



**Oldbury Wells School
Behaviour for Learning Policy
September 2025**

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Introduction

The aim of this policy is to:

- outline our school's approach to promoting positive behaviour and attitudes
- establish a whole school-approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- to define what we consider to be unacceptable behaviour, including bullying and discrimination

Rationale

The starting point for learning is a positive ethos and culture of mutual respect and trust built upon shared values. Oldbury Wells School aims for students to **Aspire, Enjoy, Achieve**:

ASPIRE We want our students to be ready to learn and have a positive attitude, to be critical thinkers and to be self-reflective.

ENJOY We want our students to show respect and kindness to each other, to always celebrate success and to be supportive of our community.

ACHIEVE We want our students to be resilient and show independence, to work well with others and to always join in.

Legislation and Statutory Requirements

This policy has been written on advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Equality Act Advice Final.pdf](#)
- [Keeping children safe in education 2025](#)
- [Suspension and permanent exclusion guidance](#)
- Use of reasonable force in schools [DfE advice template](#)
- [Supporting pupils at school with medical conditions](#)
- [SEND Code of Practice January 2015.pdf](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Section 88 to 94 of the Education and Inspections Act 2006, which requires school's to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives school's the authority to confiscate pupil's property.
- DfE guidance that school's must publish their behaviour policy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at social times
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer generated images), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Weapons or knives
 - Alcohol, Illegal drugs and “legal highs”
 - Stolen items
 - Tobacco, vapes, e-cigarettes and cigarette papers.
 - Fireworks
 - Pornographic images
 - Articles that have been or could be used to commit an offence or cause harm.

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Emotional, physical, prejudice-based discriminatory (e.g. racial, faith-based, homophobic), sexual, direct or indirect verbal (e.g. spreading rumours, teasing) and cyber-bullying.

To see the measures that Oldbury Wells have put in place to prevent all forms of bullying, please see the Anti-Bullying Policy that is available on the website.

Roles and Responsibilities

The headteacher is responsible for:

- Reviewing this policy in conjunction with the [governing board/committee name]
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with 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 (see section 13.1).

Teaching Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (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/Carers should:

- Support school values.
- Support the Home/School Agreement, including supporting the use of various sanctions.
- Work in partnership with the school to ensure good behaviour and regular attendance.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher or Head of Year promptly.
- Ensure students come to school punctually, correctly equipped in appropriate uniform and prepared to learn.
- Attend reintegration meetings following a suspension or other pastoral meetings to support the behaviour of their children.

Students should:

- Work in line with the Home/School Agreement and align their approach to school through our ASPIRE/ENJOY/ACHIEVE values.
- Be responsible for their behaviour both inside school and in the wider community.
- Report any unacceptable behaviour to a staff member in person or via the online reporting system.

Oldbury Wells School Behaviour Curriculum

At Oldbury Wells students are supported to Aspire, Enjoy and Achieve in all aspects of school life; key areas of focus outlined below shape the 'Oldbury Wells Way'.



To support an effective learning environment, staff promote key areas identified above and positively promote appropriate behaviour by emphasising the importance of students being Ready, Respectful and Safe within their community. These three key areas shape our school rules and expectations which staff are expected to reinforce with the language and actions they take to support everyone across our school community.

Students are taught the importance of all these key areas within PSHE and across their wider school experience. Examples of how these areas are seen include:

<u>Ready</u>	<u>Respectful</u>	<u>Safe in the Community</u>
<ul style="list-style-type: none"> • Be on time and prepared to learn every day • Have the right equipment for the lesson • Enter the lesson in a positive way • Dress appropriately in correct uniform • Listen carefully • Keep mobiles off and away 	<ul style="list-style-type: none"> • Speak respectfully to staff – use polite and respectful language • Speak respectfully to others – we will not tolerate verbal abuse, which includes name calling • Behave respectfully to staff- follow instructions at once and without fuss • Listen respectfully to the teacher and to the contributions of others • Respect your learning and the learning of others • Respect your school for being an ambassador in the community • Present yourself smartly • Sit where you are asked to in class • Show that you want to learn • Have excellent attendance • Put rubbish in the bin • Keep the school clean, tidy and free of graffiti 	<ul style="list-style-type: none"> • Tell staff if there is a problem with another student • Move around the school in a calm, sensible way, carrying bags carefully • Queue properly whilst waiting for lesson or in the lunch queue • Avoid physical contact with other students • Show consideration in the corridors • Abide by the one-way systems

Mobile Phones, Headphones and Electronic Devices

In line with DfE guidance, Oldbury Wells School is a mobile free site. Students are not permitted to use their phones, headphones or electronic devices when on the school site from 8.30am until the end of the school day at 3.15pm. **Phones should be switched off and away in student's bags.** If a student is found to be using their mobile phone, headphones or electronic devices during this time, staff will confiscate them and they will go to reception to be collected at the end of the day. If a student has an item confiscated on more than three occasions, a parent will be required to come and collect the item.

There may be exceptions to this rule for some identified students with medical reasons.

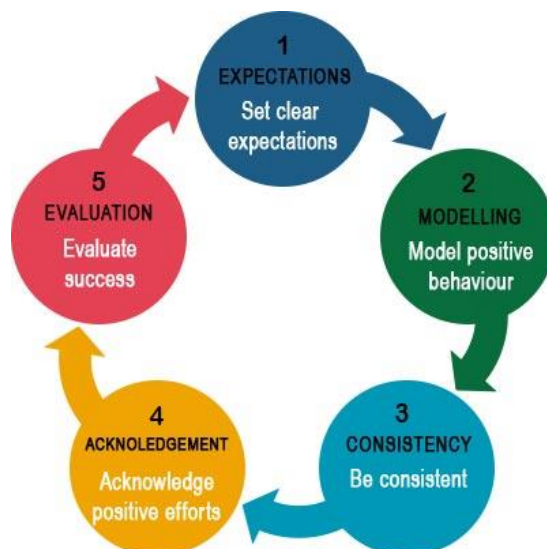
Responding to Behaviour

Classroom Management **Positive Relationships**

Positive staff-student relationships are key to how Oldbury Wells School works. Where students feel treated as valued individuals, they respect adults and accept their authority.

Staff should use strategies to establish relationships with their students. These may include:

- All staff to meet and greet students at the door – welcoming students by name and with a smile as they enter the classroom.
- Calm, consistent adult behaviour – role model the behaviour that we expect our students to exhibit.
- Creating a safe a positive environment where every student feels comfortable and respected.
- Show an interest in student's interest, talents, goals, likes and dislikes and their family.
- Engaging with students at break time and lunch time.
- Use praise – catch students who are getting things right. Aim to use praise to outweigh consequence.
- Acknowledge and praise when a student uses good manners.
- Focus on positive language when interacting with students to guide them to positive outcomes, identifying mistakes and giving support to move forward from these.
- Take the time to send positive notes home or to make a call to acknowledge the students who are getting it right.
- Intentionally take time to repair harm after a negative interaction – reconnect, repair and restore relationships. To use restorative questions in this interaction.



Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy on the website for more information

Responding to Good Behaviour

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

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

Positive behaviour will be rewarded with rewards, achievement points and acknowledgment from staff.

Rewards

The school has a formal rewards system, with positive behaviour acknowledged by Achievement Points recorded on Go4Schools. The Rewards System for years 7-11 is shown in the Appendix.

Positive Referrals and Commendations

There are a range of opportunities to recognise consistent positive contributions from our students:

- Verbal praise
- Communicated praise to parents/carers via a phone call or written communication
- Praise texts
- Early Lunch Pass
- Food/money vouchers
- Commendation Award
- Praise postcard
- Rewards trips – spaces for these trips are allocated to students that have a greater overall achievement points and have met the number as directed by the pastoral team. Students that have had a suspension in that term will not be permitted to attend the trip that term.
- Celebration assemblies – during year group assemblies
- Awards afternoons

Responding to Misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

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

- Verbal reprimand and reminder of the expectations of behaviour
- Sending a student out of class
- Expecting work to be completed at social times
- Detentions at break, lunch or after school
- School based community service e.g. litter picking
- Removal of a pupil from a classroom
- The use of buddy rooms or the Consequence Room
- Resolution/restorative meetings
- Communication with home
- Behaviour logging via Go4Schools
- Report cards
- Conditional letters for rewards trips (Prom for year 11) for ATL concerns
- Students responsible for the damage to the fabric of the school will be expected to pay part or the whole cost of the repair or replacement.
- Suspension
- Permanent exclusion, in the most serious or circumstances

Any kind of violence, threatening behaviour or abuse between students, or by members of the school community towards staff will not be tolerated. If a parent/carer does not conduct themselves in an appropriate manner, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable for prosecution.

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

Use of Reasonable Force, Restrictive Interventions and Seclusion **(effective April 2026)**

This policy / addendum should be read alongside the Oldbury Wells School Behaviour Policy.

1) Purpose and Scope

This policy outlines Oldbury Wells School's approach to the use of reasonable force, restrictive interventions and seclusion, in line with the DfE Restrictive interventions, including use of reasonable force, in schools – Guidance for schools in England (April 2026).

Our priority is to provide a safe, calm and supportive environment where pupils can learn and thrive. Staff are trained to use positive relationships, proactive strategies and de-escalation to prevent situations from escalating.

There are rare occasions when a pupil's behaviour presents a significant risk of harm to themselves or others. In these situations, staff may need to take proportionate and time-limited action to maintain safety. This is known as the use of reasonable force.

This policy applies to all staff working with pupils in school or during off-site activities under the school's supervision.

2) Principles

- The safety and wellbeing of pupils and staff is paramount.
- Restrictive interventions are used only when necessary and proportionate, and only for the minimum time required.
- De-escalation and preventative approaches are prioritised.
- All pupils are treated with dignity and respect.
- Staff act in accordance with safeguarding, SEND and equality duties.

3) Key Definitions (from DfE Guidance, April 2026)

Restrictive Intervention

Any action that prevents, restricts or subdues a pupil's movement.

Reasonable Force

Using no more force than necessary and for the shortest time needed, in line with the circumstances.

Restraint

An intervention that immobilises a pupil or limits movement, with or without physical contact (e.g., holding arms or preventing movement by removing an item).

Seclusion

Supervised confinement where a pupil is prevented from leaving a space. This is a safety measure only and must never be used as a punishment.

Significant Incident

Any incident where the use of force goes beyond ordinary physical contact with pupils.

4) Prevention and De-Escalation

Staff use a range of strategies to reduce escalation and prevent the need for restrictive interventions. These include calm communication, allowing space or reduced demands, offering reassurance and support, redirecting behaviour and adjusting the environment. For pupils with SEND or other additional needs, individual support plans and reasonable adjustments are developed and reviewed following any significant incident.

5) Who Can Use Reasonable Force

All members of school staff have the legal power to use reasonable force when necessary under the circumstances set out in the DfE guidance.

Staff more likely to use restrictive interventions receive appropriate training consistent with DfE principles.

6) When Use of Force May Be Appropriate

Reasonable force may be used to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property or causing serious disorder.

Staff must consider necessity, proportionality, pupil needs and vulnerabilities, and whether the intervention will reduce rather than escalate risk.

7) Unacceptable Uses of Force

Force must never be used as punishment. Any action affecting breathing or circulation is prohibited.

If a pupil ends up on the ground, staff must safely reposition them as quickly as possible.**9)**

8) Seclusion

Seclusion may be used only as a short-term safety measure during extreme dysregulation and must never be used as punishment. Pupils must be supervised and allowed to leave as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported.

9) Other Physical Contact

The school does not operate a no-contact policy. Appropriate physical contact may be needed for first aid, guiding or escorting a pupil, comforting a distressed pupil or demonstrating skills.

10) Recording and Reporting Duties

School must record the following details as a minimum (in writing as soon as practicable and ideally the same day by staff involved). An optional recording form is included as an appendix below:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant)

what type of reasonable force or seclusion was applied, the degree, and details of any injuries sustained if applicable.

- brief account of why the use of force or seclusion was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

The school will inform parents as soon as practicable and aim to do so on the same day of any incident of seclusion or restraint.

11) Post-Incident Support

Following any restrictive intervention, the school will ensure:

- Medical and emotional support for the pupil
- Staff debrief and reflective discussion
- Review of behaviour support plans and risk assessments
- Consideration of environmental or systemic changes to reduce recurrence

Restorative approaches will be prioritised to repair relationships and rebuild a sense of safety.

12) Training and Competence

Only appropriately trained staff may use restrictive interventions except in emergencies. Training reflects DfE principles and includes prevention, de-escalation and safe practice.

13) Governance and Oversight

Leaders and governors monitor incident patterns, staff training needs, any disproportionate impact and the effectiveness of preventative approaches.

14) Complaints and Allegations

Complaints follow the school's Complaints Procedure. Allegations follow Keeping Children Safe in Education.

15) Searching Pupils

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil.

Off-Site Misbehaviour

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

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

On-line 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 a member of SLT 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.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - 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 on our website for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and whistleblowing policy on our website for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Detentions

Teaching staff and pastoral leads have been authorised by the headteacher to give pupils detentions.

The school, in accordance with the law, will operate a detention system as part of its sanctions against poor behaviour. Detentions will increase incrementally in the event of a student not attending:

- Stage 1 - teacher detention - 10 minutes break/lunchtime.
- Stage 2 - Middle leader detention - 20 minutes (students may be collected at the end of P4 to attend).
- Failure to serve a detention may result in a more severe sanction according to individual circumstances. For example, a day in our consequence room.

Removal from Classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Miss Hartill or pastoral leads.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Meetings with pastoral leads
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment.

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

Consequence Room

Students who engage in an action deemed to be a serious incident by Senior Staff or whose behaviour is repeatedly below expectation, despite intervention, will be educated in the consequence room for a specified period of time. In most cases, this will be for one day. However, for a more serious incident or persistent breaches of the school's behaviour policy, this may be longer, for example one or two weeks. As part of our intervention or support work with students, they may be out of the classroom for an extended period of time completing work away from the classroom.

As part of their time in the consequence room, students will complete work for their subjects.

They will also be expected to sign a 'contract' on arrival which explains the expectations of the Consequence Room. Students will have an 'exit meeting' at the end of each day. As part of this meeting, it is expected for pupils to show the work that they have completed in P1-5, then have a discussion with a designated member of staff to review whether they have recognised that their behaviour was unacceptable. This discussion, along with the work completed will determine whether the student can return to lessons, or whether they need more time in the consequence room or whether a suspension is required.

The Consequence Room operates on a 'red card' policy. If a student's behaviour has not met the expectations of the room, the student will be issued with their first 'red card' and a conversation will be had with the student by the CR manager. If a student's behaviour does not change following this first red card, the student will be issued with their second 'red card' and walkabout will be called to remove the student and have a conversation with them and also with their parent/carer. When placed back into the CR, if the student's behaviour continues to fall below the expectations of the room, the student may face suspension or may be required to complete another full day of isolation at an alternative school.

Suspension and Exclusion

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

Suspension

Suspension is used following a significant issue in school or as a result of repeated behaviour which is a cause for concern. It is our hope that pupils will learn from earlier intervention, including any time within our consequence room; however, suspension will be used for very serious or persistent behavioural issues.

There will be a reintegration meeting that will always follow a suspension. This has to be attended by the student and by a parent/carer. Until this meeting has taken place, the student will not be allowed back into school.

If a student has been suspended from school because they have refused to attend the CR as a sanction, the student will be required to serve their time in the CR following their suspension.

Permanent Exclusion

A decision to permanently exclude is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. Any decision to permanently exclude will only be taken:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In exceptional circumstances it is appropriate to permanently exclude for a one-off-offence.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

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

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

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

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

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

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

In terms of anticipating and removing triggers of misbehaviour, our approach may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods.
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or with severe eczema
- Training for staff in understanding conditions such as autism.
- Use of separation spaces where pupils can regulate their emotions.

Adapting Sanctions for Pupils with SEND

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

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an Education, Health and Care Plan (EHCP)

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

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

Supporting Pupil's Following a Sanction

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

Strategies used to support the reintegration of pupils following instances such as the removal from a classroom, time spent in the CR or in another setting under off-site direction or following a suspension can include:

- Reintegration meetings
- Meetings with parents/carers
- Regular contact with pastoral leads
- Report cards with specific, personalised targets

Reports

We operate a reporting system. Pupils will be placed on report for 2 full weeks, at the end of which, a decision will be made by the member of staff who is being reported to as to whether the report was successful and can end, or whether the pupil needs to enter a 2-week period of reporting on the subsequent level. All reports will have 3 individual targets, which will be tick or cross only. These 3 targets can be made by the member of staff in discussion with the pupil and/or parent:

- Stage 1: Form tutor
- Stage 2: Pastoral Manager or HOY
- Stage 3: SLG

Behaviour report cards are to be taken seriously by pupils as this is a way of showing that the pupil is serious about 'fixing' their behaviour and improving it. There may be a sanction for failing to complete the report or losing it.

Further Support Systems

Pastoral help will be offered in a bid to support positive behaviour. We use a multi-agency approach which may include some of the following:

- Form Tutor, Pastoral Manager and SLG Mentoring
- Mentoring sessions from outside agencies

- 1:1 and/or small group sessions with the pastoral team
- OWS pastoral team – short courses on elements of social, emotional and behavioural skills
- Social services
- School Nurse
- Social prescribing
- MHST (Mental Health Support Team)
- Oldbury Wells School Counsellor
- Independent careers advisor
- Woodlands Outreach
- SENDCo
- Early Help -Strengthening Families/Family Support Worker
- Educational Psychology Service
- Children’s Services
- Education and Welfare Officer
- Alternative Provision at other school within Trust (e.g. The Bridge at Belvidere)
- Local policing team
- ECINS/Liquid Logic
- Student Planning Meetings with the Local Authority Inclusion Team
- Education Access Services
- Referral to outside agencies.

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 a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

Training

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

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

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behaviour incidents, including removal from classrooms on walkabouts
- Attendance, suspensions and permanent exclusions
- Use of pupil's support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed by Assistant Heads Mrs Lawson, Mrs Bishell and Mr Farish and by Pastoral Leads. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic.

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

Monitoring This Policy

This behaviour policy will be reviewed by the headteacher and OWS LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the OWS LGB annually.

Appendix A: Rewards System – September 2025

Students at OWS are awarded achievement points on Go4Schools from teachers and staff for achievement, progress and behaviour in lessons and around school. They will also be awarded achievement points for when they demonstrate the Oldbury Wells Way.

Achievement Prizes

Students with the highest achievement points in each term will be put into draw to win vouchers such as Amazon vouchers. This will be done termly.

Attendance Prizes

Students with 100% attendance will go into a draw to win vouchers. This will be done termly. Two students with the most improved attendance per year group will also receive vouchers. This will be done termly.

Head of Year Prizes

Students that have demonstrated the Oldbury Wells Way will be nominated by their Head of Year and will receive a voucher such as Amazon voucher. This will be done termly.

Pastoral Team Certificates

Students will be nominated by the pastoral team each fortnight for a student that has demonstrated core values of being an Oldbury Wells student. These will be presented in the Head of Year assembly.

Rewards Trips/Reward Events in School

These will take place at the end of each term. Students will only be allowed to attend if their overall achievement points reach a number as outlined by their head of year at the start of term. To attend these trips, student's overall points (achievement points minus behaviour points) must meet the target given to the year group. If the overall points do not reach the target or if a student has had a suspension, then the student will not be allowed to go on the rewards trip. At the start of the next term, however, students have the opportunity to work towards the next rewards trip/event.

Oldbury Wells Passport

students in Years 7-10 are set the challenge of completing their passport. Their passport is designed to set them tasks to complete for their own personal development and also to develop key skills that will equip them in the future. Those that complete their passport will be asked to attend an award ceremony and an afternoon of celebration at the end of the year.

Prom

At the end of Year 11, students have the prom to celebrate their time at Oldbury Wells School. In order to attend the prom, students will complete their 'Passport to Prom' which will again, give students the opportunity for personal development. Students that have failed to complete the passport, or whose behaviour has been poor and involved suspensions, these students may not be able to attend the prom.

Awards Afternoons in Summer Term

Awards will be given for progress and achievement for every subject. Parents/carers will be invited to celebrate with the winners.

OWS Postcards

These are sent home to parents/carers by staff to acknowledge good work, effort or demonstrating OWS Way.

Commendations

These will be awarded by staff to student for an exceptional piece of work.

Rewards Assemblies

These will be carried out by Heads of Year at the end of terms to celebrate with their year group.

Appendix B: Statement Relating to Suspension or Permanent Exclusion from school

We operate under DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units, including pupil movement in England August 20224. The suspension of students from a school is a decision for the Headteacher or his nominated deputy.

At Oldbury Wells School Fixed Term suspension is used to help maintain the good behaviour within the school. They are used for serious one-off incidents or cumulative less serious offences or where other strategies are not working.

When suspension is being considered all incidents will be carefully investigated and where possible the students' account will be heard. Contributing factors will be considered carefully.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach 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 pupil or others such as staff or pupils in the school.

In exceptional circumstances it is appropriate to permanently exclude for a one-off-offence.

Students who are violent to staff or are found in possession of, or being involved with; knives, blades, other weapons, alcohol, classified drugs or other dangerous substances are considered to be very serious transgressions. Bringing knives or weapons or drugs onto the school site will lead to a permanent exclusion. On such occasions, advice will be sought from the police.

Permanent exclusion is also possible for persistent and defiant misbehaviour, physical assault or threatening behaviour and persistent bullying, racism or abuse against sexuality or gender reassignment or disability.

In the above, the standard of proof to be applied is the 'balance of probabilities', i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher can exclude.

In the above, the Headteacher will take any other factors into account. These include SEN guidance, students with a disability, race relations and students who are looked after.

If a student receives a suspension, then the following will happen:

1. The parent/carers are called to inform them of the suspension.
2. The parent/carer receives a letter home informing them of the suspension and re-entry date.
3. The parent/carer is required to attend a reintegration meeting or to confirm a date and time.
4. The incident will be discussed at the meeting, which will be held by the HOY and/or a member of SLG.
5. An action plan is agreed to avoid this happening again in the future.

Appendix C: Oldbury Wells School Code of Conduct on School Transport

At The Coach Pick-Up/Drop off Point

- Always arrive in good time and make sure you have your pass with you. You must show the pass to the driver ¹ each time you get on the coach. If you can't produce a pass, you may not be allowed to travel. **Remember: NO PASS may mean NO TRAVEL!**
- You should wait on the pavement, in a safe position away from the road. You must behave sensibly without upsetting local residents or endangering other pedestrians and traffic.
- Don't go near the coach until it has stopped.
- Do not push to get on the coach.
- Make sure that you are getting on the coach to which you are allocated.

On The Coach

- Find a seat quickly without pushing.
- Fasten your safety belt - you must wear it.
- You must listen to the driver and do as he or she says. The driver's job is to drive the coach safely, not to supervise young people.
- Do not move about the coach until it has stopped.
- You must not misbehave when you are on the coach. This is dangerous and could distract the driver. If you need to say something important wait until it is safe to do so.
- Report any incident or accident to the driver when safe to do so, preferably when the coach has stopped.
- You must not eat or drink on the coach. Take any litter off the coach with you.
- Do not damage or leave graffiti, or interfere with emergency doors, safety belt fastenings or window fittings. Your parents will be charged for any damage which you cause.
- Do not use bad language.
- Keep the gangway and emergency doors clear so that other people can leave the coach safely.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's instructions.

At Your Destination

- You must not try to get off the coach until it has come to a complete stop.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the coach. If you have forgotten something you should contact the School office.
- You must not try to get back on the coach after you have got off; this is in case it moves off suddenly.
- Older students should help to see that younger students are well clear of the coach after they have got off.
- You must not cross the road close to the front or rear of a coach or any other vehicle. You must be able to see clearly both ways. Where possible, use a pedestrian crossing.

¹ Driver means the person driving the coach and other coach staff.

Remember – Be polite and courteous at all times. You are representing yourself, your family and your school. Don't let them down!

- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. The School reserves the right to suspend or disallow the right of an individual to use the coach service. Your parent or guardian will then be responsible for transporting you to School.

Parents and Guardians

- Please ensure that your child is accompanied to the bus stop or they follow a safe route to the bus stop and that they know the safest crossing places.
- You are responsible for ensuring that your child has a pass each time they board their coach. Drivers are required to check passes. If your child fails to produce one, he or she may be refused transport. You will then have to make alternative arrangements, at your expense, to get your child to school until a pass can be produced.
- Your child has been placed on a particular coach. It is important that they travel on this and not another coach. It is important that the School and bus operator knows who is on the coach in case of accident or emergency.
- If your child loses or damages their pass, please contact the School office to purchase a new one.
- Please make your child aware of the dangers of behaving in a disorderly way. Please ask them to act sensibly whilst on the coach and at the bus stop, for their own and others' safety.
- Make sure your child knows what to do if their coach is late or does not arrive.
- Please ask your child to show the driver respect and follow any instructions he or she may give. Please encourage them also, to remain seated at all times and wear a seat belt where fitted. The drivers' primary function is to transport children from home to school. They may not be able to do this if children are misbehaving.

Please Note – you will be held responsible for any vandalism by your child. It will be treated as criminal damage.

- Please notify the staff in the school office immediately of any changes to your circumstances. If your child no longer needs the bus pass, please return it to the School transport office.
- If you have any concerns about school transport please contact the School office.

Disciplinary Procedures Following Breach of the Code of Conduct

Following report of an incident of unacceptable behaviour or such behaviour that contravenes the School Transport Code Of Conduct, the incident will be investigated. If we find one or a group of students is at fault, we will contact their parents or guardians to inform them what has happened and the action we are taking. Depending on the seriousness of the incident, and the history of any previous incidents the student has been involved in, the course of action may be:

1. Warning letter
2. Final warning letter
3. Suspension or ban from school transport.

In the event of a suspension or ban it will be the parent or guardian's responsibility to take their child to and from school. The contractor and School will be informed of the action taken so that they can ensure that any suspension or ban is upheld. In cases of criminal behaviour the police will be informed.

The School's Commitment

We will:

- Deal with your queries and requests promptly.
- We will try to issue passes within five working days.
- Provide contractors with up-to-date information on students authorised to travel on their buses.
- Plan journeys to minimise journey times whilst providing a cost-effective and efficient service.
- Investigate thoroughly and impartially all incidents reported and complaints made. We will respond to the complainant as soon as the investigation is complete under the school Complaints Procedure.
- Regularly monitor the safety and quality of school transport: safety of school transport is our primary concern.
- Treat everyone equally and fairly, according to the conditions of our policies and contracts.

Appendix D: Suggested Restrictive Intervention / Seclusion Recording Form

School:

Pupil Name:

Tutor Group / Year:

Date of Incident: / /

Time of Incident:

Location:

1. Staff Involved

Lead staff member:

Additional staff directly involved:

Other witnesses (staff/pupils):

.....

.....

2. Pupil Information

SEND status code:

Relevant needs or circumstances (medical, sensory, SEMH, communication, triggers, risk factors):

3. Type of Incident

Tick all that apply:

- Significant use of reasonable force
- Restraint (physical or non-physical)
- Seclusion
- Removal of mobility aid/device (non-contact restraint)

4. Antecedents / Lead-up to Incident

What happened prior to the incident? Include known triggers.

5. Prevention and De-escalation Strategies Used

Tick and describe:

- Verbal calming / reassurance
- Redirection
- Allowing space / reduced demands
- Environmental adjustments
- Emotional regulation support
- Support from known staff
- Use of pupil passport strategies
- Other:

Notes:

6. Description of Restrictive Intervention / Seclusion

Type of intervention:

Degree of force / method used:

Duration:

Was the pupil on the ground?

- Yes (repositioned to a safer/standing alternative as quickly as possible)
- No

Reason intervention was necessary (e.g., harm prevention, criminal offence, property damage, serious disorder):

7. Pupil Welfare & Safety Considerations

Communication used to explain what was happening:

Considerations of dignity, sensory, or medical needs:

Signs of distress or trauma observed:

8. Injuries & Immediate Aftercare

Injuries to pupil:

Injuries to staff:

First aid / medical treatment provided:

9. Post-Incident Actions

Pupil debrief completed by:

Staff debrief (uninvolved adult):

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| Behaviour Support Plan reviewed? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Risk assessment updated? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Restorative work completed? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Notes:

10. Parent/Carer Notification (Statutory)

Parents/carers must be informed as soon as practicable and ideally the same day.

Method:

- Email / MIS message
- Phone call
- In-person meeting

Time contacted:

Staff contacting:

Information shared (required):

- Time, date, location, duration
- Why intervention was necessary
- Type/degree of force (if applicable)
- Injuries and post-incident support

Exceptions applied (only if relevant):

- Risk of serious harm to pupil

11. Final Sign-Off

Lead staff signature:

Date: / /

Senior leader reviewing:

Date: / /