

Positive Conduct Policy and Behaviour Principles

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1. Our Mission, Vision and Values



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

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- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Chewing Gum
 - Tablets, gaming devices
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

6. Roles and responsibilities

6.1 Local Academy Committee

The local academy committee is responsible for monitoring this behaviour policy's effectiveness.

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Positive Conduct in the classroom

At Wombourne High School, the positive point system is designed to recognise and reward students who consistently demonstrate the principles of being **ready**, **respectful**, and **safe**. Students are awarded positive points ranging from **P1** to **P4**, each reflecting increasing levels of engagement and achievement.

P1 is awarded to students who are *ready to learn*—arriving on time in full, correct uniform and equipped for the day.

P2 recognises those who are actively *engaged in learning*, contributing respectfully to class discussions and activities.

P3 is given for *outstanding effort*, where students not only engage but go above expectations by producing high-quality work.

P4 – Scholar of the Lesson is awarded to those who *exceed expectations* through exceptional conduct, contributions, and achievement.

This system supports a culture of positivity and high standards, encouraging all students to take pride in their learning and behaviour.



P1 Ready to Learn

Student arrives to school and lessons each in full, correct uniform and equipped for learning

P2 Engaged in Learning

Student engaged and contribute to learning

P3 Outstanding Effort

Student fully engaged and contribute to learning within the lesson and produce high quality work

P4 Scholar of the Lesson

Exceeding expectation within a lesson

C1 Remind - If a student is not following the **Ready, Respectful**, or **Safe** behaviours, demonstrating poor conduct, they will first receive a **C1 – ‘Remind’** from the member of staff. The **C1** serves as a reminder to the student that they are not meeting the classroom expectations. It indicates to the student that they have done or are doing something unacceptable and forms a link to the more serious **C2** phase. The **C1** is recorded on Arbor if it is the highest sanction they receive.

C2 Reset - If the student continues to fail to meet the **Ready, Respectful**, or **Safe** behaviours, they will then be issued with a **C2 - Reset**. This serves as the student’s second reminder and gives them an opportunity to reset their behaviour. The **C2** is also recorded on Arbor if it is the highest sanction they receive.

C3 Remove - Should the student continue to fail in meeting the expected behaviours, they will be issued a **C3 - Remove**. This sanction includes a **30-minute same-day detention**, and the student will be ‘buddied’ into a nearby classroom. Parents and carers will automatically be informed via email, and the **C3** will be recorded on Arbor if it is the highest sanction they receive.

C4 Reflect - If the student persists in their poor behaviour even within the ‘buddy’ room, a **C4 - Reflect** will be applied. At this stage, the student will be removed by a member of pastoral staff or a Senior Leadership Team (SLT) member and placed into the **Reflection Room** for a minimum of two periods and social time. This is followed by a **45-minute SLT detention**, and parents or carers will be notified via email. The **C4** is also recorded on Arbor if it is the highest sanction they receive.

- It is important to note that **C1, C2, C3, and C4 sanctions** should not be given to an entire class as a blanket warning.
- In cases where a more serious incident occurs, a **C4** sanction can be applied immediately at the discretion of the teacher.



C1 Remind

Receive a C1 from the member of staff. This is a reminder that you are not meeting classroom expectations.

C2 Reset

If the student continues to fail to meet the Ready, Respectful, or Safe behaviours, they will be issued a C2. This serves as a reset for their behavior and is the second reminder.

C3 Remove

If the student continues to fail to meet the expected behaviours, they will be issued a C3. This includes a 30-minute same-day detention, and the student will be 'buddied' into a nearby classroom.

C4 Reflect

If the student persists in poor behaviour, they will be placed in the Reflection Room for a minimum of two periods. A 1-hour SLT detention will also be issued.

8. Conduct outside the classroom

Students must conduct themselves in a quiet and orderly manner when on school site by following the corridor expectations of **Ready, Respectful** and **Safe**. Students must follow transition routines and walk on the left. Students who act inappropriately or unsafely will be issued with an outside the classroom sanction (30-minute detention).

Refusals

At Wombourne High School, refusing a member of staff's instruction is considered a clear breach of the **Ready, Respectful**, and **Safe** conduct expectations, and such behaviour is not tolerated. When a student refuses to follow instructions, it disrupts the learning environment and undermines the values we uphold. As a result, the student will be referred to the **Head of Year** and the **Senior Leadership Team** for further action. In the first instance, the student will be issued with a full day in the **Reflection Room**, where they will reflect on their behaviour and have the opportunity to re-align with the school's expectations.

Truancy

Truancy is not tolerated at Wombourne as it has a significant impact on students' education and undermines the high standards we expect. If a student is found to be truanting, they will be issued with a same-day 45-minute detention and will lose their social time the following day. **Repeated truancy** will result in the student being placed in the Reflection Room for a **minimum period of one day**. These measures are in place to reinforce the importance of attending all lessons and to support students in developing responsible and respectful behaviours that contribute to their academic success.

Verbal Abuse towards staff/students

At Wombourne, we expect all members of our school community to feel safe, respected, and valued. As such, **verbal abuse towards staff or students is not tolerated** under any circumstances. If a student engages in verbal abuse directed at any member of the school community, the incident will be referred to the **Head of Year and the Senior Leadership Team**, and an appropriate sanction will be issued in line with our behaviour policy. We are committed to maintaining a positive and respectful environment where all individuals can thrive.

Vandalism

Students should be proud of their school environment and are expected to take every measure to show respect for it. **Vandalism is not tolerated** at Wombourne, as it undermines the shared responsibility, we all have in maintaining

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a safe, clean, and welcoming space for learning. If a student is found to have vandalised any part of the school environment, the incident will be referred to the **Head of Year**, or in more serious cases, to the **Senior Leadership Team**, where an appropriate sanction will be applied. This may include **school-based community service**, where students are expected to give back to the school. In more serious incidents, **parents or guardians may be required to contribute towards, or cover in full, the cost of the damage** caused.

Multiple student toilet occupancy

Students should never be in a toilet cubicle with another student, as this is both **unsafe and inappropriate**. This behaviour is not accepted at Wombourne and will be dealt with seriously. In the first instance, any student found in breach of this expectation will receive a **45-minute detention**. **Repeated infractions** will result in further consequences, including the **loss of social time** and placement in the **Reflection Room**. These measures are in place to ensure the safety and well-being of all students and to maintain a respectful and secure school environment.

The examples of out-of-lesson behaviours outlined above are **not an exhaustive list**. Where students are deemed **not to be demonstrating behaviours that align with our Ready, Respectful, Safe expectations**, the school will respond appropriately. **Sanctions will be applied** in line with our behaviour policy to ensure a consistent, safe, and respectful environment for all members of the school community.

9. Repeated misconduct

Repeated misconduct will not be tolerated and is considered a serious breach of our expectations for student behaviour. All students are expected to follow the principles of being *Ready, Respectful, and Safe* at all times. Failure to do so will result in a clear sequence of sanctions. Where inappropriate behaviour persists, the school reserves the right to escalate sanctions accordingly, including removal from lessons and referral to **Senior Leadership Team**. These decisions will be made at the discretion of staff, ensuring a consistent and fair approach that maintains a positive and productive learning environment for all.

To support a consistent approach to behaviour management, patterns of repeated misconduct will trigger further intervention. If a student receives **three C3 sanctions within a half-term**, they will spend **one full day in the Reflection Room**. Additionally, if a student receives **three C4 sanctions within the same period**, they will be placed in **isolation for two full days**. These measures are in place to reinforce the importance of meeting the school's expectations and to provide time for students to reflect and reset their behaviour in line with being *Ready, Respectful, and Safe*. These consequences are applied at the discretion of the Head of Year and the Senior Leadership Team, who will consider the context of each case when making a decision.

Where internal sanctions fail to bring about sustained improvement, further action will be taken to address ongoing behaviour. **Repeated issuing of internal isolations can result in an off-site direction**, placing the student at another school for a fixed period of time. This measure provides a fresh environment to reflect on behaviour while reinforcing the seriousness of continued non-compliance with expectations. The decision to enact an off-site direction will be made by the Senior Leadership Team. The decision to enact an off-site direction will be made by the senior leadership team.

10. Detentions at Wombourne High School

Wombourne High School operates a same-day detention policy for detentions issued up until 2:00pm. Any detentions issued after this time will be served on the following school day. Failure to attend a detention will result in the following escalation procedure:

1. **Failure to attend a 15-minute late detention** will result in a **30-minute detention** being issued for the next day.
2. **Failure to attend a 30-minute detention** will result in a **45-minute Senior Leadership Team (SLT) detention**.
3. **If a student is issued with two 30-minute detentions in the same day**, they will be required to serve a **45-minute detention on that day** and will lose **social time (break and lunch)** the following day.

Persistent failure to attend detentions will result in **further sanctions**, in line with our **Positive Conduct Policy**. **Non-attendance at an SLT detention** will lead to a **loss of social time and a full day in the Reflection**

Room. It is the responsibility of parents/carers to ensure that students attend after-school detentions, and appropriate arrangements should be made in advance to manage travel or collection. Please note that students who travel by coach are **still expected to attend all detentions**, and this should be considered when making after-school transport plans

11. Reflection Room

In some instances, a student will be placed in Reflection, whereby the student remains in school where they can receive supervised education and the sanction is not notifiable to the local authority, as in the case of a suspension. Though Positive Conduct Policy seen as an option short of a suspension, the seriousness of a student being sanctioned in such a way should not be overlooked. The decision to reflect a student will be taken by Senior Leadership, Head of Year and the Pastoral Manager.

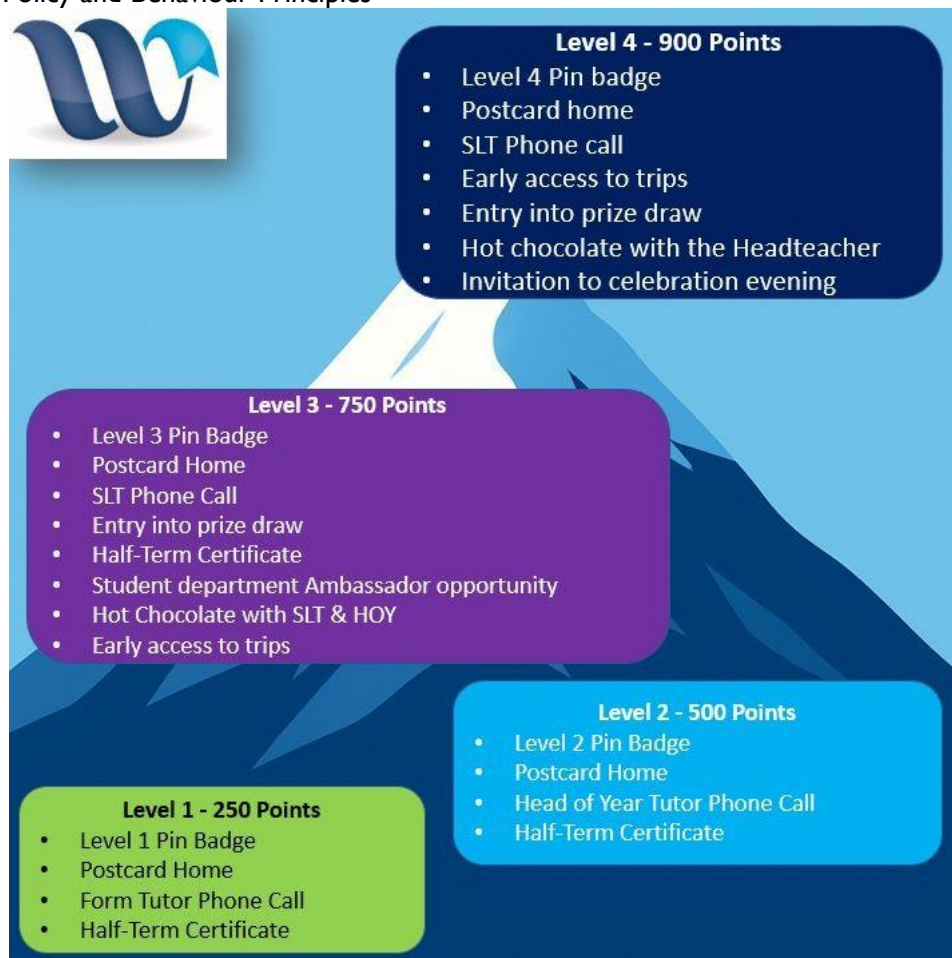
- Reflection time can be in the Reflection room, lessons taught by Senior Leadership or at another Invictus school.
- If a student is absent on the day of the Reflective time, they will complete it on the first day of their return or as scheduled by the Pastoral Manager.
- If a student arrives late without good reason, they will make up the time at the earliest opportunity.
- Failure to comply with Reflection room rules will result in that day being repeated.
- Where Reflection room time is not successful, then the school reserves the right to formally suspend a student through the official suspension route.

12. Rewards at Wombourne High School

Throughout the year, students will have the opportunity to earn positive points. When a student reaches the required number of positive points for Levels 1, 2, 3, and 4, they will receive **formal rewards and recognition**. This is illustrated below. **Recognising and celebrating success is at the heart of our approach to positive behaviour.** Praising students when they meet expectations—or go above and beyond—is one of the most powerful tools in behaviour management. The impact of encouragement and recognition should never be underestimated, as students thrive when their efforts are acknowledged. At our school, we believe that **achievement and high standards deserve to be celebrated**.

Throughout the academic year, students will earn **Wombourne Points** for demonstrating our core expectations of being **Ready, Respectful, and Safe**, as well as for exemplifying our school values of **hard work, a positive attitude, and kindness toward others**. Students will also receive positive points in line with their **P1–P4 behaviour** during lessons, alongside recognition for **excellent attendance and positive contributions outside the classroom**. These rewards help to reinforce the behaviours we want to see and motivate students to continue striving for excellence.

In addition to individual recognition, form groups and year teams may also be celebrated for their collective efforts and achievements, further encouraging a strong sense of community and shared responsibility. **Regular celebration assemblies, reward events, certificates, and prizes** ensure that success is visible and valued throughout the school. This consistent focus on positive reinforcement plays a vital role in building a culture of high expectations and mutual respect at Wombourne High School.



13. Support Structures

Every member of staff will look to support every pupil, both academically, and in establishing and shaping the positive behaviour expected in our school.

At Wombourne High School, we are committed to providing a strong and effective support system for all students. Each year group benefits from a **dedicated team**, consisting of a **Teaching Head of Year** and a **non-teaching Pastoral Support Officer**, who work closely to monitor student well-being, behaviour, and progress. In addition, every student is assigned a **Form Tutor**, who plays a key role in daily pastoral care. Together, these staff members provide **Level 1 intervention and support**, addressing concerns early and promoting positive outcomes. Where a student requires **additional or more specialised support**, the Year Team can make referrals for higher levels of intervention, which may include **SEND provision, parental involvement, inclusion strategies, targeted intervention programmes**, or support from **external agencies**. This structured and tiered approach ensures that all students have access to the help they need to succeed both academically and personally

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Pastoral Support Officers
- SEND provision
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- External agencies

14. Off-site direction

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction can be directed (in line with the Education Act 2002). Off-site direction requires a pupil to attend another education setting to improve their behaviour. This may be due to a single incident or where interventions or targeted support have not been successful in improving a pupil's behaviour. Off-site direction could be used to arrange time- limited placements at an AP or another mainstream school. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour. The focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. Parental consent is not required in order for a school to direct a pupil off-site under this provision.

15. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

In line with our expectations that students are *Ready, Respectful, and Safe*, mobile phones must be **switched off and kept out of sight in school bags** throughout the school day. This policy is **active from the moment a student enters the school gate in the morning until they leave the school premises at the end of the day (Gate to Gate)**. Wombourne High operates a "**See It, Hear It, Confiscate It**" policy. If a phone is seen or heard, it will be confiscated by the member of staff and taken to reception for collection at the end of the day. **On a second confiscation**, a member of the pastoral team will contact home. **Following a third incident**, the phone will no longer be returned directly to the student — a parent or carer will be required to collect it from reception. Any **further breaches** will result in the student being required to hand in their phone at reception each morning for a set period. This policy supports a focused, respectful learning environment where students are free from distractions and ready to learn.

If a student refuses, this will lead to intervention from Heads of Year / SLT and a further sanction of Reflection being issued, with the mobile phone still be confiscated.

16. Responding to behaviour

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons

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- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff

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- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

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- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including in:

- Desks
- Lockers
- Bags

Positive Conduct Policy and Behaviour Principles

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL).

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

8.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

Positive Conduct Policy and Behaviour Principles

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or a person he/she delegates the responsibility to will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

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- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.11 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil 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 pupil 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 pupils accused of misconduct.

17. Uniform

Wombourne High School's uniform policy is designed to encourage a **purposeful and effective climate for learning**. All students are expected to be **smart and take pride in their appearance**, dressed appropriately within the ethos of a professional school environment. Students should understand that when wearing the school uniform—**both inside and outside of school**—they are representing the school, its values, and its wider image. It is expected that **full uniform is worn at all times**, unless directed otherwise by a member of staff. **Sanctions are in place for inappropriate uniform and are issued at the discretion of the Pastoral and Senior Leadership Team.**

To help monitor uniform compliance, **strike cards** will be used. **Students are required to carry their strike cards at all times**, and **failure to do so will result in a 30-minute detention**. For each **uniform infringement**, a student will receive a **strike**, and **multiple strikes will lead to further sanctions** being applied in-line with the school's Positive Conduct Policy.

If a student does not have the correct uniform, **they will be directed to the Reflection Room**. Where possible, students will be provided with the correct uniform to allow them to return to lessons promptly. If this is not possible, **contact will be made with parents or guardians to bring the correct uniform into school**. If a student refuses to comply with our uniform expectations, they will **remain in the Reflection Room until the issue is rectified**, and a **meeting will be arranged with parents or guardians**. These steps are in place to maintain high standards and ensure consistency, reinforcing the importance of personal responsibility and respect for school rules. Detailed guidance can be found in the **Invictus Education Trust Uniform Policy**.

18. Serious sanctions

9.1 Detention

Pupils can be issued with detentions during break, lunch times or after school

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Short-term behaviour report cards
- Long-term behaviour plans
- Internal behaviour support provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

19. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

20. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

21. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, to ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

22. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

23. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for stakeholders

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

24. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

25. Appendices

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions

Positive Conduct Policy and Behaviour Principles

- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: SMILE



Appendix 3: CALM

Please see overleaf

INVICTUS
Education Trust

C
Calmly and quietly walk around school.

A
Always wear your uniform correctly and with pride.

L
Listen to and follow instructions first time, every time.

M
Make sure you respect our school environment.

INVICTUS Crestwood Kinver Leasowse Polesworth Rufford Wombourne INVICTUS