

Positive Conduct Policy



**Pedmore
High School**

Aspire, Persevere, Succeed

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Statement of Behaviour Principles

At Pedmore a positive and respectful culture of high expectations and established routines ensure that the behaviour, conduct and the attitudes of students are good. We believe that every student is important and that every student can be successful. Within our learning community we expect every interaction to be positive and meaningful; for students to demonstrate good behaviour, manners and conduct towards one another and have positive relationships at all levels. We want students' experiences of school to be enjoyable, yet challenging, as well as being rewarding and fulfilling. All students at Pedmore High should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. Students should demonstrate a commitment to their learning and strive to be the best that they can be, at all times. We should never accept or provide second best.

- Students have the right to learn without distraction and the responsibility to support the learning of others.
- We understand that some students may struggle to routinely meet the school's high expectations.
- Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same.
- Students have the right to be respected and the responsibility to treat others the same.
- Students have the right to be safe and the responsibility to keep others safe in school. Good attendance and punctuality to school must be valued by all and common place.
- Positive behaviour that promotes kindness, courtesy, care, cooperation and consideration is expected from all members of the school community.

Roles and Responsibilities

Invictus Education Trust will ensure the school establishes clear expectations and high standards of positive conduct of students and staff.

The **governing board** is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The governing board supports the school in maintaining high standards of desired conduct of students and staff.

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

The **Assistant Headteacher for Behaviour and Attitudes** will play a proactive and pastoral role in positive conduct management. These are key roles in monitoring conduct and ensuring appropriate support systems are implemented. The Assistant Headteacher for Behaviour and Attitudes will establish, in consultation with the Headteacher, a policy for the promotion of desired conduct and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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, whilst 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.

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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

Legislation and Statutory Requirement

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy](#)

This policy is linked to other Pedmore High and Invictus policies:

- Attendance policy
- Safeguarding policy
- Rewards policy
- Uniform policy

- Invictus exclusion policy

Introduction and Aims

This document sets out the framework of Pedmore High's approach to encouraging good behaviour known as '**Positive Conduct**'. It is expected that our framework for conduct will successfully address or improve a number of areas, and result in the standards of conduct that we aspire to.

The framework should be successful in:

1. Providing much greater understanding of the conduct process for students, parents/carers, teachers and governors;
2. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
3. Supporting staff in the classroom ensuring that teachers can get on with teaching students who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
4. Reducing staff workload through the increased efficiency and effectiveness of the conduct system;
5. Creating the best learning environment.

The Home School Agreement

Pedmore High believes children learn best when parents, teachers and children work together to promote achievement. This agreement will help make that partnership clear and assist in the development of good relationships between home and school. Communication will be via a number of platforms such as policies, the website, the Inspire, letters, emails and student planners. A copy of the home school agreement is *Appendix A*. A mandatory signature is required from the parent/carer, the student and the school.

Positive Conduct in the Classroom and Around the School

In order to maintain a well-ordered environment, all staff will apply the school conduct system, ensuring a consistent approach when dealing with unacceptable conduct. Students know what is expected of them, the consequences of negative conduct and, where possible, how they can put it right (before or after sanctions have been applied). The expectations of students within school have been outlined already in this policy. In terms of establishing a key set of rules for the classroom and around the school, we recognised the importance of simplicity.

Positive Conduct in the classroom

The Pedmore High School recognition and consequences pyramids (see *Appendix*) will be displayed in all teaching spaces. It is expected that the great majority of students will simply choose to spend their time with us operating the reward framework.

Teachers should be at the classroom door to meet and greet students (positive instruction), where possible. Upon entering the room, with group instructions/corrections, the students will meet the classroom expectations (**SMILE**).

- I. **S**how respect by sitting correctly and being polite.
 - II. **M**aintain focus on learning throughout the lesson.
 - III. **I**nvolvement by asking and answering questions.
 - IV. **L**isten and look at the speaker
 - V. **E**very time, first time, do as asked.
- In terms of classroom-based consequences five key phases are identified. It is expected that all students, parents/carers and teachers understand this framework and its consequences.
 - Each member of staff must seek to operate within the framework. We, as a school, cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons. We must operate within a logical and well-planned structure.
 - When students do disturb the academic progress of others or make the working life of the teacher difficult and/or unpleasant, then they must be removed from that class.
 - When a particular misdemeanour takes place an identified consequence or consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency.
 - The purpose of the sanction process is to encourage that this conduct is not carried out again. In the event of this becoming a repetitive offence, the staff member concerned can decide upon an appropriate follow up strategy. This is not specific and could involve contact home, communication with other staff members such as line managers and pastoral leads. This list is not exhaustive and allows for flexibility and bespoke intervention.
 - Water can be consumed with permission in class. Chewing and food are not allowed in class. No fizzy drinks are allowed.

Phases

If a student is not following the SMILE expectations, they will receive a VERBAL WARNING (C1) from the member of staff. The words 'verbal warning' are to be used by staff. This results in their name being added to the pyramid, which cannot be worked off. The verbal warning is not recorded on Inspire and has two clear purposes:

- to indicate to students they have done, or are doing, something which is unacceptable;
- to form a link with phase two, which is more serious.

If the student continuously fails to follow positive behaviours, then a second warning, with the words 'last chance' being used, will be issued and the student's name will be placed on the pyramid for a second time (C2). This will result in a negative being placed on Inspire, at the end of the lesson, with a severity rating two.

A third warning will result in the student reaching C3, which will again see the student's name added to the pyramid, but also triggering a 10-minute detention. This will be served at the earliest opportunity which includes on the same day. The negative and detention will be placed on the system at the end of the lesson.

If a further misdemeanour is recorded in the same lesson, the student will move up to C4 and will be removed by Head of Department to another room as they have caused considerable disruption and inconvenience. The student will receive a 30-minute detention to be sat with the Head of Department at the earliest opportunity, these are held twice a week.

If the student fails to follow the instruction of the Head of Department, then the 'defiance 10 second rule' will be applied. If the issue persists a senior member of staff will be called for raising the student to a C5. The student will be placed in reflection room for a period of time, determined at the discretion of the senior member of staff, but for at least one hour so as restorative conversation (explained later in policy) can be held.

If a more serious incident occurs, then a C4/5 sanction can be applied, immediately. This is at the discretion of the teacher who has been suitably trained for such situations.

Around the school rules

Students must conduct themselves in a quiet and orderly manner when on school site by following the corridor expectations (**CALM**)

- I. **C**almly and quietly walk around school.
 - II. **A**lways wear your uniform correctly and with pride.
 - III. **L**isten to and follow instructions first time, every time.
 - IV. **M**ake sure you respect your school environment.
- Breaches of these rules will result in a student receiving a strike on their strike card.
 - Three strikes in a term will result in a senior staff detention on a Friday after school.
 - Serious breaches can result in more severe sanctions than a strike and be moved to a C4/C5 immediately.

Litter must not be dropped. A natural consequence (if litter is dropped, the sanction can be litter pick) can be implemented if this is done.

Chewing gum and energy drinks are banned from being brought into school. These will be confiscated from the student and disposed of.

School Curriculum

The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

Teaching styles and approaches to managing behaviour reflect our commitment to the warm- strict philosophy. Pupils respond better to praise and encouragement than punishment.

Rewards at Pedmore High

Praising students and reinforcing when they have been successful and done something well is perhaps the most powerful behaviour management strategy of all. The motivating impact of recognition and rewards should never be underestimated. We believe that students thrive on encouragement and that achievement and high standards should be recognised. Students are consulted on a regular basis via School Council.

Pedmore High School operates three different levels of recognition and rewards which run concurrently.

In order to reward students for the high standards of conduct that the school expects, students may receive:

Class teacher / tutor level

- Verbal praise from the teacher
- Written comments/symbols
- Positive comments / Reward points on the Inspire
- Phone calls to Parents/Carers
- Informing the student's Head of Year
- House Points
- Responsibilities

Department / Head of School level

- Postcard/Letter sent home
- Photographic evidence in displays or workbooks
- Student of the half term

Whole school / SLT level

- Half termly celebration House assemblies
- Headteacher's commendations (half termly)
- Reward trips and vouchers
- Reward and celebration of attendance and achievement

- Behaviour record over all years will be considered when conferring upon positions of responsibility (prefect, form captain, school council etc)

Pedmore High is mindful of being inclusive for all students, so they are able to achieve and be recognised for their positive conduct. As such, rewards may, at times, at the discretion of Senior Leadership and the pastoral team, be tailored to meet individual needs, optimising inclusivity.

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.

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

- Form Tutors
- Mentoring by staff
- Heads of School
- Inclusion Manager
- Learning mentor
- Inclusion room
- Nurture provision
- SEND
- Outside Agencies
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- School Counsellor
- External agencies
- School nurse

Identifying Unacceptable Conduct

The following behaviours are unacceptable and will result in school agreed sanctions and strategies being applied, as appropriate.

The list below is illustrative, but not exhaustive. The school will exercise discretion over any conduct perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals, or the wider school community.

- Smoking
- Substance abuse
- Possession and/or consumption of alcohol

- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)
- Repeated non-co-operation
- Disruption to learning, personal and that of others - Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non-co-operation with school uniform policy and standards
- Non-co-operation with school jewellery policy
- Insolence and bad manners
- Use of mobile phone in school time

Behaviour incidents outside of school

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
- 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).

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.

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 member of the senior leadership team 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.

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. Our Child on Child abuse policy identifies our zero-tolerance response to this behaviour.

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 and carrying out risk assessments, where appropriate, to help determine whether to:

- 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

Sanctions

Teachers will promote positive conduct and attitude to learning with the use of positive feedback and praise in lessons.

Pedmore High will use sanctions to respond to unacceptable conduct. We will apply sanctions with fairness, consistency, flexibility and proportionality. Where sanctions are used we will: explain the reason for the sanction, the changes in conduct needed to avoid future sanctions, and that sanctions are a response to conduct, not the individual.

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for students with identified needs. It is understood that such needs pose barriers or difficulties, when students access their educational settings, by comparison to peers of the same age.

Consequently, it will be necessary to consider individual needs when applying school polices. For example, it would be deemed reasonable to suggest that a pupil who has been diagnosed with ADHD may require some adjustments when following a behavioural rule applied to active listening.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice: 0 to 25 years, 2014, and the Children and Families Act 2014. Further information regarding reasonable adjustments are outlined in the school's SEND Policy.

When deciding on appropriate sanctions the school will consider: the age and the health of the student, specific needs the student may have, their previous record of behaviour, the severity of the unacceptable conduct and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable conduct may have affected others, where the unacceptable conduct took place, and whether the student was a part of a group.

Sanctions available to Subject Teachers and Tutors are:

- Verbal or written reprimand
- A negative comment recorded on the school system (Inspire)
- Detention
- Parental contact
- Removal from class
- Loss of privileges
- Tasks – e.g. tidy classroom, litter picking
- Tutor report
- Referral to Head of Department or Head of Year

Additional sanctions available to Heads of Department/Heads of Year are:

- Withdrawal from lesson and contact home
- Isolation/Reflection
- Loss of unsupervised time
- Subject behaviour report
- Subject detention
- Subject target card
- Heads of Year report
- Senior Leadership report
- Conduct contract

Senior Leadership Team have access to all sanctions.

Increasing of sanctions:

Non-attendance to 10 minutes detention increases 30 minutes – class teacher

Non-attendance to 30 minutes detention increases 60 minutes – HOD

Non-attendance to 60 minutes detention will result in reflection time – HOY

Non-attendance or disruption in reflection will result in a fixed term exclusion.

Conduct incidents are recorded on the school system and regularly reviewed by the Tutor, Heads of School and Senior Leadership Team. Sanctions will be implemented for persistent disruptive conduct.

Within the support structure there is always a member of Senior Leadership who is available to assist staff with any given situation, as well as an Inclusion room where pupils work one to one with a member of staff for a variety of reasons, and are mentored until they are ready to be phased back in to the classroom.

To support both pupils and staff, the school operates a reflection room for those who require further intervention/sanctions for a set period of time. When a pupil is placed in reflection, parental contact will be made and, like all conduct incidents, will be recorded against the pupil record.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and, therefore, some pupils may require a more sensitive and differentiated approach. 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 consider the specific circumstances and requirements of the pupil concerned. Our approach to anticipating and removing triggers of misbehaviour below are detailed below:

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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 to create the plan and review it on a regular basis. The school is aware that the provisions set out in an EHC plan must be secured (if applicable)

A Restorative Approach

All members of staff will be encouraged to have a restorative approach when dealing with discipline and conduct. A restorative approach aims at reducing confrontation and building positive relationships with students. A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and conduct issues, offering a consistent framework for responding to these issues, with a zero tolerance for poor conduct.

If a student needs to be taken out of circulation, they may be placed into an Inclusion area for a period of time, which is to be agreed by Senior Leadership, Head of Year and the Inclusion manager. They will not have contact with students who are in school circulation and will take part in a restorative programme, which explore the following:

1. The incident (what happened and why it is not acceptable).
2. What the impact has been on those involved: i.e. who has been affected and in what ways. Strategies supporting an understanding of empathy and anger.
3. What needs to happen to put things right or to make things better in the future.

Next steps

A meeting with parents/carers will take place.

There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

Pupil Transition

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.

Preparing outgoing pupils for transition

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

Staff Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Reflection Room

In some instances, a student will be placed in internal isolation, 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 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 isolate a student will be taken by Senior Leadership, Head of Year and the Inclusion Manager.

- Internal isolation can be in a lesson taught by Senior Leadership, an SLT office, or at another Invictus school.
- If the isolation period is planned parents/carers will be informed.
- If a student is absent on the day of the internal isolation they will complete it on the first day of their return or as scheduled by the Inclusion manager.
- Failure to comply with isolation rules will result in that period of isolation being repeated or extended.
- Where internal isolation is not successful, then the school reserves the right to formally exclude a student through the official suspension route.

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.

Managed moves

In line with DFE guidance, a managed move can be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

Suspension and permanent exclusion

Although we will try to avoid suspensions and permanent exclusions as much as possible, the headteacher can use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Detailed guidance can be found in the Trust's suspension and permanent exclusion policy (September 2022). This adheres to the DFE guidance, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Alternative Education Provision

It may be deemed appropriate, if a student fails to improve their behaviour despite significant support, that they are offered the chance of alternative education provision. The consideration of offering an alternative school or placement does not come lightly, but if it is deemed to be in the best interests of the student concerned, this option will be investigated.

The school has the authority to direct students to alternative educational providers where they deem it necessary. Although the support of parents is sought it is not required. External alternative provisions will be sought both within the trust, the local authority, non-educational settings and online educational platforms.

Sometimes, with parental support, it is appropriate to modify a student's school day.

Conduct off School Premises

Students are encouraged to meet the same expectations of conduct off site as well as on site. When on visits or trips all aspects of classroom conduct apply to students.

Where a student is off school site and not on a trip, for example on the way to and from school, then the school expects their conduct to be maintained. Where poor conduct is witnessed by staff or reported by a member of the public, it will be addressed in the same way as if it had happened in school.

This may not be restricted to journeys to and from school. The policy is enforceable where a student is wearing the school uniform, is easily identifiable as a student of the school, or has, through their actions, brought the school into disrepute.

In the event of a sanction being required, this will take place on the school site. Staff witnessing an incident off school site should not seek to sanction students at the time; they should report it through the established channels.

Uniform

Pedmore High uniform policy is designed to encourage a purposeful and effective climate for learning. All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.

It is expected that all students wear full uniform at all times, unless directed otherwise by staff. Sanctions, predominately the use of strike cards, are in place for inappropriate uniform and at the discretion of Senior Leadership.

Detailed guidance can be found in the Invictus Education Trust Uniform Policy (September 2022):

https://www.invictus.education/files/ugd/5d2df1_6e374345cf8f4690ae4b69fdf27a468c.pdf

Mobile Phones, MP3 players and Headphones

If staff see a student with one of the above they are to remind the student that they should not be seen, and should be confiscated and placed at reception until the end of the day. A repeat of the appearance will lead to the item once again being removed and placed at reception until the end of the day. A third repeat will lead to the item being collected by a parent.

If a student refuses, this will lead to intervention from Heads of School / SLT and a further sanction of Lunchtime Reflection being issued.

Anti-Bullying Policy

- It is important for staff to be able to know what bullying is and recognise it immediately.
- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time
- Bullying can be verbal, physical, cyber or psychological.
- We are aware that bullying can be prejudice based and that discriminatory bullying can occur
- Pedmore High investigates all complaints about bullying.
- Students must report bullying immediately to any available member of staff. This can be reported verbally or by using a peer on peer abuse form.
- Pedmore High will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take

the law into their own hands.

- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage pupils to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.
- Responses to bullying are varied, depending upon context and the needs of all parties involved.

Some strategies are: - Circle time

- Mentoring
- Counselling
- Meetings with parents
- Students may be placed on report
- Detention
- Placed in isolation
- Suspension or Permanent Exclusion from school.
- Alternative Provision
- Discussion between any combination of staff, pupils, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service).
- In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
 - to rebuild his/her confidence.
 - Where appropriate, help him/her confront the bully and establish a better relationship. - to consider ways to modify his/her own conduct to avoid repeated experiences.

Please also refer to the Pedmore High Anti-Bullying statement and Policy.

Drugs

Pedmore High is committed to the health and safety of all its members and will act to safeguard their well-being. The possession, use or supply of drugs in the school context, (which is defined as on school premises or during any school activity and/in school uniform) is totally forbidden. Any such instance will be viewed as an extremely serious disciplinary matter.

The school will consider each drug related incident separately and consider the appropriate response, bearing in mind the circumstances of the case, and the need to balance the interests of the student concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and students are clear about the expected/usual sanction that will be applied.

- The school takes a zero-tolerance approach to the use or possession of drugs within school. Any student found in possession of, dealing/sharing, acquiring drugs for another person will face a

permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned Drugs Education Programme in place to:

- Inform students about drugs and their effects
- Promote a positive attitude towards a healthy lifestyle
- Increase students' understanding of the health and social implications of the use and misuse of drugs.

Searching, Screening and Confiscation

Pedmore High has the right, under law, to search pupils and confiscate their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

*Please note this list is not exhaustive and can include any other items the headteacher feels would be detrimental to maintaining high standards of behaviour.

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
- 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 – e.g. I will ask you to turn out your pockets and remove your scarf
- 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 or a staff member the headteacher has given authority to, to try and determine why the pupil is refusing to comply. The headteacher/staff member in authority 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 from causing disorder.

The headteacher/staff member in authority can use reasonable force to search for any prohibited items identified earlier. 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, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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 earlier) 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.

Screening

School staff can seize any prohibited item found as a result of a search, or any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items are disposed of at the discretion of the school. This may mean the item is destroyed. Where drugs, a weapon or extreme pornography are found, they will be delivered to the police as soon as possible. Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/weapon into the school will receive an appropriate sanction. This could result in a student losing their place at the school.

The school will make every effort to inform parents/carers before the search, even though it is not a requirement, but contact will always be made after.

The school has the right to use reasonable force when conducting a search without consent. In most instances this will not be required. If necessary, an appropriate member of trained staff will be required. The school may refuse to have on school site any pupil who refuses to be searched or screened.

Pedmore High follows guidance from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

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 previously
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed earlier). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The school adheres to section 35 page 12 'Strip Searching' of the DFE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

As a school we are not authorised to carry out such searches on the school premises. Such searches shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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 will always advocate for pupil wellbeing at all times.

The school would only contact the police in exceptional circumstances where it was felt that an item may be related to a criminal offence or where there is a risk of serious harm to others.

Reasonable Force

The term 'reasonable force' covers the broad range of actions, involving a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that student and others around them is in jeopardy. The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Pedmore High recognises students with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force may be used.

For further guidance on where reasonable force may be deemed appropriate, see the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If reasonable force is used the incident must be reported to **a member of the SLT** on the same day the incident takes place.

Malicious Allegations Against Staff

Where a student is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that student. It may be possible to seek an alternate place for a student within the Invictus Trust or local authority through an agreed move.

Pedmore High places the safety and security of all its students above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it, we must ensure our staff are protected, therefore, the sanction is amongst the strongest we can take. We will provide appropriate pastoral care for any member of staff accused of misconduct.

Training, Monitoring and Evaluation

Pedmore High staff are provided with training on managing conduct as part of their induction process. Conduct management will also form part of continuing professional development. Where problems with conduct management arise, training will be sought for staff.

Senior Leadership and the Pastoral team will analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify students who might be at risk of exclusion, so early intervention can be put into place. Form tutors can always access data, which they use to guide and advise students about their conduct. The effectiveness of the policy will be evaluated regularly by Senior Leadership, staff, parents and students.

The conduct policy is reviewed every year by the Head Teacher and the Governing Board.

Appendices

1. Home School Agreement
2. Consequences Pyramid
3. Recognition Pyramid
4. Strike card
5. SMILE
6. CALM

Home School Agreement

Aims

With a 'can do' attitude, anything is possible - The aim of our Home School Agreement is for all of those invested in the pupil to demonstrate their commitment to them achieving their absolute best. We strongly believe that with a supportive and effective partnership every pupil will achieve success. By signing this declaration, you are committing to our key values, ethos and policies, which are all in place to create the best possible learning experience. Before signing this agreement please make sure you have read all of the relating school policies, as these could be referred to in future meetings or communication regarding your child.

Parent and Carer – I/We fully commit to helping my child aspire, persevere and succeed through:	Pupil – I fully commit to aspire, persevere and succeed in the following ways:	School – We fully commit to help students aspire, persevere and succeed in the following ways:
<ol style="list-style-type: none"> 1) Support the schools aims, ethos and values of Kindness, Positivity and Hard work. 2) Ensure my child attends school each day, on time, and properly equipped. Any absence should be reported to school before 8.30am, and holidays should not be taken during term time. 3) Encourage my child to maintain high standards of behaviour at all times, supporting the implementation of the behaviour & uniform policy including detentions and sanctions. 4) Make myself available to my child and school, address any concerns they may have, attending parents' evenings, information evenings and supporting celebration events. 	<ol style="list-style-type: none"> 1. Uphold the school ethos of Kindness, Positivity and Hard work 2. Attend school, arrive on time every day and bring all the necessary equipment. 3. Wear the full and correct uniform to school. 4. Follow the school policies each day SMILE & CALM. 5. Be a positive and active member of the school community and take advantage of the many opportunities offered. 6. Respect and care for the school environment and the local area. 7. Do my best at all times 	<ol style="list-style-type: none"> 1. Re-enforce the importance of our values Kindness, Positivity and Hard work 2. Encourage and reward good attendance and punctuality, contacting parents where issues arise. 3. Create a positive climate for learning in order for pupils to reach their full potential. 4. Assess, monitor and track pupil progress communicating regularly with parents. 5. Provide a pastoral system that looks after the welfare and well-being of your child. 6. Provide a range of extra-curricular activities and encourage student participation.
Parent / Carer signature: Date:	Pupil signature: Date:	Tutor signature: Date:

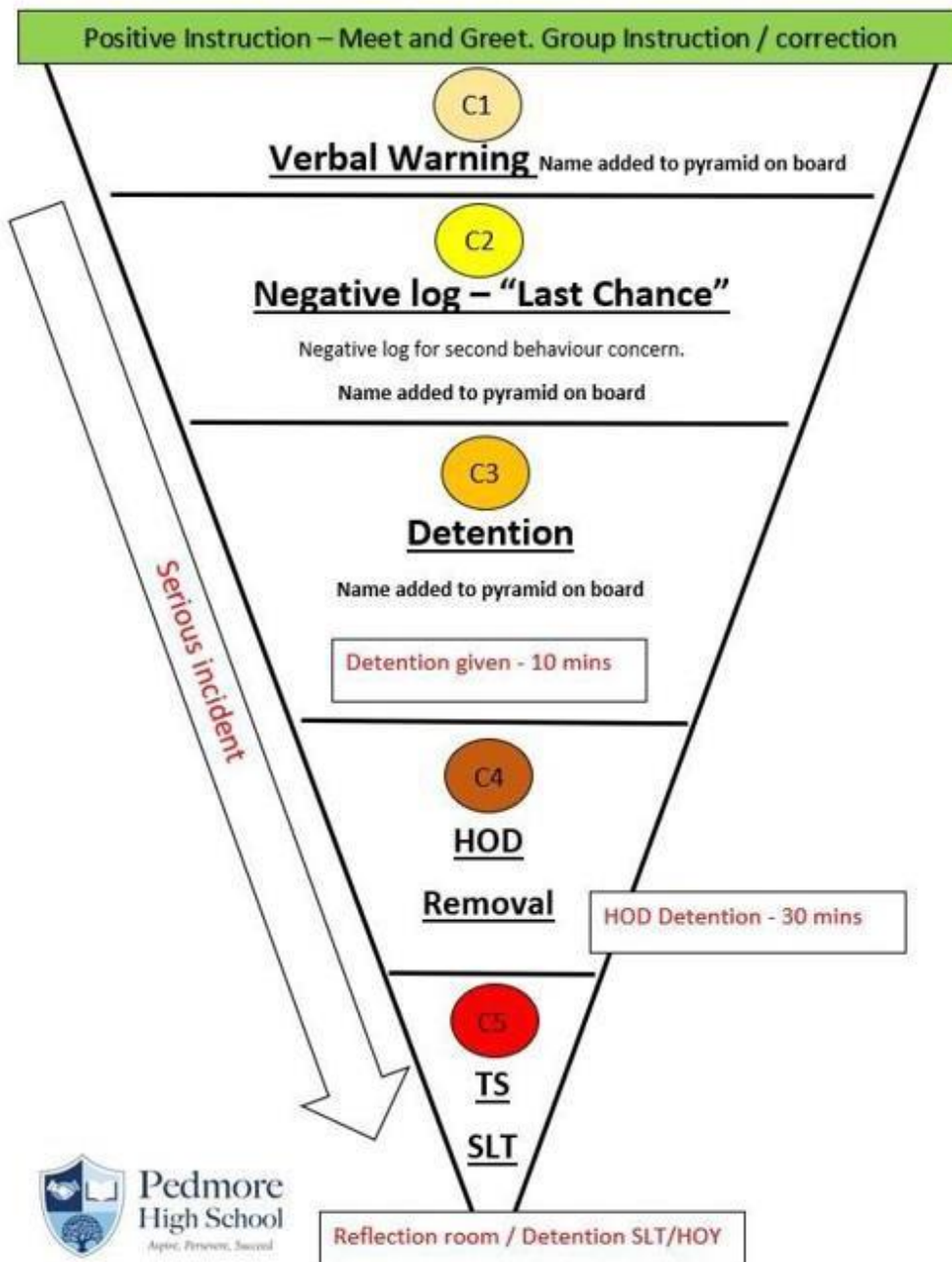
Together we will:

Support pupils' learning, to help them to achieve their best

aspire, persevere and succeed

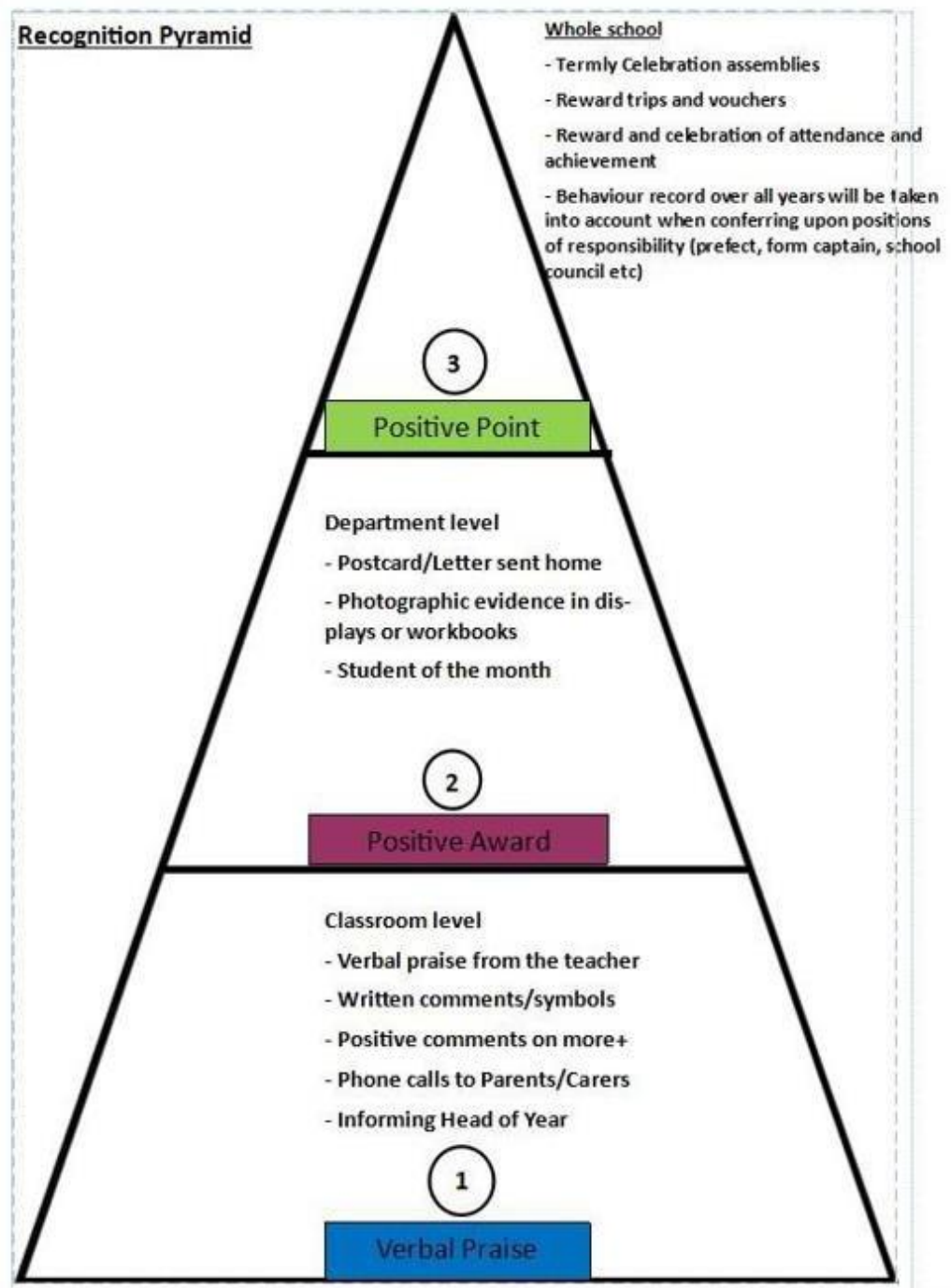


Consequences Pyramid





Recognition Pyramid



Strike Card		SLT signature
Student _____ Date: _____ Year: _____ Form: _____		
Strike 1: Uniform <input type="checkbox"/> _____ Behaviour <input type="checkbox"/> Other: <input type="checkbox"/> (state:) _____ Punctuality <input type="checkbox"/>		
Strike 2: Uniform <input type="checkbox"/> _____ Behaviour <input type="checkbox"/> Other: <input type="checkbox"/> (state:) _____ Punctuality <input type="checkbox"/>		
Strike 3: Uniform <input type="checkbox"/> _____ Behaviour <input type="checkbox"/> Other: <input type="checkbox"/> (state:) _____ Punctuality <input type="checkbox"/>		

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S

Show respect by sitting correctly and being polite.

M

Maintain focus on learning throughout the lesson.

I

Involved by asking and answering questions.

L

Listen and look at the speaker.

E

Every time, first time, do as asked.

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C

**Calmly and quietly
walk around school**

A

**Always wear your
uniform correctly
and with pride**

L

**Listen to and
follow instructions first
time, everytime**

M

**Make sure you
respect our school
environment**

