the Pupil Support Provision may be required to spend additional time in PSP or receive a Tier 5 sanction. Students who refuse to attend or truant from the Pupil Support Provision will be issued with a Tier 6 sanction in accordance with our suspension protocol.

Tier 5 - External Pupil Support Provision Suspension (Suspension)

The school may issue an ‘off-site’ PSP at another local school as an alternative to suspension. Parents will be contacted about this provision and it is expected that the student attends this provision for the appropriate length of time discussed. Parents may be invited to attend a meeting in school to discuss the incident/s and all parties will agree actions to reduce the type of behaviour repeating.

Tier 6 - Fixed Period Suspension

When the Headteacher suspends a pupil a member of the Inclusion team 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.

Tier 7 - Directed Time-Out Placements

This is a formal intervention where a student is temporarily placed in an alternative educational setting—often another school or a specialised unit—to address persistent behavioural challenges or to provide a "circuit breaker" in their education. Parents will be consulted, but the placement is directed by the school. The pupil will be dual registered at the host school and original school. At the end of the time period (initially six weeks) 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 or the placement may be extended.

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 at 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.

Tier 8 - Permanent Exclusion

The Whitstable School follows the Trust Policy for Suspensions and Exclusions. Please see Section 16 for full details and statutory guidance.

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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 graffitiing '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.

The school uses Saturday detentions as a sanction for persistent lateness or poor behaviour. These detentions are intended to reinforce expectations and encourage students to improve their behaviour and punctuality. They provide an opportunity for reflection and offer a structured setting for students to complete work or engage in activities designed to address their specific behavioural concerns. These sanctions are enacted at the discretion of the headteacher.

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.

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.

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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.

9. Truancy (Internal and External)

Internal truancy (avoiding lessons and wandering the school site) is not permitted in school for several important reasons. Firstly, students who choose not to go to lessons miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential. Secondly, students miss out on the development of key skills developed in class such as teamwork and communication. Thirdly, students who choose to avoid lessons can disturb the good order of the school community as well as having a negative impact on the education of other students. Finally, students who truant and ignore staff instructions pose a significant safeguarding risk to themselves and others.

At The Whitstable School, we are committed to ensuring all students attend their lessons consistently to maximise their learning opportunities. We have a clear set of procedures and support systems in place to achieve this.

Ensuring Timely Lesson Attendance

To help students arrive at lessons promptly:

- Warning Bells & Music: We utilise a series of warning bells after break and lunch, and before school in the morning. Additionally, music is played in the morning as a gentle reminder to prepare for the start of the school day.
- Lesson Cut-off Point: Lessons operate with a cut-off point. After a certain amount of time, classroom doors will close, and students will no longer be permitted direct entry. A late referral is issued.

If a student misses two lessons due to truancy in one day, the BSR process is bypassed and a 1.5-day suspension is issued following normal suspension protocol.

Late Protocol

Students who arrive after the lesson cut-off point will be redirected to our late room. Here, they will be:

- Issued with a detention.
- Provided with set work to complete.
- Alternatively, they may be escorted back to their lesson and discreetly settled in to ensure minimal disruption to ongoing learning.

Safety and Monitoring

We utilise CCTV across the school site to ensure the safety of all students and staff, and to maintain an accurate awareness of everyone's location throughout the day.

10. Attendance and Punctuality

The Whitstable School's aim is that all pupils attend school regularly and where there has been absence, that they will be supported in returning to school. The messages and language will be positive and supportive in trying to help parents and carers of young people return to a stable and accessible route of education. We, at The Whitstable School, will do all we can to support young people into school and offer guidance, support and signposting of further help if required.

The Whitstable School expects every student to have at least 97% attendance. We want all our young people to achieve their full potential and to progress into their chosen career. Barriers such as poor attendance will hinder, delay or stop their progress.

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Your child should be in school by 8:35am every day as lessons start at 8:40am. Any student arriving at school after 8:40 am is deemed late and a detention will be issued. If a student arrives after 9am when the register closes, this is recorded as an Unauthorised Absence and marked as a U Code, an after school detention will be issued. The school day finishes at 3:10pm.

Studies have shown that frequent absence from school can have a serious negative impact on your child's education. There is a perception from both students and parents that 90% attendance is good, however, 90% attendance is the equivalent of one half-day off every week.

Please see our attendance policy for more information.

11. Homework

Homework is set regularly across all key stages to consolidate learning, build independent study habits, and reinforce core knowledge. Failure to complete homework results in subject-level interventions and detentions.

12. BromCom and My Child at School

The school utilizes BromCom as a primary operational platform for tracking pupil behaviour, logging praise, monitoring attendance, and managing detentions. Staff log conduct entries in real-time, allowing students and parents to view daily progress and conduct reports via their registered accounts and the My Child at School App.

Communicating Behaviour and Rewards

At The Whitstable School, we believe that effective communication is key to fostering a positive learning environment and ensuring parents are fully informed about their child's behaviour, rewards, and academic progress. Our comprehensive system aims to provide transparency and facilitate collaboration between home and school.

Real-time Tracking and Communication via 'My Child at School' App

The central hub for all behaviour and reward information is the 'My Child at School' app. This Management Information System (MIS) allows teachers to track and assign both positive achievement points and any behaviour incidents directly in lessons. As a parent or guardian, you can log into the app at any time to view all points awarded to your child, providing an immediate overview of their day-to-day conduct and effort.

Communication Regarding Behaviour

We have a clear system for communicating behavioural concerns:

- TRACK Card: For instances of disruptive behaviour leading to a referral from a lesson, your child's TRACK card will be sent home with them. This provides you with an immediate physical record of warnings and any referrals.
- Direct Communication from Staff: When a referral for disruptive behaviour is made, a phone call or, predominantly, an email will be sent by the member of staff involved. This ensures you are promptly informed of the specific issue.
- Follow-up Meetings: Should behavioural issues persist or become repetitive and unresolved, we will proactively arrange meetings to discuss strategies and next steps.
- Sanction Communication: Our detention and sanction system is clearly communicated. At the end of every school day, a "closedown" meeting takes place, after which phone calls are made by the year group teams to inform parents about any specific sanctions that have been issued. This ensures you are fully informed about sanctions and the reasons for their application.

Communication Regarding Rewards

We are equally committed to celebrating and communicating student successes:

- Achievement Points: All achievement points are visible via the 'My Child at School' app.
- Termly Letters: We send out letters each term, acknowledging and celebrating your child's attainment based on

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the number of achievement points they have gained.
- Reward Assemblies: Our school holds regular reward assemblies where students receive certificates for their achievements, which are then brought home.
- Positive Communication: We actively encourage all staff to make positive phone calls or send emails to parents, highlighting excellent effort and outstanding work from your child.

Academic and Pastoral Reporting

Beyond daily and termly communications, we provide structured reporting on your child's overall progress and well-being:

- Progress Check Reports: Three times a year, a detailed progress check report is issued. This comprehensive report includes an update on your child's attitude to learning as well as the academic progress being made within each subject.
- Parent Evenings: We host two parent evenings each academic year:
    - *Curriculum Evening:* Held at the beginning of the year, this evening provides an opportunity to communicate the curriculum content and engage in discussions about the teaching approaches being employed.
    - *Full Parents' Evening:* During this evening, you will have the opportunity to meet with every single teacher your child has. This is a vital opportunity to discuss your child's individual academic progress and their attitude to learning within each specific lesson.

Ad-hoc Meetings

For any additional concerns or to arrange a meeting with your child's pastoral team, you can always do so by emailing tws_admin@swale.co.uk. We are here to support your child's success in every aspect of their school life.

13. Anti-Discrimination, Racism and Bullying

At The Whitstable School we are committed to providing a caring, friendly and safe environment for all of our students. Students have a right to learn and play without fear and violence, intimidation or harassment. Bullying of any kind is unacceptable at our school. If bullying does occur all students should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who witnesses bullying is expected to tell. All reported incidents will be logged on My Concern.

Our Anti-bullying policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

Please see the Anti-bullying policy for more information.

14. Threatening, Aggressive and Sexualised Behaviour

Sexual Harassment and Assault

The Whitstable School is committed to providing a safe environment free from the risk of sexual violence or harassment. Where a student is accused of sexualised behaviour they will be removed from circulation. The Designated Safeguarding Lead (DSL) will assess the information and ensure that it is categorised and recorded by the nature of the incident on My Concern. The DSL will identify appropriate outcomes to the incident which may include school based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence).

Aggressive, Threatening and Violent Behaviour

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at The Whitstable School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe

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sanctions ranging from isolation time to possible permanent exclusion.

15. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils. The use of risk reduction plans may be used in conjunction with the safeguarding team and Lead DSL.

16. Suspensions and Exclusions

Whilst every effort is made to support student behaviour and conduct at (insert school)l, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2026).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2026).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school.
A suspension may be for up to 45 days in a school year. (Insert school) is responsible for 6th day provision if the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom or Oak Academy. There may be occasions where students re-integrate through the IER and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination (although at ((Insert school)) we would endeavour to avoid this), a meeting of the Committee will be arranged.

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The reasons below are examples of the types of circumstances that may warrant a suspension . **It is important to note that this list is not exhaustive.**

- Verbal abuse against an adult.
- Physical assault against a pupil.
- Encouraging and participating in a physical assault against a pupil.
- Verbal abuse or threatening behaviour against a pupil.
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school.
- Child on child abuse, including various forms of bullying, including cyber-bullying.
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic.
- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others.
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.
- Creating, generating, manipulating, uploading and sharing of images and videos which would cause distress and embarrassment to members of the school community or bring the school into disrepute.

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

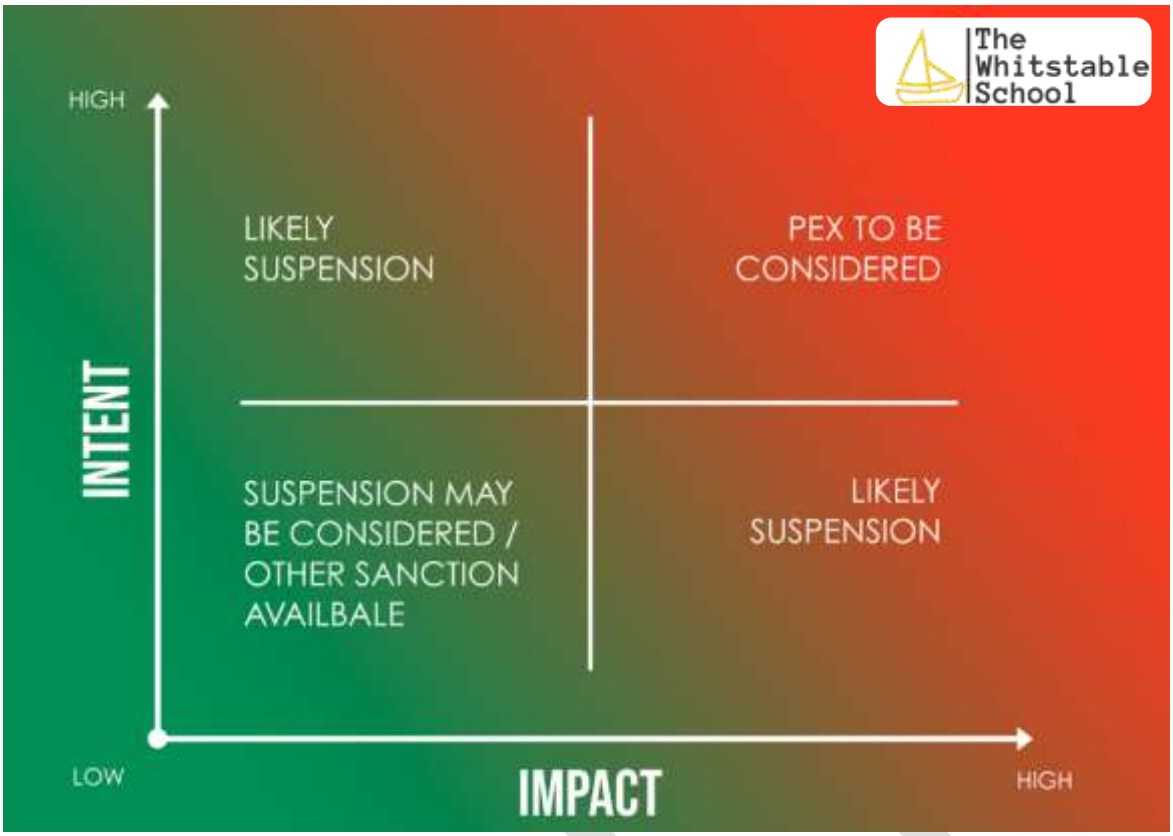
The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. **It is important to note that this list is not exhaustive.**

- Persistent breaches of the school's behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies. It is important to note that a school can only use suspensions up to a maximum of 45 days in a single academic year. At this point, a permanent exclusion is highly likely.
- Violent assault against a pupil causing significant harm or discomfort.
- Physical assault or threatening physical assault against an adult.
- Using, threatening to use, or distributing an offensive weapon.
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community.
- Extreme incidents of child on child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-concensual sharing of nude/semi-nude images and upskirting.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour. See below for guidance:

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Off-site Direction and Managed Moves

Off-site direction

When a pupil is required to attend another education setting temporarily, to improve their behaviour when interventions or targeted support have not been successful. An off-site direction is used as a temporary preventative measure to permanent exclusion. The pupil might be placed at another mainstream school or an Alternative Provision. Timescales are suggested at the outset and review meetings are held at regular intervals. Detailed information about the off-site placement should be sent to parents at least two days before the placement, which includes the reasons for, and objectives of, imposing the requirement. Under the law the Local Governing Body is responsible for an off-site direction and will comply with the relevant requirements.

Managed move

When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the pupil. The school should be able to evidence that previous interventions have occurred and that relevant assessments and referrals to agencies have taken place. Pupils are encouraged to share their views. Managed moves do not allow for a 'trial', unlike an off-site direction. Managed moves cannot bypass normal admissions rules. If agreed by all parties then the school should ensure that any plans (such as a Personal Education Plan) are reviewed and amended.

Suspension and Permanent Exclusion - DfE guidance 2026

Swale Academies Trust Suspensions and Permanent Exclusion Policy

17. Separation for Safeguarding purposes

The Headteacher and Lead Designated Safeguarding Officer can temporarily forbid a pupil from attending the premises if two or more pupils need to be separated for safeguarding purposes. This would not be considered a suspension on disciplinary grounds. It should only be used in rare circumstances and only when:

- separating pupils is essential, and
- there is not a practical way to allow one of more pupils involved to remain on school premises.

An example of a situation such as this could be because of an allegation of harm by one pupil against another which requires physical separation.

The Lead Designated Safeguarding Officer will inform and seek support from external agencies such as children's social care and the police, as required. Parents/carers will be informed about the reasons for using this protocol and the Local Governing Body and Local Authority will be informed. The Local Authority will arrange for the education of the pupil unless the school and parents choose to do so. The school will support the pupil upon their re-integration.

18. Uniform

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school's uniform policy on the way to and from school. If students are not compliant with our uniform policy they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning in RESET until the issue is rectified. Please refer to the school's uniform policy for further guidance and clarification.

Please see the TWS uniform policy for more information.

19. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification. It is unsafe for students 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 a Pastoral Support Manager for safe-keeping. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above). Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school, but must be kept out of sound and sight in a school bag or pouch during the school day.

Please refer to section 4 of the behaviour policy and the Mobile Phone and Electronic Devices Policy for information.

20. Policy on Breakages by Students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents may be charged for the breakage or for the replacement of the 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.

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

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21. Access to the School

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- School teaching rooms and certain blocks are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day, with the exception of Post16 students.
- Only students in supervised activities can remain on site at the end of the school day.

22. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. 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. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.

For further information, refer to the Department for Education's guidance on searching, screening and confiscation.

Prohibited Items Include, But Are Not Limited To:

Category A items (illegal items or those that may cause a danger to health and safety) may include:

- knives and other offensive weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- tobacco and cigarettes / cigarette papers / lighters / matches
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:

- energy drinks / sugary drinks such as Coca-Cola
- sugary sweets
- large quantities of unhealthy food
- jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes)
- electronic (including bluetooth) speakers
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, airpods, smart-watches, aerosols, water based sprays, water pistols, stink bombs, water balloons).

In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used.

Offensive Weapons

At The Whitstable School the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all. An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person. Reference should be made to the Swale Academies Trust Offensive Weapons Protocol.

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Returning Items

Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police, logged on My Concern, and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

23. Restrictive Interventions & Use of Reasonable Force

In line with the April 2026 DfE Statutory Guidance on Restrictive Interventions, the school's primary goal is to prevent the need for physical intervention through proactive de-escalation and a "Professional Neutrality" approach.

However, all members of staff have a legal power to use Reasonable Force to prevent a student from:
● Causing Incapacitating Injury: Preventing a student from injuring themselves or others.
● Committing a Criminal Offence: (Or an action that would be an offence if they were of the age of criminal responsibility).
● Causing Severe Damage to Property: Where that damage creates a further risk of harm or significant disruption.
● Engaging in Behaviour Prejudicial to Maintain Good Order: This is used only when all other non-physical strategies have been exhausted and the behaviour is causing a serious breakdown in the safe climate of the school.

Core Principles of the 2026 Framework:
1. Last Resort & Proportionality: Any force used must be proportionate to the risk, reasonable in the circumstances, and strictly necessary. It must be the "least restrictive" option available.
2. Prevention First: Staff will always seek to use "Non-Physical Restraint" (such as tactical positioning or environmental changes) to resolve situations.
3. Mandatory Recording & Reporting: Under the new statutory duty, every incident involving the use of force or restrictive intervention must be recorded on the school's MIS/CPOMS system.
4. Parental Notification: The school has a legal duty to inform parents/carers of any significant incident involving the use of force as soon as is practicably possible, and ideally on the same school day.
5. Post-Incident Support: Following any restrictive intervention, a "Restorative Reset" or debrief will be offered to both the student and the staff member involved to support the rebuilding of the professional relationship.

This policy is sanctioned under the Education and Inspections Act 2006 and updated in accordance with the 2026 Restrictive Interventions Regulations.

School remains committed to a trauma-informed approach where physical intervention is never used as a punishment or a disciplinary sanction.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

24. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

- repercussions for the orderly running of the school
- poses a threat to another student, member of staff or member of the public
- could adversely affect the reputation of the school

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

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25. Equality

The Whitstable School is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. Please refer to Appendix One for further information as to how this is applied for students with SEND. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

Useful Links:

- Behaviour and Discipline in Schools - Advice for Headteachers and School Staff
- Searching, Screening and Confiscation Advice for Schools
- Restrictive Interventions Including the Use of Reasonable Force in School
- Swale Academies Trust Offensive Weapons Protocol
- Suspension and Permanent Exclusion - DfE guidance 2026
- Swale Academies Trust Suspensions and Permanent Exclusion Policy

Appendix 1: SEND Support

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, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. 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:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Mentoring
- 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 social skills group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student'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
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Strategies recommended by professionals are carefully considered
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) 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

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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.
- Person-Centred Restrictive Intervention Plans: Where a pupil's profile indicates a risk of extreme dysregulation, a Person-Centred Restrictive Intervention Risk Assessment and Risk Reduction Plan (RRP) is established with the SENCO. The RRP details sensory triggers, early signs of distress, low-demand phrasing, and adapted low-arousal movement strategies tailored to medical and physical needs.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Appendix 2: Independent Review Panel Training Requirements

Swale Academies Trust must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years prior to the date of the review.

Training must cover:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk/governance professional of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

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