



**THE BEWDLEY SCHOOL**

We fly with our own wings

# THE BEWDLEY SCHOOL

## Behaviour Policy

Re-Adoption Date: September 2025

Person Responsible: Headteacher/Assistant Headteacher

## Introduction/Rationale

The Bewdley School has at its heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. **Students and staff are to be:**

## **READY, RESPECTFUL AND SAFE**

This includes-

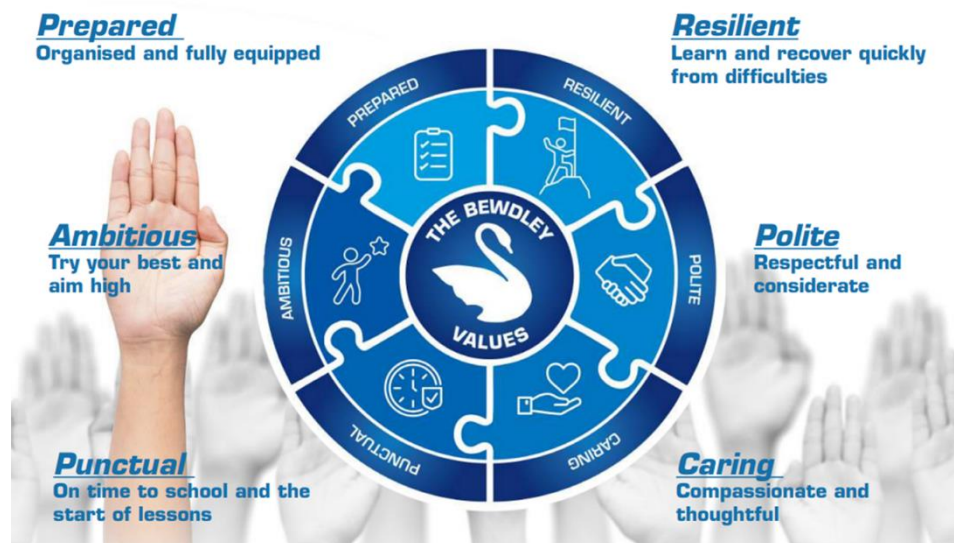
- Arrive to school and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as:  
Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- Wear the school uniform correctly. Noticeable make-up is not allowed. Any make-up must be discrete. The decision as what qualifies as discrete rests with the Pastoral Manager or Pastoral Leader as well as members of the Senior Leadership Team.
- All students are expected to be polite, courteous, and respectful to everyone on the school site and to comply with reasonable requests or instructions.
- Students are expected to have regard for their own safety and that of others.
- As we are an open site, the school provides a safe environment in school for students. Students are expected to remain on site throughout the school day and leave promptly at the end of the day unless engaged in extra-curricular activities.

The school believes that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

**This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and recognition.** The school recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. The aim of these strategies is to encourage students to comply with the school rules and re-engage with learning. In some circumstances, the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community: this may result in suspension/permanent exclusion.

## Code of Conduct

The Bewdley School Code of Conduct ***enables*** all members of the school community to ***learn*** and to ***achieve***. Our school ***recognises*** that ***everyone*** has the right to learn in an atmosphere of ***mutual respect*** based on the principles of Ready, Respectful and Safe. Everyone is expected to uphold the Home School Agreement and help to maintain a school climate which enables learning to take place by being:



- **Prepared** - remembering equipment [pen, pencil, ruler, eraser, calculator] & home learning for each lesson; **upholding the school dress code.**
- **Punctual** - arrive at school and lessons on time.
- **Polite** - Ensuring you are respectful and considerate. Remember that everyone has the right to be heard, be active listeners & follow instructions of staff and facilitators.
- **Ambitious** - Try your best and aim high. Be prepared to push yourself in everything you do.
- **Resilient** - Learn and recover from difficulties – the ability to ‘bounce-back’ from adverse experiences.
- **Caring** - understanding everyone’s right to feel safe and secure and to feel valued and adhere to the school’s anti-bullying policy.

## **Praise and Recognition**

The practice of “Praise and Recognition” is designed to help the school promote achievement, good behaviour and independent learning. The school benefits from these systems by adopting effective strategies to gain the student’s interest and commitment to improve their studies, behaviour and attendance. This should engage students to become active members of the school community. The system helps to give teachers a tool in the classroom for increasing motivation in their students by rewarding them for good effort, good work, and good behaviour. By giving students, in partnership with teachers, an incentive to take part, and positively contribute, it is intended to make the school a richer environment for learning, education, teamwork and community.

**The most important aspects of praise and recognition are the conversations and personal interactions which take place between students and teachers every day. Praise is a**

personal thing, and is at its most effective when it is immediate and sincere. The formal systems which are used in school are;

- End of Term Special Certificates [Most Improved, Values Award, Subject Excellence Award, 100% Attendance Award].
- Well Done Postcards.
- House Points.
- Praise phone calls/email.
- Head of Subject / Head of department praise phone calls/email.
- Pastoral Leader / Pastoral Manager praise phone calls/email.
- Certificates in Year Assemblies.
- Celebration events i.e Year 11 Prom.
- Senior colleagues are always pleased to praise students who demonstrate good behaviour or work. In particular, they are pleased to see any students who have made a significant improvement in any area.

Other ways students' achievements may be recognised:

- Good marks.
- Constructive marking and assessment comments.
- Departmental awards.
- Having work on display.
- Informing Form Tutor/Pastoral leader/Pastoral Manager/Head of subject/Head of department about good work or behaviour.

### **Working with parents**

Our core philosophy in managing student behaviour always begins from the perspective of offering support. At times, it may be necessary to seek external agency provision or advice to help support your child. This may be from [list not exhaustive] Educational Psychologists, Behaviour Support Services, CAMHS [Child and Adolescent Mental Health Services], Stronger Families, SENDIASS, Police, Virtual School for Looked After Children, Children's Services, and the Gypsy, Roma Traveller Service. The school may make reasonable adjustments to expectations for students with SEND.

Parents/carers play a crucial role in shaping attitudes which produce good behaviour in schools. We therefore endeavour to keep parents informed at every opportunity and encourage them to take full advantage of all formal and informal means of communicating with the school.

It is assumed that all parents/carers whose children enter The Bewdley School are prepared to accept these sanctions and support the staff in maintaining high standards of respect and discipline for each other. Where problems arise, we want to involve parents in finding the right solution. Parents are encouraged to contact the Form Tutor or Pastoral Leader if they have concerns about their son or daughter. When contacting the school, the office will take down the details of the enquiry and the appropriate member of staff will endeavour to contact you within 3 school days.

### **Behaviour Curriculum**

Students may not always immediately know or understand the expectations of the lesson or environment that they are in. Therefore, staff will use consistent language and information to teach students in their classes what they expect, often referred to as the behaviour

curriculum. This can include, but not limited to; frontloading of instruction [**without talking, raise your hand** if you know the answer to....], clear instruction of how students enter the classroom and complete the 'do now' task [**Students should enter silently**, take out their class book and begin answering the questions on the board], how to collect pieces of equipment during the lesson [**when called upon, one member of the group** comes to collect...] or how students should engage in an activity [using your mini-whiteboard, write down your answer and **only lift and show it when I give you the countdown to do so**]

There will always be times when students fail to meet the expectations of the behaviour curriculum, on these occasions staff should use the school behaviour language to encourage and allow students to alter their conduct and make positive choices.

### **Chance, Choice and Consequence**

To support and encourage positive conduct, the school utilises a 3 C's system, choice, chance, consequence. The aim of this system is to nurture and give opportunity for students to alter their conduct and improve their habits to create a better learning environment.

#### **Chance**

While the school aims for consistency across lessons, different subjects have slightly different rules and some students can take a bit more time to transition their behaviour between these different settings. [for example, rules and routines that exist in a Design and Technology workshop may not be applicable to those of a maths classroom] It is therefore appropriate to give students a chance to change their behaviour.

#### **Choice**

The aim of this step is to empower the student to understand that their behaviour is a choice that they are in control of, this allowing them to develop their own self-management strategies.

#### **Consequence**

The aim of this step is to issue the lowest level consequence that will stop the persistent misbehaviour and allow the class to learn without disruption.

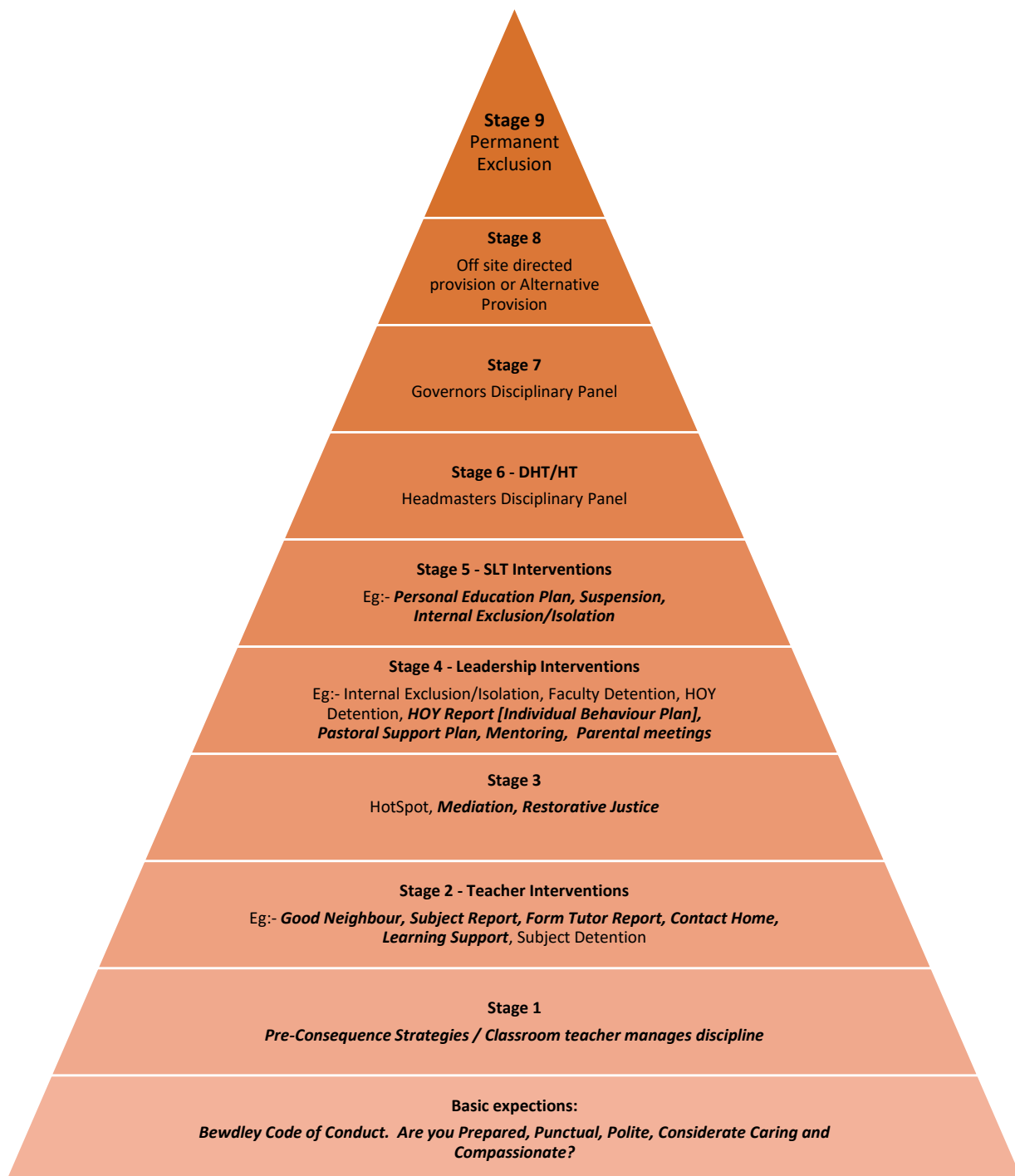
Where necessary, the school may issue consequences in line with the school policy should students not alter their behaviour or fail to meet our standards.

### **Sanctions/Interventions**

The Bewdley School will endeavour to be positive and reward whenever possible. However, sanctions will need to be applied if students behave in an unacceptable manner, either in class or during unstructured times during the school day. The school will respond to incidents of unacceptable behaviour or conduct in a proportionate manner based on fairness and consistency. The more serious the incident the more serious the response.

The responsibility, in the first instant, for sanctions rest with the individual member of staff, this also includes detentions. The key factor should be that the ownership of the incident with the individual member of staff should effect an improvement in student behaviour, motivation and relationship with that member of staff.

Sanctions/Interventions will follow the escalation process (support measures in ***bold italics***). At times, the severity of an incident may mean there is a more rapid escalation through the behaviour pyramid and that some of the lower-level interventions identified are neither appropriate or applicable.



**Ready, Respectful & Safe**

## **Appendix 1 – Stage Sanctions/Interventions**

### **Behaviour outside of school**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying [including cyber, physical and verbal] incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carers or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Headteacher or Deputy Headteacher may refer the incident or seek the support of external agencies such as the Police. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's safeguarding policy will be followed. For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, a suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

### **Bullying (including Cyber-bullying)**

The DfE document, "Preventing and Tackling Bullying" (July 2017) defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurt another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, faith, gender, sexual orientation, gender identity, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

On rare occasions we may take possession of a student's mobile phone and delete anything we believe to be offensive and cause harm to others, including adults within the school. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's



mobile phone. Where explicit images are concerned, the school will refer to [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** The school aims to:

- Listen carefully to and investigate allegations of bullying and cyber-bullying.
- Encourage parents/carers to report incidents of bullying to the Police and/or other relevant authorities.
- Advise and signpost parents/carers on e-safety - <https://www.bewdley.worcs.sch.uk/key-information/safeguarding/>
- Support all students who have been the victims of bullying and cyber-bullying.
- Help students who have bullied to understand the effects of their action and behaviour on others and then to alter their behaviour by support structures.
- Contact and involve parents / carers at an early stage.
- Apply appropriate sanctions when necessary, using a staged approach.
- Use peer group to actively discourage bullying and encourage disclosure.
- Ensure that the school curriculum, as delivered, actively discourages bullying behaviour. Form time is an important place to discuss the part students can play to prevent bullying, including what to do when they find themselves as bystanders.
- Help students to develop a positive self-image and positive strategies for coping through the school's Personal Development programme.
- Record incidents in a consistent way that allows for monitoring of behaviour.
- Seek support from external agencies if appropriate, such as the Police.

This section on bullying should be used in conjunction with the School's Equality, E-Safety and Safeguarding & Child Protection Policy.

### **Guidance for staff on the use of reasonable force**

Please refer to the DfE guidance 'Use of reasonable force in schools'. Advice for Head teachers, staff and governing bodies'.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

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.

## **Confiscation, searches, screening**

### **Power to search and confiscate without consent**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Head teachers, staff and governing bodies.

Confiscation. Any prohibited items 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 either be returned to pupils after discussion with senior leaders and parents/carers, if appropriate or disposed of.

### **Searching pupil's possessions**

The Headteacher, SLT and Pastoral/Safeguarding/SEND Team can search students or their possessions, without consent, where they suspect the student has certain *prohibited* items. The prohibited items that can be searched for under this power are vapes/e-cigarettes, knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images and other items that may provide evidence of a contravention of the School's Behaviour Policy. No search is to be undertaken by an individual member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing, searching of pockets and bags; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

To clarify, outer clothing includes:

- Any item of clothing that is 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.

School staff can confiscate, retain or dispose of any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Weapons and drugs may be handed over to the police otherwise it is for the Headteacher to decide when and if to return a confiscated item.

### **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 (authorised staff as above).

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 blazer.
- 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 a member of the Senior Leadership Team, Pastoral Leader or Pastoral Manager, to try and determine why the pupil is refusing to comply. The school reserves the right to request Police assistance where there is a suspicion that the pupil may be in possession of a prohibited item and they are refusing to cooperate with the search.

Authorised staff can use reasonable force to search for prohibited items. However, authorised staff should only use reasonable force in exceptional circumstance and only after first consulting with the Headteacher, the Pastoral Manager or Senior Designated Safeguarding Lead. 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.

### **Informing the Senior Designated Safeguarding Lead (DSL) or his/her deputy**

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 above.
- 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 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 Child Protection and Safeguarding Policy and speak to the Senior Designated Safeguarding Lead (DSL) or their deputy. The Senior DSL will consider if 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. Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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. Further information regarding strip searches can be found from the DFE guidance [here](#).

## **Sexual violence and sexual harassment between children in school**

[Ofsted's Review of sexual abuse in schools and colleges](#) revealed how prevalent sexual harassment and online sexual abuse is for children and young people across the UK. The Bewdley School has a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated.

The school will not tolerate 'Unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school.

Examples include (not exhaustive):

- Sexual comments (lewd comments, calling someone sexualised names).
- Physical behaviour (deliberately brushing up against someone).
- Online sexual harassment.
- Up-skirting (criminal offence).

The school aims to create a culture where sexual harassment and online sexual abuse are not tolerated, and we identify issues and intervene early to better protect children and young people. Our Personal Development (RSE) programme will be instrumental in achieving this.

When responding to incidents, the school may sanction students if necessary, however we will also:

- involve other agencies where appropriate.
- provide support for all children and young people involved (victims and perpetrators) through pastoral teams and external agencies if needed.
- inform and work with parents.

## **Dress Code**

The Bewdley School Dress Code aims to establish a sense of **equality** and helps to instil **pride** and **loyalty** in our school. Everyone is expected to uphold the Dress Code and establish a high standard of appearance in the school and locality. All our uniform is available to order online or by telephone from Clive Mark at <https://clivemark.co.uk/collections/bewdley-school>. Details are available from the school or school website. Please see Appendix 2 for the "Acceptable Uniform" guidelines.

## **Uniform**

- School clip on Tie (branded).
- White School Shirt (unbranded).
- Black Shoes or other permitted footwear. [Plain black polishable leather shoe / trainer]
- Blue Polo Shirt (Summer Term only – branded).
- Cargo 'school short'. [Sport / athletic and branded shorts are not permitted]
- Full length Tailored Black **School** Trousers [They must **not** be low rise, skinny fit lycra, tight fitting, denim/jean or jeggings. The trousers must not have external buckles, rivets, zips or logos] or **knee length** skirt [**Pleated skirts only – straight skirts are**

**not permitted**]. [the acceptable length of the skirt is deemed appropriate by the pastoral leader or pastoral manager]

- Black or Grey Socks or Tights (unbranded). Socks with a 'fluffy' appearance or visibility on the outside of the tight or trouser is not permitted.
- Black V-neck school jumper with school logo.

#### 4.1 General Expectations

Uniform and general appearance should be appropriate for school, your place of work, and conform with Health & Safety standards. It is therefore required that:

- **Shoes** should be worn that are sensible and practical i.e. low heels (no boots or trainers unless a doctor's note is presented).[plain black polishable leather 'airforce 1' styled trainers are permitted]
- **Jewellery** should not be worn or brought into school, to avoid loss, damage or injury. One pair of studs in the lobes of ears can be worn but will need to be removed for PE/Games. (No other piercings or retainers are permitted).
- **Make-up**, including nail varnish, is not necessary for school and if obvious will be expected to be removed. This includes but is not limited to false eyelashes and excessive eye liner or eye shadow.
- **Jackets/Coats/Jumpers** should be suitable for school and the weather conditions. Hooded jackets/jumpers/branded logo jumpers etc. are not permitted.
- **False/acrylic nails** are not allowed to be worn in school.
- **Hair** – if long it should be tied back for practical lessons. Hair bands etc. should be black, white or blue (school colours). Extreme styles and colours are not acceptable; symbols, names etc. cut or dyed into hair will require a student to return home.
- **Other Valuables** (i.e. mobile phones, iPod etc.) If they are brought into school, the school will not take responsibility for loss or damage.

#### PE Kit consists of:

- Bewdley Technical T-Shirt.
- Bewdley Socks.
- Bewdley Shorts / Bewdley Skirt.

#### Optional PE Kit:

- Bewdley Leggings.
- Bewdley Jogging Bottoms.
- Bewdley Hooded Sweatshirt.

#### 4.2 Sixth Form

The Sixth Form are senior members of the school and, as such, are not expected to wear the school uniform.

However, you are requested to wear 'smart casual' dress, remembering that you are role models for younger Students.

On formal occasions it will be appreciated if dress could reflect school colours and general expectations.

#### **Attendance & Punctuality**

Students are expected to attend school regularly and arrive on time.

Parents are required to contact the Attendance Officer to notify the school if the child cannot attend:

a) by telephone (01299 406828) or by e-mail [absence@bewdley.worcs.sch.uk](mailto:absence@bewdley.worcs.sch.uk) on the first day of non-attendance.

b) by letter on return.

## **Managing Lateness to School**

Lateness to school must be dealt with rigorously and systematically. Data shows that moving being consistently late to school has a detrimental impact on the progress made by students. This also has a detrimental effect on the learning of others due to the disruption of students arriving late to the classroom.

## **Responsibilities**

**Teacher:** Period 1 starts at 8.50am (after the warning bell at 8.45am). Teaching staff take register on Arbor by 8.55am. Any student arriving at 8.50am or later is marked late on Arbor and the number of minutes late after 8.50am is added (right click on student). Mark students as late even if they use the bus as an excuse. Attendance Officer will remove the marks later if bus was the issue.

**Attendance Officer:** Provides "Late Report" (including minutes late) to Pastoral Leaders. Any student who has been persistently late during the previous week will be flagged up. Pastoral Leaders will keep track of and intervene with student who are persistently late.

**Admin office:** If a student is absent from school and no contact has been made by the parent, the office team will communicate to parents by text and update Arbor.

**Pastoral Leaders:** Will run (either collaboratively or independently) a break-time detention, marking off those who attend and catching up with any who forget.

**Pastoral Managers:** Will support Pastoral Leaders by having formal meetings with repeat offenders.

**DHT/AHT:** Will support Pastoral Managers by having formal meetings with persistent repeat offenders.

*First offence in a term:* Admin Office to send home a standard text to all students on the Late Report. "Your son/daughter has been late to school at least twice last week and will be in break-time detention. Please discuss with him/her the importance of arriving at school on time. "

*Second offence during a term:* Attendance Officer to inform Admin Office to text home "Your son/daughter has been late to school at least twice last week and will meet with the Pastoral Leader to discuss the issue and have a lunchtime detention. If this happens again, we will require a meeting with you at school."

*Third offence during a term:* Attendance Officer to inform Pastoral Leader of repeat offenders. Pastoral Leader to contact home to arrange meeting with parent/guardian to formally discuss the problem and seek a lasting solution.

First offences will get wiped off the record at the end of the term. Repeat offenders will continue to be monitored, sometimes on an individual basis.

## Holidays in Term Time

The Government has renewed appeals to parents not to take their children out of school during term time. The Governors of the school support this and have decided that students will only be given permission to take leave in term time if there are exceptional circumstances. Our key priority is to ensure that each student is as successful as possible and able to reach their full potential.

## Allegations against staff

Any allegation against a member of staff will be reported to the Headteacher. Investigations will be carried out immediately in order for a quick resolution. If after a full and thorough investigation, it is the considered view that the allegation against the member of staff was unfounded and malicious the student(s) will be in breach of the schools' behaviour policy. The Headteacher or staff member undertaking the investigation may in this instance, consider any or all of the following sanctions:

- Suspension.
- Permanent exclusion.
- Informing the Police authorities.

## Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Control refers to passive contact, such as standing between students or blocking a student's path to actively leading a student by the arm away from a classroom or difficult situation. Restraint means to hold back physically or to bring students under control, such as where two students are refusing to separate without physical intervention.

Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm.

For more information on the use of reasonable force please see the following guidance from the DfE: Use of reasonable force in schools.

## Mobile devices

Mobile phones can come into school but must remain switched off at all times and remain in the child's school bag; unless by the express permission of a teacher [take a picture of their art work, using the calculator function etc]. This applies to Year 7-11 throughout the day.

### **Responsibility:**

- Parents/Carers to check the usage of all devices to support the schools Safeguarding Policy including the E-Safety Policy. **It is ultimately the parents/carers responsibility to monitor their child's mobile phone usage and activity.**



- The mobile device is the sole responsibility of the owner at all times. The school accepts no responsibility at any time. There are no facilities to secure mobile devices left in school for instance in changing rooms during PE lessons.
- Parents/carers should be aware if their child takes a mobile phone to school. It is assumed household insurance will provide the required cover in the event of loss or damage. The school cannot accept responsibility for any loss, damage or costs incurred due to its use/loss. The school will not spend time investigating incidents involving theft/loss/damage of mobile devices.
- Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action.
- Students with mobile phones must not engage in personal attacks, harass another person, or post private information about another person using SMS messages/social media, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary action. **It is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, the school may consider it appropriate to involve the police.**
- Students must ensure that files stored on their phones do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, 'sexting' – which is the sending of personal sexual imagery – is also a criminal offence. **As such, the school may consider it appropriate to involve the police.**
- Sixth form students may use mobile devices in the Sixth Form block and Sixth Form canteen area only.

#### Sanctions:

- First offence - If a phone is seen in use in lessons, it will be confiscated by the member of staff. The teacher will log the incident on Arbor and label the phone. The phone needs to be collected by the pupil from the main reception at the end of the school day. If a phone is seen in use during unstructured times [break/lunch etc], the member of staff will confiscate the phone and hand it into main reception. The incident will be logged on Arbor and the phone will be available for collection at the end of the school day.
- Second offence – The mobile device will be retained by the school until collected by the parent/carer.
- Third offence – Student banned from bringing in a mobile device to school for the rest of that term.
- Failure to hand over a mobile device will result in an escalation of sanctions.

**Parents/carers are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons inadvertently.**

## **Appendix 1 – Stage Sanctions**

### **Stage 1 – Pre-consequence strategies**

Suggested classroom [subject/form teacher] behaviour management dialogue/strategies:

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on positive aspects of behaviour.

*‘When students behave inappropriately give them what they don’t want – a calm, consistent, adult response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately’.*

Setting the scene for positive behaviour is key.

*Remember the 5 principles of successful positive behaviour management:*

1. Calm, consistent adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Script for difficult conversations.
5. Restorative follow up must occur after any negative issue.

Key questions to ask yourself:

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Discrete response in first instance e.g. eye contact, hand signal, moving towards them, matching.

A verbal response may be needed, but without raising your voice, and in close proximity to the student and at their eye level.

"James you are talking. If you choose to keep talking the issue will escalate"

"James, is that what you should be doing?"

State what is happening and give rule reminders.

Acknowledge positive behaviour.

Make a note of poor behaviour, but defuse the situation by praising those who are working well. It can be useful to write names of students on the board that are doing the right thing.

If the behaviour continues, when you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level and being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.

If sufficient improvement is not seen a brief conversation outside of the room may be necessary in private:

Calmly ask the student to step outside of the room. Offer them solutions on how they can alter their behaviour:

- "You were brilliant in last week's lesson, let's get back to that standard"
- Moving seats – if this is possible.
- Offer different activities- are they not being challenged? Are they finding the work too easy?
- Ask them to take a minute to think about their behaviour and make the right choice. If not, they will be good neighboured.

## **Stage 2 – Good Neighbour [Continuous Low-Level Disruption]**

"James, as your behaviour has still not improved, you can no longer stay in the room." "You need to be good neighboured". The principles of "Good Neighbour" are to give the student the opportunity to modify and reflect on their recent behaviour.

At this point the student must be good neighboured. If they become argumentative then defer and ask for them to discuss this when they return at the end of the lesson. Do not get drawn in to a negative conversation.

If the student misbehaves with the “Good Neighbour”, they need to be sent to HOTSPOT.

Restoring the relationship - When the student returns at the end of the lesson [within 5 minutes of the end of the lesson] discuss their behaviour with them and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.

If they do not turn up or you are not happy with their attitude then issue a subject detention. **Record this on SIMS and in the child’s planner during the lesson.**

The student must turn up on their own to the agreed time and room of the detention. The member of staff who set the detention must hold a restorative conversation with the student before the next lesson.

### **Stage 3 – Behaviour Recovery [Exceptionally poor/negative behaviour]**

If a pupil is interrupting learning in your lesson and has not responded to instructions or to Stage 1 and/or 2, please press the **“EMERGENCY ALERT”** button on ARBOR. Once the Emergency button has been pressed a member of the Senior/Middle Leadership team will respond and remove the pupil and escort them to the Behaviour Recovery room. **No member of staff should just send a pupil to Behaviour Recovery.** A letter will be sent to parents/carers if their child has been in Behaviour recovery.

If a pupil has been sent to behaviour recovery during Period 1, 2, 3 or 4 they will receive an automatic lunchtime detention for 30 minutes. If a pupil is sent to behaviour recovery during Period 5 & 6, they will receive a 30-minute detention during lunchtime the following day. Students are expected to arrive promptly for their lunchtime detention at the start of lunch.

The member of staff in Behaviour recovery needs to:

1. record that the pupil has been removed from lesson on ARBOR.
2. ensure that the pupil sits in absolute silence during their time in Behaviour recovery.
3. ensure there is no eating or drinking in Behaviour recovery.
4. conversations with the pupil need to be limited.
5. ensure the pupil does not communicate with other students in the Behaviour recovery room.

The member of staff that is referring a pupil to Behaviour recovery needs to:

1. complete the ARBOR record giving details of the incident and reason for referral by the end of the working day.
2. provide work for the pupil to complete for the remainder of the lesson.
3. “Repair and Reconnect” the relationship with the pupil before the start of the next lesson.

If a pupil receives two lesson removals in a day or any negative behaviour in Behaviour recovery, they will be “Internally Excluded” for the equivalent of a school day. Two lesson removals per week will instigate Pastoral Leader intervention and appropriate strategies put in place to modify behaviour. This may include Form Tutor, Pastoral Leader, Pastoral Manager report or may also include further sanctions within the escalation process. **2 x ‘lesson removals’ in one day will result in further sanctions.**

## Stage 4 – Internal Isolation/Exclusion

Internal exclusion/isolation will be issued when lower stage responses have failed and there is a series of behaviours to consider. It may also be brought into play for an issue considered too significant for a detention.

Students may be excluded from part of the day or for a series of days. In this event the following will occur:

- Parents may be informed.
- Appropriate work will be set for completion during the internal exclusion.
- Pupils will be under the supervision of a member of staff.
- Pupils will have entitlement to eating time and access to toilets. This will be at different times to their year group.
- Pupils will be in isolation from other members of the school community and/or their year group.

## Stage 5 – Suspension

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.' (DfE *'Exclusion from maintained schools, Academies and pupil referral units in England September 2017'*)

A decision to exclude a student for a **fixed period** will be taken, on a balance of probabilities, in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention, Lesson removal / Behaviour recovery or Internal Exclusion are considered inappropriate. Individual suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the student to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of suspensions without adverse educational consequences. Where it is clear that suspensions are not being effective in deterring poor behaviour, for example, if they are being repeatedly imposed on a student in response to the same behaviour, Headteachers and SLT in charge should consider alternative strategies for addressing that behaviour. Support strategies could include the use of the School Pastoral Mentors/support agencies/CAMHS/Behaviour Support/family support/10:32 /Stronger Families. Suspension is used to signal to a student, the wider school body and parents/carers that the type of behaviour shown will not be tolerated. As a school we reserve the right to place students in alternative educational provision as an intervention strategy for managing behaviour. Such placements can be for short or long term and will be considered on a case-by-case basis. Repeated suspensions will not be tolerated. **Examples may include, but are not limited to:**

- Failure to comply with a reasonable request from a senior member of staff;

- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request;
- Breaches of health and safety rules;
- Verbal abuse of staff, other adults or students;
- Possession of drugs paraphernalia;
- Smoking [including vaping] or drinking alcoholic beverages on site;
- Failure to comply with the behaviour code of conduct;
- Wilful damage to property;
- Homophobic or racist bullying;
- Bullying;
- Sexual misconduct;
- Theft;
- Behaviour which calls into question the good name of the school;
- Persistent defiance or disruption;
- Fighting/Physical Violence;
- Bringing the school into disrepute during out of school hours;
- Other serious breaches.

#### *Provision of Education for Students Excluded for a Period Exceeding 5 days:*

The school recognises the need to keep suspensions short wherever possible. It is therefore anticipated that in most cases suspensions would not exceed 5 days.

Where it is necessary to exclude a student for a longer period, the school will ensure that provision is offered to the student from the 6<sup>th</sup> day onwards.

#### **Stage 6 – Headteacher’s Disciplinary**

A Headmaster’s disciplinary process will take place if a student’s behaviour is a cause for concern. This could be due to a one-off incident or a series of behavioural issues. The outcome of the Headteacher’s disciplinary meeting is supportive however will give clear consequences as a result of the student’s behaviour.

#### **Stage 7 – Governor’s Disciplinary**

A Governor’s disciplinary will take place if a student’s behaviour is a cause for concern. This could be due to a one-off incident or a series of behavioural issues. The outcome of the Governor’s disciplinary may be a final warning before a Permanent Exclusion is considered.

#### **Stage 8 – Directed Provision/Alternative Provision**

Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour – *DFE Alternative Provision Guidance January 2013*.

As an alternative to permanent exclusion the Headteacher may recommend and/or direct a student to another institution for a period of time (normally 6-8 weeks) or suggest a move to an alternative provider e.g. CPA [Continu Plus Academy] or The Aspire Academy.

#### **Stage – 9 – Permanent Exclusion**

In addition, a decision to exclude a pupil permanently would normally be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE *'Exclusion from maintained schools, Academies and pupil referral units in England September 2017'*).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. **Examples may include, but are not limited to:**

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- arson;
- possession of and/or supplying of illegal drugs including new psychoactive substances (NSP) (also called 'legal highs');
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm;
- persistent disruption and defiance including bullying (which would include racist or homophobic bullying); or
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

**These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school.**

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the school also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the school's computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent disruption and defiance that may or may not be directly linked to the behaviour policy





## ACCEPTABLE SCHOOL UNIFORM GUIDELINES

Black V-neck school jumper



Polo Shirt (Summer)



Bewdley Cargo Shorts



Trousers



Trousers



Pleated Skirt



Trousers



Shirt



Shirt



Compulsory School Branded Clip on Tie  
School Tie (Yrs 7,8) Yrs 9,10 & 11



Plain black polishable shoes or trainers  
are allowed from January 2023  
Examples of **acceptable** footwear



Examples of **unacceptable** footwear



We do **not** permit boots