Wye School
The best in everyone™
Part of United Learning

Behaviour Policy

Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	September 2026
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Contents

1. Expectations 3
2. Policy Implementation 3
3. Behaviour model and expectations 4
4. SEND and Safeguarding Consideration in Behaviour Responses 6
5. Behaviour Policy: specific matters 7
   - 5.1 Bullying 7
   - 5.2 Social Media 7
   - 5.3 Mobile phone policy 8
   - 5.4 Drugs and other illegal substances 9
   - 5.5 Prohibited Items and Searches 9
   - 5.6 Restrictive Interventions, including Use of Reasonable Force 10
   - 5.7 Suspected Criminal Behaviour 11
   - 5.8 Child-on-child sexual violence and sexual harassment 11
   - 5.9 Discrimination 11
6. Rewards 11
7. Consequences or Sanctions 13
   - 7.1 Internal Withdrawal 13
   - 7.2 Detentions 14
   - 7.3 Conduct Cards 14
   - 7.4 Sanctions for serious incidents 14
   - 7.5 The power to discipline beyond the school gate 15
   - 7.6 Direction off-site 16
   - 7.7 Managed Move 16
8. Allegation against staff 17
9. Supporting students following a sanction 17
10. Removal from classrooms 18
11. Suspensions and Permanent Suspensions 18
12. Communications with parents and record keeping 18
13 Communications of this Policy 19
14. Individual Reasonable Adjustment to the Behaviour Policy (Appendix 1) 19
15. Behaviour Flow Chart for Lesson Removal (Appendix 2) 20
16. Wye School Home-School Agreement (Appendix 3) 21

Wye School Behaviour Policy

Wye School Behaviour Policy aligns with several statutory duties, including:

- Behaviour in schools: advice for headteachers and school staff
- Keeping children safe in education (KCSIE) (statutory guidance), as behaviour systems are integral to maintaining a safe environment;
- School suspensions and permanent exclusions (statutory guidance – updated July 2026)
- Restrictive interventions, including the use of reasonable force in schools
- Searching, screening and confiscation at school
- Mobile Phones in Schools (statutory from June 2026)
- Preventing and tackling bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Working together to improve school attendance (statutory guidance)
- Children missing education (statutory guidance)
- SEND Code of Practice: 0 to 25 years (statutory guidance),requiring best endeavours to make special educational provision and personalised approaches where required;
- Equality Act 2010, particularly regarding the need to make reasonable adjustments.

1. Expectations

We are a school where all children belong. High expectations apply to every student, and we recognise that some students may need additional teaching, support or reasonable adjustments to meet those expectations. Our approach is built on the belief that inclusion and clarity go hand-in-hand: all students should understand what is expected, and all students should receive the support they need to meet those expectations.

The way students behave within schools reflects the school's culture and ethos. We want all students at United Learning schools to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online or outside of school. The School is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously, including through making appropriate reasonable adjustments for students with disabilities.

2. Policy Implementation

All staff will:

- implement this policy consistently and fairly throughout the school
- set and uphold the standards required to promote positive behaviour.

The senior leadership team will:

- ensure all staff adhere to this behaviour policy
- implement effective systems for keeping records of all reported incidents
- report to governors and parents when required
- communicate expectations to students, including through daily roll call, assemblies, tutor time and regular conversations with individual students.

In applying this policy, the school will:

- take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability.
- take an anticipatory, proactive approach to supporting students with additional needs, ensuring staff understand how inclusive practice and reasonable adjustments help students meet the same high behavioural standards.
- take into account the needs of students with special educational needs, ensuring adaptations support access rather than reduce expectations, so that all children can participate fully in school life.
- have regard to its safeguarding policy where appropriate.
- ensure all decisions regarding behaviour and sanctions prioritise the safety and welfare of students and staff.

Wye School's Local Governing Body (LGB) and staff work to create a community underpinned by our wider trust Values: Ambition; Creativity; Confidence; Respect; Enthusiasm; and Determination. As a school we actively promote the "Wye School Way" actively in both rewards and sanctions, focussing on our school core values of: Respect; Ambition and Determination.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside of Wye School. We will encourage them to work with us to assist in the maintenance of high standards of behaviour. We are willing to adopt innovative approaches to this partnership with those parents who are hardest to reach. The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should get to know the school's behaviour policy and help support the school's culture.

3. Behaviour model and expectations

At this school, we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all students deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that students are encouraged to have ambitious academic aspirations.

The school takes a positive approach to managing behaviour. Reward and recognition are at the centre of our strategy. All students and parents sign a home-school agreement when they join the school and the importance of collaborative relationships between school, students and parents is critical.

Students are inducted into our behaviour policy when they join the school through assemblies, roll call announcement, practice sessions and tutor time presentations. In all year groups students are reminded regularly about our standards and expectations through assemblies, roll calls and tutor sessions. Children who join us as in-year admissions are inducted through a meeting with their Head of Year and written material in the welcome booklet and journal. Some children are given re-induction sessions each half term to reinforce and practice the expectations.

We ask parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extracurricular activities, and homework/private study.

These expectations apply to all students. Most students will meet them without additional support; some may need these expectations taught, rehearsed or adapted through reasonable adjustments so they can succeed. This is part of our inclusive approach and is always planned case-by-case. High expectations remain the same for all students; reasonable adjustments simply ensure every student is able to access and practise those expectations successfully.

At all times in school, students should:

- ensure that all electronic devices such as phones and tablets are out of sight (at the bottom of a school bag) and switched off in school and that headphones are out of sight [1].
- Refrain from bringing items of high value into school (the school does not accept responsibility for loss, damaged or stolen items)
- Ensure that standards of uniform and appearance are excellent and meet expectations set out in the Parent Welcome Booklet
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- never engage in any behaviour which could be detrimental to their own or any other individual's health or wellbeing, including bullying
- never use a phone or other electronic device to record another student and never forward any photo or film of another student they receive
- ensure that toilet visits are taken during break or lunch as much as possible

When moving around the school site, students should:

- at changeover, walk on the left, with pace and purpose, not blocking the way of any other members of the school community
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be silent and receptive when lining up as a year group and being addressed by member of staff

[1] If seen, these will be immediately confiscated. Following the first instance of confiscation they will be returned to parents/carers. If confiscated again they may be confiscated for a longer period.

In class and in relation to homework, students should:

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and commencing the Do Now activity immediately
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- refrain from consuming any food or drink (apart from water); this includes soft drinks, sweets and chewing gum
- take the necessary care and time to ensure that homework and classwork in books is well presented – titles underlined, feedback in green pen, dates and handwriting clearly legible
- work to the very best of their ability showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork present serious difficulty.

In the community and when representing the school in public settings, students should:

- demonstrate an appropriate standard of conduct on their journey to and from the school and in any situation where they are ambassadors for the school
- arrive at and leave the school in full uniform
- demonstrate politeness and courtesy at all times, using polite and appropriate language and communication
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public/wider community and ensure that public areas and property are treated respectfully.

Wye School is a small school, creating a culture where all students are well-known. We always endeavour to use relationships and networks of support in the management of behaviour, based on our belief that this is more likely to result in long-term positive behaviour. Our staff adopt

proactive strategies in the classroom to minimise low-level disruptive behaviour. Good behaviour and discipline are more likely when students are happy, confident and have positive relationships with those around them. This is the key focus of our pastoral system. At Wye School each student has a form tutor and Head of Year as well as an Inclusion Officer who are responsible for their wellbeing and pastoral care. Our Pastoral Team support all students in achieving expected behaviours. Our Pastoral Team includes tutors, Heads of Year, senior leaders with pastoral responsibilities, SENCO, and Inclusion staff.

Staff at Wye School work together, with students, parents and, where relevant, external agencies to support our students. Referrals to outside agencies are made to access specialist support where this is needed. Wye School will work positively with external agencies, including other schools, in order to optimise our chances of success in terms of meeting behaviour expectations. The choice of agency will depend entirely on the needs of the student, the presenting behaviours, and the likelihood of success.

4. SEND and Safeguarding Consideration in Behaviour Reponses

The school maintains high expectations for the behaviour of all students, including those with SEND. We recognise our duties under the Equality Act 2010 and will make reasonable adjustments to the way expectations are taught, supported or reinforced so that students with SEND are not placed at a substantial disadvantage.

Where sanctions are required, we will not lower our expectations of behaviour for students with SEND. Instead, we may adapt the format, timing or delivery of a sanction where this is necessary to ensure fairness, while still holding students accountable for their actions.

Staff will always consider whether a student's behaviour may reflect an underlying need, unmet SEND, trauma or safeguarding concern. The SENDCo and, where appropriate, the Designated Safeguarding Lead, will be consulted before significant sanctions are applied. Any reasonable adjustments made will relate to access (not the standard expected) and will be recorded and reviewed.

<u>Examples of Reasonable Adjustments</u>
Examples of reasonable adjustments may include providing short breaks during a longer sanction; adapting the environment; allowing regulation time before completing restorative work; offering supported reflection with a familiar adult; or tailoring instructions or materials for clarity. These adjustments relate to access, not to the standard expected. We are committed to providing early intervention to ensure students are supported in improving their behaviour and are able to thrive.
Reasonable adjustments may include, but are not limited to:

- A request enabling a student to be escorted to the inclusion base or withdrawal, avoiding escalation.
- Allowing a student to report directly to the inclusion base rather than the withdrawal room.
- A planned, staged return to lessons after time in inclusion, agreed with relevant staff and parents/carers.
- Small-group or supported provision within inclusion where appropriate.
- Use of visual supports or simplified instructions.
- Providing advance warning before transitions.
- Issuing a medical or movement pass for regulated breaks.
- Temporary, supervised movement or regulation breaks led by inclusion staff.
- Adjustments advised by the SENDCo.

These considerations help ensure that our behaviour responses are lawful, proportionate and supportive, and that all students are able to thrive within our school community. This is explained in more detail in Appendix 1.

Additional Support and Understanding Behaviour
Additional support may be used to help students meet behaviour expectations, such as pastoral mentoring, targeted interventions, or external agency involvement.

Staff will consider whether behaviour on a particular occasion may have been affected by SEND or unmet need, and where it is appropriate and lawful to apply a sanction, will also consider whether any adaptations are required to ensure the sanction is fair and accessible.

Identifying Unmet Needs
Where behaviour gives rise to concerns that a student may have unidentified SEND, staff will follow the school's referral and identification pathways, aligned to the Graduated Approach. This may include meetings with the SENDCo, liaison with parents/carers, or screening/assessment by inclusion staff.

Safeguarding Considerations
Staff always consider the context and motive of a student's behaviour and whether it raises concerns for the student's welfare. Any concerns that a student may be at risk of harm will be referred to the Designated Safeguarding Lead without delay.

5. Behaviour Policy: specific matters

5.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school.

Bullying will not be tolerated at this school. Students who feel they are being bullied either in or outside school by another student can report it to any member of staff. This also applies to parents/carers, who are encouraged to report any incidents of bullying.

An investigation will take place of any reported incidents of bullying. Any student seen to be the perpetrator of bullying will be sanctioned in line with this policy and the Anti-Bullying Policy. Sanctions range from restorative justice meetings to permanent exclusion. Please also see our Safeguarding Policy.

We recognise that students with SEND may be more vulnerable to bullying or may find it harder to report concerns. Staff will take particular care to ensure safe reporting routes and appropriate follow-up for these students.

5.2 Social Media

Actions and inappropriate behaviour committed using social media whilst not at school may be considered as a breach of the behaviour policy where that behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, and/or could adversely affect the reputation of the school.

Students must not use social media to:
- cause damage to the school or its reputation (directly or indirectly)
- defame school staff or any third party
- harass, bully or unlawfully discriminate against staff, other students or third parties

- make a false or misleading statement
- impersonate staff, other students or third parties
- express opinions on the school's behalf
- make use of the school's logos or trademarks

All staff are aware of the dangers of social media and students. Parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff. Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos) the member of staff should refer the incident to the designated safeguarding lead (or deputy) in accordance with the school's Safeguarding Policy. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the School is in place.

5.3 Mobile Phones and Devices

Mobile phone policy

This school operates as a mobile-phone-free environment. Students are not permitted to use mobile phones or other personal devices with communication or internet capability at any point during the school day.

Mobile phones and personal devices must be switched off and kept out of sight from the moment students enter the school site until they leave at the end of the day. This includes before school, during lessons, between lessons, at breaktimes and lunchtimes, during transitions, and after enrichment activities while students remain on site.

Any mobile phone or personal device that is seen, heard, or used in breach of this policy will be confiscated and managed in line with the school's behaviour, sanctions and confiscation procedures. Confiscation will be lawful, reasonable and proportionate, and devices will be stored securely until they are returned.

There is no entitlement for students to access mobile phones during the school day. Silent mode, airplane mode, or use for learning activities is not permitted unless explicitly authorised by the school.

Reasonable adjustments will be made for students with disabilities, medical needs or exceptional circumstances where access to a device is essential (for example, where a student with diabetes requires a smartphone-linked glucose monitor). Any such adjustments will be agreed in advance and documented.

Improper use of mobile phones or personal devices, including refusal to comply with confiscation, is treated as a behaviour matter and will result in sanctions in line with the school's behaviour policy.

Procedure:

- We operate a 'See it, Hear it, Take it' policy. This simply means that the phone/device will be confiscated if it is seen or heard in school grounds. Please note that if a member of staff does not physically see the phone it can still be confiscated if they are sure the student has been using it.
- Phones that are confiscated will only be returned to parents/carers. An email or text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected during school office hours.
- Phones must be put away before students enter the school gates and not accessed until they have left the site. This applies at all times students are in the grounds of the school, this

includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished.
- Students will be able to contact home by approaching reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in withdrawal until the phone is confiscated

5.4 Drugs and other illegal substances

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning's Regional Director.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy and the Exclusion Policy. Permanent exclusion is a likely sanction for both use of and dealing in illegal drugs. Sometimes, it will also be necessary to involve the police.

The school will take advice as necessary and will work closely with families to facilitate access to support and any appropriate local services.

Any drugs, suspected drugs or drugs-related paraphernalia found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Usually the school will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues we must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

5.5 Prohibited Items and Searches

<u>Searches Without Consent</u>
The school may search a student without their consent, and without parental consent, only for items that the law permits. These statutory prohibited items are:

- knives or weapons
- alcohol
- tobacco or cigarette papers
- controlled drugs and associated paraphernalia
- so-called "legal highs" or substances purporting to be drugs
- stolen items
- fireworks
- pornographic images
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

Where a prohibited item is found, it will be confiscated immediately. The school will apply an appropriate sanction in line with this policy and will inform parents/carers as soon as practicable.

<u>Searches With Consent</u>
The school may search a student or their belongings with the student's consent for any item. Consent must be freely given; staff will explain the reason for the request and what is being sought.

Searches with consent may be conducted for any item banned under school rules (e.g. mobile phones, smart watches, electronic devices, aerosols, chewing gum, fizzy drinks). These items cannot be searched for without consent unless they meet the statutory threshold (e.g. an electronic device reasonably suspected to contain an illegal image or to be stolen).

A member of staff authorised by the Principal will conduct the search, with another member of staff present except in exceptional circumstances. Students must not be required to remove clothing other than outer garments (coats, blazers, gloves, scarves).

Staff will ensure the student's dignity is respected and that searches are calm, proportionate, and safe. Staff will attempt to resolve concerns through discussion before conducting a search.

Items found that are banned under school rules may be confiscated in accordance with this policy. Parents/carers will be informed where appropriate, and the school will determine any necessary educational or disciplinary response.

A student's possessions may only be searched in the presence of the student and another member of staff, except where there is a risk of serious harm if the search is delayed.

School staff must not conduct strip searches under any circumstances. Strip searches can only be carried out by the police.

Confiscation

The school may confiscate any prohibited item found during a search and may confiscate any item, however found, that is harmful, unsafe, or detrimental to school discipline. Confiscation will always be lawful, reasonable and proportionate, taking account of the student's age, SEND needs, the nature of the item, and the circumstances in which it was brought into school.

Confiscated items will be stored securely and returned within a reasonable timeframe unless they are illegal, unsafe or required as evidence. Illegal items (such as weapons or controlled drugs) will be handed to the police. Items raising safeguarding concerns may be shared with external agencies following consultation with the DSL.

Where it is appropriate for an item to be returned, the school may require a parent/carer to collect it where this reinforces expectations or ensures safety. Confiscation will never continue longer than necessary, and students' property rights will always be considered.

Parents/carers will be informed of confiscations where appropriate, particularly where the item is dangerous, illegal, repeatedly brought into school, or where its removal is likely to have a significant impact on the student.

5.6 Restrictive Interventions, including Use of Reasonable Force

Reasonable Use of Force

Staff may use reasonable force as a last resort to prevent a student from causing harm to themselves or others, committing a criminal offence, damaging property, or seriously disrupting the safe order of the school. Any use of force will always be proportionate, time-limited and the minimum necessary to reduce risk.

Our priority is prevention and de-escalation. Staff use calm, respectful communication and seek to support students to regulate before situations escalate. Restrictive interventions are never used as a sanction.

Where a student has known needs or vulnerabilities, reasonable adjustments and personalised strategies (outlined in behaviour support plans or positive handling plans) will be followed wherever possible before physical intervention is considered.

All significant incidents involving the use of force will be recorded by staff on the same day, and parents/carers will be informed as soon as practicable, unless doing so would place the student at risk of significant harm.

The school ensures that staff who may need to use restrictive interventions receive appropriate training and follow the statutory DfE guidance. We do not routinely use restrictive interventions and would only train staff for that if a student presented with the need for it as advised by external professionals.

5.7 Suspected Criminal Behaviour

Where we suspect criminal behaviour we will potentially need to report this to the police and preserve evidence as well as potentially make a tandem report to children's social care. The DSL will lead, following Keeping Children Safe in Education, wherever there are safeguarding concerns.

5.8 Child-on-child sexual violence and sexual harassment

Wye school's culture means that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Inappropriate language will be challenged by staff.

5.9 Discrimination

Reports of racist behaviour, and other forms of discrimination, in person or online, are taken seriously. Wye School does not accept any form of discriminatory behaviour and works with staff, students, and the wider community to challenge these behaviours. Any allegations of discrimination are investigated in a timely and sensitive manner. Staff investigating such allegations gather the necessary evidence to make an informed decision as to the sanction given. Racism and other forms of discrimination are dealt with as a serious incident, in line with this policy.

Students receive education on racism and discrimination as part of the PSHE programme throughout their education. Staff also receive training on how to prevent and respond to allegations of racism and discrimination and how these should be reported.

Staff and students are vigilant to racism and other forms of discrimination and report any concerns they hear or see, whether in person or online. Staff and students can report incidents directly to the Pastoral and Safeguarding staff teams. Students can also report incidents via the Safeguarding box in the Kempe Centre or Safeguarding email.

We keep records of allegations of racism and discrimination. Where these allegations are judged by staff investigating to be founded, the incident is recorded on Arbor as a behaviour incident for the perpetrator. As a school, we work with Kent County Council to tackle racism and other forms of discrimination. We submit an annual declaration on racist incidents which includes details of the incidents and actions that have been taken.

6. Rewards

At Wye School we believe in the best in everyone. We aim to recognise and reward the positive contributions that our students make to our community, ranging from small acts of kindness to academic excellence.

Students will be rewarded for positive behaviours such as consistently demonstrating our School Values; good effort and achievement in class; helping to better themselves; representing the school. Achievement and success will be celebrated in various ways: in class; in assemblies; in our regular newsletter; by awarding of School Values badges and Subject badges; and other rewards. Rewards may be used to recognise effort, achievement, or to encourage students and create a positive climate for learning.

Teachers will constantly attempt to maintain an ethos based on praise, encouragement, and recognition of positive behaviours. Teachers will seek to make full use of the reward system in all lessons. To remind students of this it is suggested that a section of the white board be used to record the initials of students who have been awarded School Values points in that lesson.

Our school believes in the United Learning values of enthusiasm, determination, creativity, ambition, respect and confidence. School values are used as common language throughout our curriculum as part of our personal development strategy but also as language used to reward students who demonstrate the school values. The values are designed to empower students to be the very best version of themselves. These values are rewarded as positive points on Arbor and each student can earn rewards individually and as part of their school community via the house system.

Heads of Year lead Celebration Assemblies termly. This is an opportunity to recognise and reward the achievements and improvements of individuals, tutor groups and year groups. Heads of Year also award ‘Star of the Week’ in Friday morning line-ups to recognise one student in each year group for something positive they did that week, in school or more widely.

Staff recognise positive contributions to our community using a range of formal and informal rewards.

Examples of informal rewards may include:

- A smile
- Verbal praise
- Recognition
- Stickers
- Positive comments on work
- Compliments
- Tone of voice
- Phone calls home
- Emails home
- Mention on our positive news screen in the canteen
- Public praise in line up
- Award of a house token to earn points for their mini school community rewards

Examples of formal rewards may include:

- School Values points via Arbor focussing on the “Wye School Way” core values
- Certificates
- Subject Badges
- School Values Badges
- Newsletter item
- Prize Giving Award at our Best in Everyone Awards
- Recognition during termly Celebration Assemblies
- Star of the Week award
- Post card home
- Chocolate prizes for our hidden heroes (students who do the right thing, all the time)
- Principal’s Breakfast
- Rewards events/trips

- Collective house rewards such as reward events as part of their mini school community

Once rewards are earned, they should not be removed for any subsequent action.

7. Consequences or Sanctions

The school has a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues.

Tier 1: School and classroom-wide systems for all children and adults e.g. in lessons warnings are given to improve behaviour, and a second warning in any one lesson results in a withdrawal session. In social times and lesson change times, conduct cards will be signed for minor infractions and detentions issued for more significant ones.
Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable. E.g. extra transition for vulnerable Year 6 students before they join Year 7. Tutor time sensory intervention group for students whose sensory issues are impacting their behaviour and learning in class.
Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans. External agencies would routinely be involved where a student is felt to need specific and individual behaviour allowances and support.

Sanctions

The following section will read as a long list of possible sanctions, which we need to set out in detail so that parents, students, and teachers understand the procedures used. However, the intention is not to make sanctions the centre of how we operate; positive relationships, mutual respect and rewarding good behaviour and good effort with learning are the core of our approach.

We believe our classrooms should be positive learning environments for all. Staff take a proactive approach to behaviour management, and all students are given the opportunity to adjust their learning behaviours through our behaviour system (Appendix 2). This system for behaviour management ensures that our students are able to thrive in the classroom, free from low-level disruptive behaviours.

Strategies for addressing in-class disruptive behaviour might include verbal warnings, moving seats in the classroom, or removal from the classroom. Where students have failed to complete tasks that are within their capability, students may be asked to complete these out of lesson time.

7.1 Internal Withdrawal

Where a student has been given a second warning in a lesson due to persistent disruption, or as a result of a single serious behaviour incident, the student will be removed from the lesson and placed in Internal Withdrawal for a limited time, a minimum of half a day, dependent on the severity of the behaviour. The student and teacher should meet, where practical prior to their next lesson, to re-establish expectations for behaviour moving forward.

Internal Withdrawal may also be used to sanction poor behaviour out of the classroom, where it is deemed proportionate.

Within Internal Withdrawal, students have continuity of learning in a supervised setting. Chromebooks are available for students to access online resources to enable them to continue their education using resources such as the United Learning Curriculum website, Seneca, Sparx

Maths, Sparx Reader. They work on the same topics that are being covered in the lessons they are withdrawn from.

7.2 Detentions

If there are concerns about a student's behaviour out of lessons, then a detention may be issued, or the privilege may be withdrawn from them for a timed period or a pre-arranged break or lunch. This is the course of action which would be used in an instance of unsafe behaviour towards others or themselves, or non-compliance with duty staff. This time would then be used for a reflection on that behaviour. Any member of staff may issue a detention.

Detentions may be issued for:

- Any misbehaviour out of school that brings the school into disrepute may also result in a lunchtime detention being issued. Lunchtime detentions will also be issued for lateness to school in the morning (see our Attendance and Punctuality Policy).
- Non-completion of academic work, with students expected to complete outstanding work during the detention period.
- Failure to attend a lunchtime detention

The above is not an exhaustive list.

Detentions take place during lunchtime, 12:30-13:00, and after school, 15:40-16:30. Where detentions take place at lunchtime, students will be given time to eat, drink and use the toilet during their lunchtime as they will have 30 minutes of the lunch break following detention 13:00-13:30. Once a week a detention with the senior leadership team will be scheduled for persistent infringements of the school rules and for deliberately missing a standard lunch time detention despite a reminder. Students may be directed to this detention as well for more serious out of lesson incidents. This will run between 12:40- 13:30 to enable students to use the toilet, drink and eat before the detention starts.

Schools are no longer required to give parents and carers 24 hours' notice of a detention and parental permission is not required. When issuing an after-school detention staff will consider: the welfare of the student; whether the student has caring responsibilities; whether the parents should be informed of the detention; any travel arrangements. Inconvenience to the parents is not a reason to cancel a detention, as long as the child has a means to get home safely.

7.3 Conduct Cards

At Wye School we encourage students to take responsibility for their learning by being prepared for learning. Each student is given a Conduct Card at the start of each term. Any lateness, uniform or equipment infringements result in a signature on the card from staff. Likewise, low level behaviour outside of the classroom, e.g. littering, silliness in corridors, may result in a signature. Repeat offences will result in a lunchtime detention. Detention will also be issued if a Conduct Card is not presented when required by staff. We encourage students to purchase equipment from Reception during their free time, if required. We expect the majority of our students to have blank cards at the end of each term and celebrate this by entering students with blank Conduct Cards into a termly prize draw.

7.4 Sanctions for serious incidents

For serious incidents we have a set of sanctions which can be applied. As with minor incidents, this is not done on a tariff basis as our aim is to modify behaviour, and this is best done by considering individuals and what is most likely to have a positive impact and act as a deterrent to

any repeat of the behaviour being sanctioned. We will always notify parents of serious incidents and work with them throughout this sanction process.

Serious incidents of misbehaviour include, but are not limited to:
- Persistent disruption of learning
- Persistent pattern of minor behaviour incidents
- Bringing the school into disrepute
- Failure to attend a detention
- Defiance of staff
- Threatening or intimidating behaviour
- Child-on-child abuse
- Bullying
- Discrimination
- Verbal abuse to staff / students / offensive language
- Sexual harassment, or other harmful sexual behaviour
- Malicious accusations against staff
- Damage to school or community property
- Smoking (including vapes), possession/use/dealing of drugs, alcohol, legal highs, pornography, or any type of weapon
- Violence

Sanctions for these could include, but are not limited to:
- Lunchtime detention
- After school detention
- Removal from class for a limited time
- Internal Withdrawal for a limited time
- External Withdrawal for a limited time
- Placing student on report to monitor the identified behaviour issues
- Meeting with parents
- Reparation and/or reimbursement: this will be the chosen sanction in the event of damage or bringing the school into disrepute
- Community service
- Interview with Head of Year or member of the Senior Leadership Team
- Suspension
- Direction off-site or managed move- following Kent County Council protocols
- Permanent exclusion

Please refer to our Exclusions Policy for details of how suspensions and permanent exclusions are triggered and implemented.

Reasonable adjustments for students with SEN and disability needs are made in two ways, in seeking to identify and mitigate causes of any behaviour issues, and, in seeking to apply the behaviour policy in a way that considers individual needs as well as ensuring enough consistency to allow the school to operate smoothly and safely for all students and staff.

7.5 The power to discipline beyond the school gate

This behaviour policy can extend to activities outside the school day and off the school premises when a student is:
- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the conditions above do not apply, this behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat

to another student, or member of the public, or could adversely affect the reputation of the school. This also extends to circumstances outside of school such as bullying, including cyber-bullying, that impact in school.

The nature of sanctions for behaviour and the associated procedures will be decided by Wye School, except in the case of suspension and exclusions (see Exclusions Policy). All sanctions are characterised by a clarity about why the sanction is being applied and the changes of behaviour required to avoid future sanctions. Sanctions will not operate purely on a tariff basis, as all sanctions will be decided based on a consideration of all contextual information and on projected impact.

7.6 Direction off-site

Guidance from the Department for Education around alternative provision and exclusions gives the Principal the power to direct a student off-site to be educated. Such a direction is compulsory but should be reviewed by the Local Governing Body approximately every 10 weeks. The direction offsite should be to a place of education, such as a local school or a centre for alternative provision or tutoring. Any costs for education would be met by the school, with transport to the provision being the parental responsibility as with school normally. Attendance at the off-site provision will be dual registered so the student remains on the Wye School roll. As part of the Ashford Schools In Year Fair Access Panel, Wye School can arrange off-site direction placements with other local schools. They are routinely 12 weeks long and end on a Friday. At the end of an off-site direction parents and the student should meet school staff to plan a transition back into Wye School main site. Department for Education guidance states that an off-site direction is not a sanction but a means of helping a student modify their behaviour and would usually be accompanied by referrals to outside agencies for support or an increased support for the child through small group work or one to one tutoring. Off-site direction can be used as a way of preventing suspensions and permanent exclusions and aims to keep a student in education whilst they modify their behaviour.

Where an Off-Site Direction is considered appropriate, the Principal or his delegate will ensure that the pupil and their parent are informed of the proposed placement at the earliest opportunity. Written notification will set out the location of the provision, the person to whom the pupil should report, the proposed duration of the placement, the reasons for and objectives of the placement, and the relevant start, finish and break times. Where having regard to the individual circumstances of the pupil and the purpose of the placement, the Principal or their delegate considers that the pupil's continued education and improvement in behaviour will best be supported by starting the placement directly (e.g. from the next school day), they will propose this. In these circumstances, parents will be provided with the full details of the proposed placement and given the opportunity to raise any concerns or practical difficulties with the school before the placement commences. Where parents object to a placement starting directly, the placement will commence after the statutory notice period (two school days).
The Principal will ensure that the placement is reviewed regularly, will involve relevant professionals and stakeholders and will outline a plan for reintegration into school. If, following review, the decision is made that the placement should continue, the school will provide written notification of this to parents, including the duration and reasons for the continuation.

7.7 Managed Move

A managed move is a permanent transfer to another school and only used when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a student at any mainstream school to transfer to another mainstream school as a managed move. Managed moves should be a permanent move, voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Where a

student has an EHC plan, the relevant statutory duties on the new school and local authority will apply.

Students with SEN and disabilities are subject to the behaviour policy and can expect to be given sanctions if they break it in line with the wider use of sanctions in the school. Reasonable adjustments have been set out in this policy and aim to provide additional support to ensure students can achieve and learn as well as possible, and that their impact on the wider school is not harming the education or safety of other students or staff. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- where it is considered that the student's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have e.g. time with the pastoral or SEN team rather than an internal withdrawal, a shorter suspension, a move to tutoring rather than a longer suspension. The safety of all students and staff, and the ability to run the school smoothly, will be important considerations in any variations proposed in sanctions.

8. Allegations against staff

Wye School takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

8.1 Malicious accusations against staff

Wye School has the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals.

9. Supporting students following a sanction

The school recognises that persistent behavioural difficulties may sometimes indicate unmet educational, social, emotional, mental health or safeguarding needs. Staff will therefore consider whether further assessment, intervention or support is required.

Students have a pastoral team that they can access to discuss behaviour incidents. The pastoral team will support wellbeing and log any safeguarding concerns. Behaviour incidents are supported with a restorative conversation when necessary and practical. These restorative conversations will not be a replacement for the sanction but to help the student move forward and understand their behaviour. Following a period of suspension the student, parent/ carers and the school will meet to address the incident. These meetings are *Moving Forward Meetings.*

Reasonable adjustments for students with SEN and disability needs are made in two ways, in seeking to identify and mitigate causes of any behaviour issues, and, in seeking to apply the behaviour policy in a way that considers individual needs as well as ensuring enough consistency to allow the school to operate smoothly and safely for all students and staff. The SEN department will be asked to support moving forward meetings if necessary.

The school's wider approach to SEND identification, assessment and provision is set out in the SEND Policy and SEND Information Report. These documents outline the full range of support available at SEN Support and for students with Education, Health and Care Plans (EHCPs), including curriculum adaptations, targeted interventions and access to external agencies.

10. Removal from classrooms

Should students engage in disruptive, defiant or rude behaviour the student maybe removed from their classroom. The student is expected to leave the classroom and head to the withdrawal room. The withdrawal room is supervised and provides a continuation of meaningful education. Please see appendix 2 for a flow chart of behaviour that could lead to removal from the classroom.

In exceptional circumstances, the school may put arrangements in place to keep students apart where this is necessary to protect the safety, welfare or wellbeing of students or staff, or to support safeguarding processes.

Decisions about separation arrangements, including any decision to temporarily prevent a student from attending the school site for safeguarding reasons, will be made on a case-by-case basis. The Designated Safeguarding Lead (or a deputy) will play a central role in decision-making, and the school will work with external agencies where appropriate.

These arrangements may include changes to timetables, movement around the site, social times, or supervised placement in an alternative location within the school. Separation arrangements are not sanctions and will only be used where necessary and proportionate.

Parents/carers will be informed of the reasons for any separation arrangement, and the school will keep such arrangements under regular review.

Where separation is used, students will continue to receive appropriate supervision and education. The school will put in place appropriate plans to support successful reintegration as soon as it is safe and appropriate to do so.

11. Suspensions and Permanent Exclusions

Please see the Wye School Exclusion Policy

https://www.wyeschool.org.uk/portals/0/policies/Exclusions%20Policy.pdf?ver=2024-02-01-071603-363

12. Communications with parents and record keeping

Where there are behaviour issues requiring parental support, we may invite parents to a meeting. The aim of these meetings is always resolution, and, to this end, the focus should be on honest sharing of views and agreed outcomes which can result in positive change.

Communications with parents, such as meetings, telephone calls and emails, should be recorded on Arbor, our management information system (MIS), under Communications /Notes, or CPOMs our safeguarding system, where practicable.

We will use our MIS to record behaviour incidents and events. Records should be brief and concise; be accurate and objective; contain only relevant material; be dated.

It may, at times, be necessary to take student statements following an incident. Staff should consider that all records can and will be viewed by a number of stakeholders.

Records will be entered on our MIS and/or individual records placed in student files. Records may be used to track patterns of behaviour within Wye School over time and to assess the impact of behaviour modification strategies. In addition, they will be used to track behaviour patterns of individuals and groups of learners in particular by gender, SEN, looked after and student premium status. This is an essential part of school self-evaluation, and we will use this to plan interventions and improvements.

13. Communication of this Policy

It is essential that this policy is clearly communicated to all stakeholders and regularly reviewed and discussed by staff and students. To achieve this, we will:

- Teach our students the expected behaviours and how to behave well;
- Ensure students are aware of and understand our behaviour system;
- Reflect on the behaviour system and behaviour expectations in assemblies and tutor activities;
- Deliver staff training on our behaviour system and ensure it is consistently applied;
- Support all staff in developing a proactive approach to preventing student misbehaviour;
- Ensure parents and students sign our Home-School Agreement (Appendix 2);
- Make this policy readily available to all staff;
- Put this policy and the Exclusions Policy on the school website;
- Record incidents on our MIS/CPOMs and in student files;
- Report on behaviour and review policy with the LGB regularly.

14. Individual Reasonable Adjustment to the Behaviour Policy (Appendix 1)

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Wye School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan (or their SEN provision plan will be updated) for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

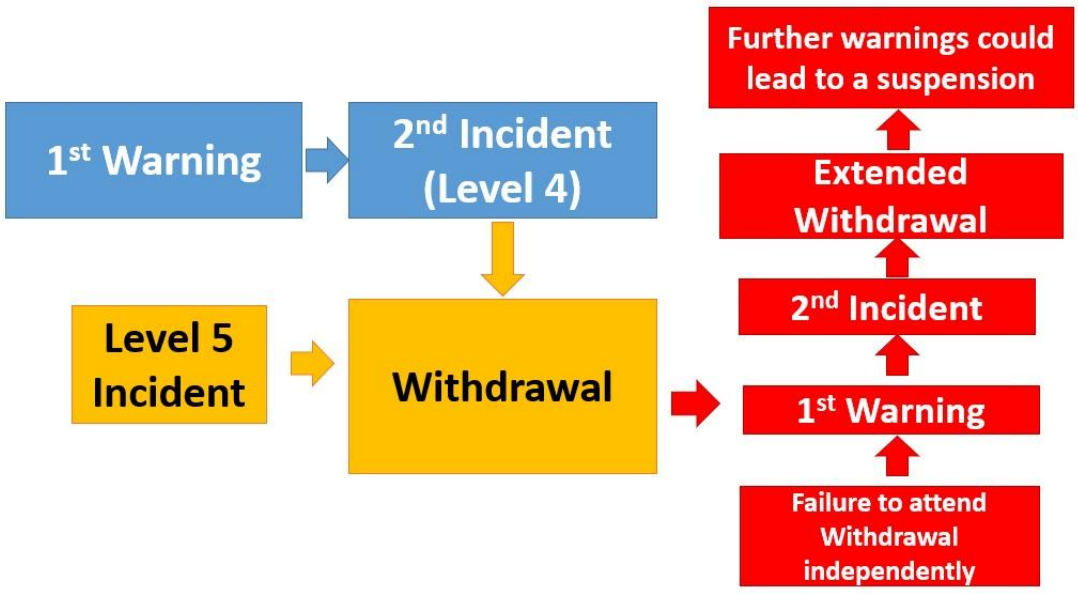
Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.
Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. If amendments are agreed, this will be shared with key staff.

Examples of specific supportive learning strategies	**Examples of adjustments to the Behaviour Policy**
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention
Attendance to homework club	Access to pastoral staff support when required
Seating Plan adjustment	Time out card
Short and repeated instructions	Shorter time spent in internal withdrawal room
Use of a visual checklist on student expectations	Higher frequency of failed homeworks to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Withdrawal room time does not roll over to the following day
	Access to a laptop in the Inclusion room
Chunked tasks	Restorative discussion with the teacher to take place immediately where practical

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.
If a student is in receipt of an Educational Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting if considered a long-term need.

15. Behaviour Flow Chart for Lesson Removal (Appendix 2)

Poor behaviour in lessons will be challenged as follows:



Incident levels relate to how they are recorded on our Arbor system. Level 4 and 5 are the more serious incidents (removal from room due to disruption), Level 1 least serious (no homework).

16. Wye School Home-School Agreement (Appendix 3)

As a parent I will:

- Support Wye School's behaviour policy and system.
- Be responsible for my child's behaviour in and outside of school.
- Work with the school to support my child.
- Ensure my child comes to school with the correct uniform and equipment for learning.
- Treat all members of the school community with tolerance, understanding and respect in any written or verbal communications.
- Contact my child's Form Tutor/ Head of Year whenever necessary and keep contact and other information on the Arbor Parent Portal up to date.
- Attend parents' evenings and information evenings.
- Ensure my child attends school regularly and punctually.
- Email or telephone school as soon as possible before school starts on each day of absence.
- Not take my child on holidays in school term time.

As a student I will:

- Try my hardest to achieve the best I can at everything I do in order to fulfil my potential.
- Be kind and thoughtful towards other students and staff every day.
- Be honest.
- Try new things.
- Have good attendance and pay attention in my lessons.
- Take on board the advice given to me about my work to help me improve.
- Be polite and respectful to other people in school and in the community.
- Wear my uniform with pride and represent my school positively.
- Always follow the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity.
- Behave well at all times and not act in any way which will distract others from learning.
- Always arrive on time to school, lessons and assemblies.
- Come to lessons with the correct equipment.
- Remain on the school site as required.
- Uphold the School Values: Ambition; Creativity; Confidence; Respect; Enthusiasm; Determination