



Weald of Kent Grammar School

Positive Behaviour Policy – September 2021

The Weald Student

Everything we do at Weald of Kent aims at developing a culture of learning underpinned by our values: Individuality, Integrity, Good Manners, Tolerance and Resilience.

By the time our students leave Weald of Kent at the end of their secondary school life, we wish them to:

- Be happy, positive, responsible, ambitious and proactive;
- Lead a good life;
- Demonstrate resilience and emotional awareness;
- Be compassionate and listen to others;
- Value modern democracy;
- Show great ability, knowledge and skills;
- Endeavour to become a life-long learner with transferrable skills;
- Respond to challenges;
- Aim to do well;
- Think hard;
- Get ready for post-18 life and employability in a global world dominated by ever-increasing technology.

Behaviour and Attitudes Intent

We are committed to:

- Ensuring the behaviour and attitudes exhibited by students at the Weald of Kent are exceptional and our students behave with consistently high levels of respect for others.
- Ensuring our students play a highly positive role in creating a school environment where commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Ensuring our students consistently have highly positive attitudes and commitment to their education and that they are highly motivated and persistent in the face of difficulties.
- Ensuring our students contribute tangibly to the life of the school and wider community.
- Ensuring our students are supportive of each other's well-being and behave consistently well.
- Ensuring our students understand the school's high expectations for their behaviour and conduct.
- Ensuring low level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school.
- Ensuring leaders support all staff in managing students' behaviour and staff follow the positive behaviour policy consistently.
- Ensuring bullying is not tolerated at this school.
- Ensuring offensive or discriminatory language, including but not limited to the use of racist, homophobic, transphobic or xenophobic language is never tolerated at this school.
- Ensure content posted on social networking sites could never bring the school into disrepute.

- Ensuring students are committed to their learning, know how to study, are resilient and take a pride in their achievements.
- Ensuring attendance at the school is high and punctuality is excellent.
- Ensuring exclusions are used only in appropriate and exceptional infringements of the school's positive behaviour policy.
- Ensuring relationships between staff and students are highly positive and show respect; students feel safe and secure at school.

The Weald of Kent's Positive Behaviour Policy aims to ensure that our students are able to learn in an environment that enables them to reach their full potential and that supports them meet the expectations of the school in relation to their behaviour and attitudes.

This Policy complies with Section 89 of the Education and Inspection Act 2006 and is based upon the DfE's advice on developing a Behaviour Policy outlined in '*Behaviour and Discipline in Schools [Revised January 2016]*'. This policy also complies with *DfE Guidance on Searching, Screening and Confiscation [January 2018]*. This Positive Behaviour Policy adheres to the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with SEND.

Linked School Policies

- British Values Statement
- Online Safety Policy
- Use of Reasonable Force Policy
- Exclusion Policy
- Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy

Expectations of Students

To adhere to the expectations for learning by:

- First, being kind;
- Arriving to lessons on time;
- Being fully equipped and ready to start work;
- Following staff instructions immediately;
- Showing co-operation and respect to others at all times;
- Meeting homework deadlines;
- Never posting inappropriate content on social networking sites which could bring the school into disrepute;
- Never speaking or writing in an aggressive or threatening tone;
- Never using physical intimidation, or any form of violence;
- Never swearing;
- Never using any offensive or discriminatory language, including but not limited to the use of racist, homophobic, transphobic or xenophobic language;
- Never making personal insults towards members of the school community;
- Never using slander or libel in any form in relation to the school, or any members of the school community.

Expectations of School Staff

To adhere to the expectations of the Weald of Kent's staff conduct by:

- First, being kind;
- Providing opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity;
- Ensuring a calm learning environment is maintained within classrooms so learning can progress and a calm and orderly environment is sustained across the school;
- Ensuring that all students' uniform, or Sixth Form dress meets the school's expectations;
- Implementing the school's Positive Behaviour Policy;
- Planning and delivering stimulating lessons;
- Modelling respect by treating students with fairness and consistency;
- Registering students in every lesson;
- Using Class Charts in all lessons in line with the school's guidance;
- Avoiding shouting, confrontation, using sarcasm or humiliation, in interactions with students;
- Avoiding sending students out of the classroom;
- Never setting whole class rewards and sanctions, instead doing so on an individual basis.

Expectations of the Senior Leadership Group (SLG)

To adhere to the expectations of the Weald of Kent's Senior Leadership Group's conduct by:

- First, being kind;
- Supporting staff in managing students' behaviour by ensuring that the systems for managing and monitoring behaviour and attendance are consistently implemented;
- Ensuring that CPD is provided for staff that develops individual staff members and supports the school's priorities;
- Ensuring that the school regularly communicates with parents, carers and governors;
- Providing clear leadership and support for the school's Positive Behaviour Policy;
- Providing visible and dependable support to staff throughout the day;
- Leading the whole school duty rota as team leaders;
- Ensuring a curriculum is implemented that motivates and engages all learners.

Expectations of Trustees

To adhere to the expectations of the Weald of Kent's Trust Board's conduct by:

- First, being kind;
- Monitoring the effectiveness of the school's Positive Behaviour Policy;
- Supporting the Head Teacher and Senior Leadership Group in the monitoring of attendance and exclusions.

Expectations of Parents and Carers

To adhere to the expectations of the Weald of Kent's parents and carers by:

- First, being kind;
- Ensuring their child's regular attendance and punctuality;
- Encouraging their child to bring the right equipment and wear full school uniform;
- Co-operating with the school to ensure that their child follows the school's Positive Behaviour Policy;
- Keeping the school aware of any circumstances which may affect their child's learning and behaviour;
- Maintaining regular contact with the school through attendance at Consultation Evenings and as appropriate through letters, emails, reports and telephone calls;
- Never shouting, either in person or over the telephone;

- Never posting inappropriate content on social networking sites which could bring the school into disrepute;
- Never speaking or writing in an aggressive or threatening tone;
- Never using physical intimidation, or any form of violence;
- Never swearing;
- Never using any offensive or discriminatory language, including but not limited to the use of racist, homophobic, transphobic or xenophobic language;
- Never making personal insults towards members of the school community;
- Never using slander or libel in any form in relation to the school, or any members of the school community.

Rewards

Encouragement and praise are an essential part of rewarding positive behaviour. Our Rewards System is in place to encourage our students to work to the best of their ability and to adhere to the school's Positive Behaviour Policy. We have very high expectations of behaviour and attitudes at the Weald of Kent. The school is keen to ensure that we reward positive behaviours so that students see the benefits of contributing well to the school community on a daily basis. We use Class Charts in all form groups and teaching classes to record all the positive behaviours exhibited by our students around the school. This means that there is daily data available to all the school's staff about both individual students, whole classes and subject areas' behaviour and attitudes. The whole staff have been involved in agreeing the kinds of behaviours that should merit positive recognition on a lesson-by-lesson basis and thus have had ownership of the system and its implementation. We use positive behaviour points to publicly reward our students for their excellent achievement, effort, conduct and personal development. All the points awarded throughout the year contribute to the House Cup which is awarded annually at the end of the summer term.

Staff can reward students for:

- Academic Excellence;
- Commitment to Learning;
- A range of values, such as Kindness, Integrity or Leadership;
- Extra-Curricular commitment;
- Eco Award.

Points will accumulate on Class Charts and certificates will be presented to students when they reach thresholds of 25 points, 50 points and 100 points in:

- Academic Excellence;
- Commitment to Learning;
- Personal Success.

This will be further supported by termly Celebration assemblies where achievements are recognised by Heads of Year.

Sanctions

Young people will not always behave in the way we may wish and we will then implement consequences in line with our Positive Behaviour Policy. The intention of this is two-fold:

- To reprimand a student;
- To encourage a student to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

All negative behaviours are to be logged by staff on Class Charts. The following grid acts as a guideline to staff on how to respond to infringements of the school's Positive Behaviour

Policy. It is for guidance, rather than prescription. The grid works on a 3-stage model with escalating consequences. This allows for a stepped approach to match the seriousness of the incident with the consequence applied.

Stage	Example Incident	Consequences
Stage 1: Low Level	<ul style="list-style-type: none"> • Lack of equipment • Lack of respect or kindness to people/things • Late to lesson • Low level disruption • Missing homework • Poor quality work • Uniform issue 	<p>Each incident equals -1 behaviour point. <i>Any member of staff can log this incident.</i> Tell student that behaviour is inappropriate. Explain why behaviour is inappropriate and how this can be improved. Log on Class Charts.</p> <p>3 x Class Chart logs of any incident will generate an alert sent to the Form Tutor, who will contact the parent/carer to discuss the incidents and implement any appropriate sanction and/or support to prevent further incidences.</p> <p>This may include, but is not limited to: monitoring, use of reports, loss of break time to complete work or hold a learning discussion.</p>
Stage 2: High Level	<ul style="list-style-type: none"> • High Level Disruption • Persistent low-level disruption • Leaving a classroom without permission 	<p>Each incident equals -2 behaviour points. <i>Any member of staff can log this incident.</i> Tell student that behaviour is inappropriate. Explain why behaviour is inappropriate and how this can be improved. Log on Class Charts.</p> <p>1 x Class Chart log will generate an alert sent to the Head of Year/Department, who will contact the parent/carer to discuss the incident and plan appropriate sanction and support. This may include, but is not limited to: the use of reports, community service, loss of privileges, loss of break time, detention outside school hours.</p> <p>The Head of Year/Department can involve a member of the SLG in the event that the behaviour meets Stage 3.</p>
Stage 3: High Level Disruption or incident with	High level disruption that may include, but is not limited to: <ul style="list-style-type: none"> • Abusive or threatening language to peers or staff; 	<p>Each incident equals -3 or -4 behaviour points. <i>This can only be logged by a member of the SLG.</i></p>

Stage	Example Incident	Consequences
significant aggravating features	<ul style="list-style-type: none"> • Being out of the reasonable control of the school; • Racist, sexist, homophobic, transphobic, xenophobic or any other discriminatory use of language; • Vandalism; • Physical aggression to peers or staff; • Bullying either online or offline; • Persistent defiance; • Possession of prohibited item/s. 	<p>1 x Class Chart log will be logged by a member of the Senior Leadership Group. This will lead to an appropriate sanction and support. This may include, and is not limited to: meeting with parents, detention outside school hours, Behaviour Plan, referral to external agency, removal from peer group, suspension, expulsion.</p> <p>Bullying and discriminatory actions must be added to the central Bullying Log.</p>

The Weald of Kent is most likely to permanently expel any student found to be carrying a knife or offensive weapon (offensive weapons can include: knives; knuckle-dusters; broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to others) both on and off the school premises, and the police will be informed.

Any sanction that is applied will be proportionate and adhere to Section 91 of the Education and Inspections Act 2006 to ensure that it is 'reasonable in all circumstances and takes account of a student's age, any SEN or disability and any religious requirement that may affect her/him'.

Sexual Violence, Sexual Harassment and Unacceptable sexual behaviours

Appendix 1 sets out clear definition of what constitutes harmful sexual behaviours, such as sexual violence and sexual harassment.

We ask staff, students and parents and carers to report any such incident immediately to the school, either through a safeguarding referral or using the anonymous online reporting tool on the school website. Students can report incidents to any member of school staff.

We encourage students in particular to 'call out' any incident that makes them uncomfortable, no matter how 'small' they think it is.

The school's response will depend upon the nature of the behaviour and will be proportionate, considered, and supportive and decided on a case-by-case basis. This may include:

- Managing the incident internally, and applying this behaviour policy
- Informing parents and working together to condemn unacceptable behaviours
- Education for perpetrators
- Refer to children's social care
- Report to the police

Such sexual behaviours will not be tolerated, and all parties involved will be listened to and supported. The school will listen to the wishes of the victim and the school will then make the final decision on its response.

Our PSHE programme educates students on appropriate sexual behaviours and relationships, for example, consent, body confidence and respectful relationships.

Support available for students

- Monitoring such as: Form Report; Department Report; Head of Year Report; Senior Leadership Report;
- Setting strategic plans on Provision Maps: e.g. Attendance Report, Behaviour Report.
- Peer Mentors.
- Learning Mentors.
- Counsellors.
- Pastoral Support Programmes.
- Alternative Provision, e.g. PRU referral, outreach support.
- Referral for a managed move.
- Referral to external agency, e.g. Early Help, Youth Hub.

Author(s):	Ken MacSporran	Date:	December 2021
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Ratified:	December 2021 FTB Meeting		

Appendix 1 What are harmful sexual behaviours?

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment may be a standalone incident or a wider pattern of behaviour. It can occur online and face to face (both physically and verbally) and are never acceptable. This is often referred to as harmful sexual behaviour (HSB).

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching without consent).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment.

Sexual comments can include: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting.

Physical behaviour can include: deliberately brushing against someone, interfering with someone’s clothes, unwanted physical touching, for example, grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Online behaviour can include: consensual and non-consensual sharing of nude and semi-nude images and/or videos; taking and sharing nude photographs of U18s is a criminal offence; sharing of unwanted explicit content; upskirting; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.