



Positive Discipline Policy

Author:	Dan Willis
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1. Principles

High standards of behaviour and attendance:

High standards of behaviour and attendance lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their educational life and that all staff should be able to teach and promote good learning without interruption. It should be clear that behaviour should not jeopardise the health and safety of any member of the school community.

The right to feel safe at all times:

All students, staff and visitors have the right to feel safe at all times in the school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

Inclusivity:

The school's community should be able to work or study, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) To ensure this we have a clear and comprehensive Antibullying Statement (in this policy) that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

Engaged Community:

Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within our school. Parents/Carers and students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.



School Rules:

The school rules are clearly set out within this policy. These set out expected standards of behaviour, shared with, and explained to all students. These rules are consistently applied by all staff.

Rewards:

The emphasis will be on encouraging positive behaviour through;

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.

Unacceptable/poor behaviour:

Sanctions for unacceptable poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Positive Discipline policy so that students, staff and parents can understand how and when these are applied. Sanctions, when necessary, will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for suspension, however, when making decisions the Headteacher must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the student body, as a whole is paramount. The School strongly feel that suspensions, particularly those that are permanent, must be used only as a very last resort.



Power to use reasonable force or make physical contact:

Given the overriding need to keep the students and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving) will be included in the policy documentation of the school. A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. The school expect appropriate staff to be trained in the use of reasonable force and restraint.

Policy should make clear the authority to search students for prohibited items and to confiscate where necessary. The school would expect the Headteacher to inform the relevant authorities, including the Education Learning Trust (ELT), when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the school premises.

2. Introduction/Purpose

This policy sets out the framework of Werneth School's approach to encouraging good behaviour known as 'Positive Discipline'. The policy also expects students to show respect for all staff, understand and express the importance of education, and understand the impact of consequences on their future lives.

We are committed to providing the best possible learning experience for all students and believe that high standards of behaviour are fundamental to students taking full advantage of their learning opportunities and achieving their full potential. This puts the onus on teaching staff to deliver engaging and motivational lessons and to assist students to develop key life skills of politeness, respect for all and self-reliance. The impact of these character traits/behaviours will benefit the students, their families and have an impact on the wider community. We see parents/carers as important partners in upholding our core values (**Respect, Ambition and Resilience**) and encouraging positive attitudes to learning.

Our Positive Discipline system has been designed to engage students in displaying positive behaviour that will allow them to benefit fully from their education to become successful students.

3. Aims

The aims of this policy are to:

Enable our students to:

- Stay safe and be healthy;
- Enjoy and achieve in their learning;
- Make a positive contribution;
- Access the full range of learning opportunities in a calm, positive environment;
- Develop an acceptance of responsibility for their own behaviour;
- Enable students to make the best progress possible during their time with us;



- Value the rights of others and acknowledge that maintaining positive discipline within the school is a shared responsibility
- Value the school environment, our Positive Discipline Policy and school routines.



Enable our staff to:

- Teach effectively;
- Promote and develop in students' the school's core values of **Respect**, **Ambition** and **Resilience**;
- Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions;
- Initiate appropriate behaviour through their own modelling and use of effective strategies;
- Feel supported in dealing with challenging behaviour through both collective application of standards and the behaviour management infrastructure;
- Recognise and actively encourage positive behaviour;
- Work with a positive, proactive approach to behaviour management;
- Ensure the rights and responsibilities of all members of the school community are upheld;
- Apply the policy fairly and consistently and contribute to its monitoring and evaluation;
- Maintain excellent relationships with parents and carers.

4. Expectations of Staff

All teaching and Associate staff must recognise, praise and reward all students as a matter of course.



All staff are to:

- Ensure classrooms are positive and welcoming which provides all students with the opportunity to succeed;
- Build positive relationships with students;
- Create and sustain a positive, supportive and secure environment;
- Apply sanctions fairly, consistently, proportionately and reasonably;
- 'Catch' students getting things right and reward them for everyday successes to promote positive behaviour;
- Set high standards of speech, manner and dress.

Well-prepared, stimulating lessons generate good behaviour and earn respect.

Staff are expected to:

- Arrive before the class and on time;
- Be prepared for the lesson;
- Keep everyone occupied and interested by structuring lessons appropriately and differentiating for all abilities;
- Extend, challenge and motivate all students;
- Mark all work promptly and constructively within the school's marking policy;
- Set homework in line with the school policy;
- Encourage creative dialogue;
- Keep an attractive and tidy room;

- Maintain interesting wall displays;
- Value student work by displaying it on the walls;
- Use first names of students.



Follow the Positive Discipline policy at all times; using the language of choice, chance and consequence consistently to tackle low level disruption.

Staff should never resort to:

- Humiliation;
- Shouting;
- Overreacting;
- Blanket punishments;
- Over-punishment;
- Sarcasm.

Belittling

Staff should do all they can to:

- Use humour;
- Keep calm;
- Listen;
- Be positive;
- Build relationships;
- Insist on high standards of behaviour, work and respect;
- Apply school rules consistently;
- Follow up problems to their conclusion;

- Deal at once with any who present problems;
- Establish their authority firmly and confidently;



5. Expectations of Students

5.1 Classroom Rules

- Arrive on time, equipped, in full uniform and ready to learn.
- Respond to staff instructions; first time, every time.
- Be respectful to all members of the classroom at all times
- Listen respectfully and be silent when others, staff and students, are talking.
- Take pride in your books and complete all work set to a high standard, making maximum use of learning time.
- Sit where you are directed to sit by your teacher.
- Have all personal electronic devices off and out of sight.
- Stand in silence, behind your chair, at the end of each lesson and leave the classroom in a calm and orderly manner.

5.2 'Around the School' Rules

This school belongs to everyone in our community and as such we expect our community to:

- Walk sensibly down the corridors
- Place all litter in the bins provided
- Follow the one way system
- Be in full uniform at all times
- Eat and drink in the correct spaces
- Keep the environment clean and tidy.

- Respond to staff instruction first time, every time.
- Be polite and respectful at all times.



6. Rewards

At Werneth School we have a rewards system that acknowledges and celebrates the achievements and successes of all our students. Across the school, staff consistently look for opportunities to reward students.

The Positive Discipline system provides our students with opportunities to be recognised and praised for their academic achievements, progress, behaviour, attendance as well as contributions to the school and the wider community.

We strongly believe that students should be regularly and fairly rewarded for their achievements, to celebrate successes and also to inspire and motivate.

The Rewards used to achieve this as follows:

- **Points**

These points lead to recognition in assemblies through a league system and are visible to parents and students via the Edulink app.

Early Lunch Pass

The student/s with the most points each week in each year group are issued with a pass to go for an early lunch with a guest of their choice for one week.

Form Rewards

The form with highest number of points each week is issued with a prize

- **Rewards Screen**

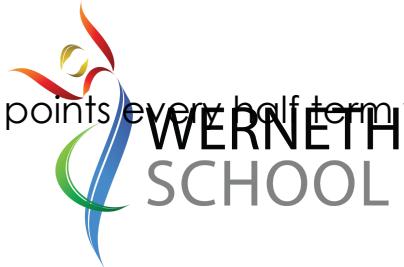
Students who are recognised for consistently scoring achievement points are shared in assemblies and their names go on to the LCD screen in the school's Heart Space

- **School Newsletter**

Points totals are published in the school's newsletter

- **Rewards Breakfast**

The students who have been awarded the most points every half term will be invited to attend a rewards breakfast



- **Postcards**

Departments will use praise postcards in recognition of points scored in their curriculum areas

- **Golden Ticket**

Every half term, every member of staff will nominate one student for consistency of effort or excellence. High level recognition, with prizes and students making it onto the honours board if selected from the draw

- **Senior Leadership Award**

A recognition award issued by senior leaders in the school

- **Rewards Trips**

Students will be invited onto half termly awards trips based on meeting the success criteria linked to achievement points.

7. Sanctions

It is hoped that the vast majority of students will simply choose to spend their time with us operating within the rewards framework outlined above.

However, when students fail to abide by the Expectations (noted in Section 4), the following sanctions will apply:

Students who arrive late to lesson or do not have the correct equipment (without a pass) or uniform (without a pass) will automatically receive a log via Edulink.

- **CHOICE**

This will be a reminder of our expectations. The teacher will clearly state that this is a CHOICE which is a Verbal Warning (Not required to log on Edulink)



- **CHANCE**

The teacher will clearly state that this is a CHANCE. First recorded offence on Edulink

- **CONSEQUENCE**

The teacher will clearly state that this is a CONSEQUENCE. Second recorded offence on Edulink and a class teacher sanction put in place.

- **REMOVAL**

The teacher will clearly state that this is a REMOVAL to Reflect for the remainder of the lesson and a 45-minute consequence detention the next day.

A. Reflect

Students will be removed for **REMOVAL** to 'Reflect' and receive a 20-minute detention the next day. The member of staff who issued the instruction for Removal must attend the detention to conduct a restorative conversation.

B. Extended Timeout

Students will be immediately sent to Extended Timeout, if they do not follow the rules of Reflection, are found to be internally truanting or refuse to hand over a mobile phone.

Students will remain in Extended Timeout for the remainder of the day. Students will complete work via a series of appropriate work booklets and work set by the classroom teacher they were scheduled to have.

C. Planned Exclusions

Students will spend between 1 and 3 days in Extended Timeout, in a Restorative Placement (depending on the behaviour that has led to

this sanction). Extended Timeout will be used if a student has received 10 Behaviour logs on Edulink, or for other serious negative behaviour. If a student receives 5 behaviour logs after the initial Planned Exclusion, then a further planned exclusion will be issued.



Students will complete their normal curriculum work which will be set by teachers in advance, this is then supplemented with academically appropriate work packs covering a variety of curriculum areas.

Planned Exclusions run from 8:45 until 4pm. Students have the opportunity each lesson to earn back 10 minutes from their extended day by:

- complete the work set
- sit in silence
- ensure phones and headphones are away
- ensure hoods are not up
- remain in their allocated seat
- be respectful to staff

D. Planned Intervention

With parental consultation, students may be referred to a partner school for a period of up to 2 – 5 days for failing a Restorative Placement in Extended Timeout or as a result of a serious incident. During this referral, students will be set subject based work collected from departments. At the end of a student's referral, parents/carers will be required to attend a reintegration meeting to discuss the serious incident that led to the planned intervention and to ensure actions are taken to avoid repeat referrals. Please see Section 10 of this policy for further details.

Planned Interventions also include Managed Transfers, PARE Placements and Pendlebury Placements.

E. Suspension

A decision to issue a suspension will only be taken:

- a. in response to a serious breach or persistent breaches of the school's Positive Discipline policy; and
- b. where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.



Students will be provided with school-based work or an online alternative to complete appropriate to their ability and this will be marked when returned to the school. Staff will then meet with parents/carers for a reintegration meeting before the student returns to the school. Please see Section 12 of this policy for further details

F. Disciplinary Panel

Students and their parents/carers are referred to a panel from the Governors for cumulative behavioural issues/serious incidents/exclusions. This will include students who have accumulated 15 days or more in an academic term.

G. Permanent Exclusion

This is a last resort sanction as a result of 45 days fixed term exclusions in one year or for a one-off, serious incident. Please see Section 12 of this policy for further details.

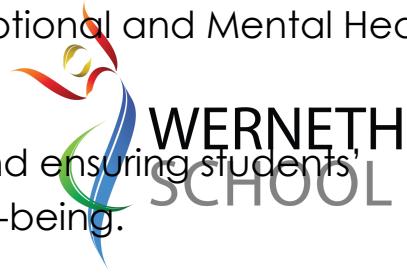
8. Special Educational Needs and Disability

At Werneth School we tailor provision for individual students carefully, and this includes students with Special Educational Needs and Disabilities (SEND). The SEND team is led by an experienced SEND Coordinator and is made up of a team with a strong range of skills, knowledge and experience.

Every member of our Teaching Assistant team takes part in an ongoing programme of extensive training and each specialises in offering support and expertise in an area such as Autistic Spectrum Condition, Speech and

Language Needs, Dyslexia, Dyspraxia and Social, Emotional and Mental Health needs.

The support offered is sharply focused on inclusion, and ensuring students' excellent progress, as well as their happiness and well-being.



The school is aware of its obligations under The Equality Act and are sensitive to the needs of learners who have diagnosed SEND. Consultation may be made with the SENDCO in order to ascertain the need for reasonable adjustments to be made to any applied sanction. Any breach of the Behaviour Policy that is made as a result of a child's poor mental health may result in the school insisting that a medical fit note be provided confirming that the child's attendance at school is appropriate. Appropriate professionals who can provide this fit note include HYMS workers, mental health practitioners or the learner's General Practitioner.

9. Alternative Provision and Wrap Around Support

At Werneth we believe that it is the entitlement of every student to be given the opportunity to achieve their full potential, enjoy being at the school and excel in their learning environment. In order to fulfil the needs of some students with specific needs and/or to avoid repeat breaches of the school's Positive Discipline policy, the school may explore the option of alternative provision.

Reasonable adjustments are made for students with SEN, by the Pastoral team and teaching staff. Wrap around support and interventions are used by the Pastoral team to support students' personal development.

10. Planned Interventions

Schools have the power to direct a student off-site for education to improve their behaviour. Students may be referred to partner schools in the local area as part of our planned intervention strategy for up to 2 – 5 days for failing Extended Timeout or as a result of a serious incident. At the end of a student's referral, parents/carers will be required to attend a reintegration meeting to discuss the serious incident that led to the planned intervention. If

parents/carers do not attend, the student will be required to stay in the Extended Timeout unit until the parent/carer is able to attend.



A student at any type of school can also transfer to another school as part of a 'managed transfer' where this occurs with the consent of the parties involved, including the parent/carers and the admission authority of the school. This will be considered as an alternative for students at risk of permanent exclusion where a student has not responded to other rewards and sanctions, where there is evidence that a fresh start and change of environment may be considered to be a positive influence.

Relevant liaison and support will be put in place to increase the chance of success based on individual needs and circumstances, for example sharing of IBPs with the receiving school or access to HART for students arriving at Werneth, this is agreed by the Headteacher via the formal mechanism of the Fair Access Panel.

There are infrequent occasions when it may be appropriate for the school to seek an alternative provision better suited to the needs of the child such as Highfields and Pendlebury. This provision may be full-time or part-time, for a fixed period or until the child reaches the end of year 11. All such provisions must be agreed by the school, the provider and the parents/carers.

Planned Intervention serves as a serious school sanction to help improve behaviour. Planned Intervention is used as a sanction to prevent students from engaging with the school community but without this impacting on their learning and academic progress. Planned interventions may not be appropriate for students with varied educational needs. Internal interventions and adjustments may be put in place to support these students in their personal development.

11. Suspensions

Werneth School operates within the statutory guidance issued by the DFE and will work in partnership with procedures in place with the Local Authority. The Local Authority is notified of all suspensions.

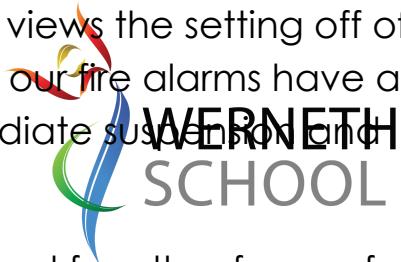
Suspensions can only be issued by the Head Teacher. Each suspension must be judged on the specific context of the particular event or sequence of events. This is done so by a 'Daily Management Team Meeting' chaired by the Headteacher each day at 15:30. Parents are informed of the decisions following this meeting.



The following list includes examples of unacceptable behaviour warranting exclusion from the school (this is not an exhaustive list):

- Carrying or using an offensive weapon (including but not limited to a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, any bladed object or knife, including all variations such as pocket knives, craft knives, scissors, screwdriver etc.);
- Any assault against a member of staff;
- A deliberate assault on another student;
- Sexual assault;
- Persistent racial abuse;
- Persistent abuse/bullying including physical abuse;
- Verbal threatening and intimidation of staff;
- Persistent disruptive behaviour;
- Bullying committed via social networking media/electronic means;
- Deliberately setting off the fire alarm*;
- A student who is suspected of being under the influence of an illegal substance/drugs or alcohol during the school day;
- Possession of illegal drugs or related paraphernalia by an individual on school premises;
- Persistent and entrenched refusal to comply with expectations;

*The school takes health and safety very seriously and views the setting off of the fire alarm to be a threat to a safe environment, all our fire alarms have a fully alarmed cover. This will be dealt with by an immediate suspension and parental interview.



This is not an exhaustive list and Suspensions may be used for other forms of inappropriate behaviour.

During / Post Suspension

Whilst suspended, students will complete work set by the school.

After each suspension, a reintegration meeting with parents/carers will take place. The purpose of the meeting is to assist the reintegration of the student and promote the improvement of his or her behaviour.

The meeting also provides an opportunity to emphasise the importance of parent/carers working in partnership with the school to encourage, support and reinforce the school's core values and high expectations. During the reintegration meeting, wider issues and any circumstances that may be affecting their child's behaviour will also be explored and a Positive Discipline Contract will be put in place and signed to prevent further instances of poor behaviour.

12. Harmful sexual behaviour

We have a zero-tolerance approach towards all inappropriate sexualised behaviour. This behaviour will be dealt with via our PD policy, and each individual case will be fully investigated via our safeguarding and pastoral team. Support will be provided to the victim and perpetrator.

Sexual violence and sexual harassment can occur between two children of any age and sex.

It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and

are never acceptable. It is important that all victims are taken seriously and offered appropriate support.



- Sexual harassment;

This can be specifically defined under the harmful sexual violence and harmful sexual harassment advice guidance as unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college (September, 2021). We have a zero-tolerance approach when dealing with this behavior, and although this is not an exhaustive list, sexual harassment can include:

- Sexual Comments
 - Sexual 'jokes' or taunting
 - Physical behaviour e.g. deliberately brushing against someone.
 - Online sexual harassment e.g. consensual and non-consensual sharing of nude and semi-nude images and videos.
 - Sharing of unwanted explicit content
 - Upskirting
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats
-
- Sexual violence;
-
- When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:
 - Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. See Sexual Offences Act 2003 available at Legislation.gov.uk This document is for information only and does not come into force until 1

September 2021. Schools and colleges must continue to have regard to KCSIE 2021 until then.



- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- What is consent?
- Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time the activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

Harmful sexual behaviour (HSB)

This behaviour exist on a continuum and ranges from normal developmental behaviour to problematic more abusive and violent behaviour. HSB can occur online and/or face to face and can also occur simultaneously between the two.

HSB incidents follow an escalation process but at each stage the identified 'victim' and the 'perpetrator' receive support and education as appropriate. The following guidance is for behaviour classified to be low risk according to Hackett's continuum of sexualized behaviour therefore sits on the continuum between normal to inappropriate. However, all incidents of HSB are considered by our safeguarding team before action is taken. We follow a staged approach to these lower risk incidences as follows:

1 Incident - 1 to 1 educational mentoring and detention

2 Incidences - 1 to 1 educational mentoring, parental meeting, and Extended Timeout

3 Incidences - 1 to 1 mentoring and the next stage of sanction system considered i.e. planned interventions / suspensions

4+ Incidences – Bespoke education package and the next stage of sanction system considered

13. Permanent Exclusions

In some situations, it may be appropriate for the Head Teacher to consider a Permanent Exclusion.

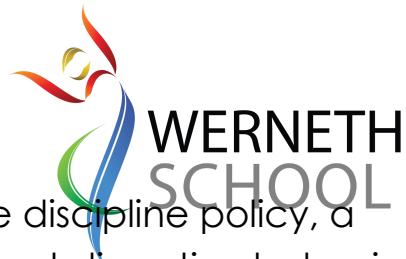
Permanent Exclusion will usually be the final step in the process for dealing with disciplinary offences, when a wide range of other strategies have been tried, without success.

In exceptional circumstances it may be appropriate to permanently exclude a student for a first or "one off" offence.

Automatic sanctions will apply in the following cases:

- Selling or distributing illegal drugs within the School will invoke an immediate permanent exclusion.
- Serious actual or threatened violence against another student or a member of staff.

- Sexual abuse or assault.
- Carrying an offensive weapon.



Where there are persistent serious breaches of positive discipline policy, a student may receive a Permanent Exclusion for persistent disruptive behaviour.

As with all types of exclusion and suspensions, Werneth School operates within the statutory guidance issued by the DFE on Permanent Exclusions and will work in partnership with procedures in place with the Local Authority. The Local Authority are notified of all permanent exclusions.

The school remains responsible for the education of students whilst a permanent exclusion is considered. The school will ensure any student who has been permanently excluded is provided with work until they are no longer on roll at the school.

14. Complaints

An individual wishing to make a complaint about anything within the remit of this policy should follow our procedures for Handling Complaints which can be found on the school website under policies.

15. Equality Impact Statement

Werneth School does all we can to ensure that this policy does not discriminate, directly or indirectly. We do this through regular monitoring and evaluation of our policies. We adhere to the Equality Act (2010) and ensure the school does not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

16. Training for staff

Teaching Staff and Associate Staff will receive annual refresher training.

New staff will receive an induction which will include a session on the Positive Discipline policy and expectations at Werneth School.

Supply/Cover Staff will be provided with a copy of the Positive Discipline policy when they attend Werneth School to support their work. Curriculum leaders will make contact with supply staff on their arrival to inform them of any other procedures and provide support for their day/time in the school.



17. Complimentary policies

This policy should be read alongside the following policies:

- Admissions
- Attendance Policy
- Anti-Bullying
- Equality ELT Policy
- Complaints Policy ELT
- SEN Information

APPENDIX 1

REWARDS



Rewards

Rewards and recognition for effort is a positive reinforcement of Werneth School's behaviour and cultural systems. Positive behaviour framed correctly can lead to a reduction in poor choices made by our students. Positive rewards culture offers students the opportunity to show resilience and independence and build on their progress and attendance.

1.1 Recognition and praise for students consistently meeting expectations needs to be at the forefront of our rewards system for students at Werneth School. The vast majority of students are consistently accurate in their organisation and application of their studies and our rewards system must reflect this. This will be accomplished through the following 5 steps.

- 1) Form tutors display the rewards dashboard in form time, after registration.
- 2) A simple 3 points rewards system for students to gain points consistently through lessons is being implemented in the academic year 2022-23.
- 3) Points scorers recognised in assemblies, and on the new LCD rewards screen in the heart space weekly. Points totals published to form tutors and school newsletter.
- 4) Points totals to replace star of the week as the students weekly recognition format.
- 5) Rewards breakfasts for the top points award winners every half term.

1.2 Departments will use praise postcards in recognition of points scored in their curriculum area, and will feedback top subject performers to ZBE to publish on the LCD screen in Hart Space.

1.3 Golden Ticket awards take place every half term with each member of staff nominating one student for consistency of effort or excellence. High level recognition, with prizes and students making it onto the board if selected from the draw.



1.4 Senior Leadership Award is a half termly award whereby the leadership team recognise a group of students from across the school for their ability to uphold the schools core values.

1.5 Rewards trips tied into award winners and points accrued over the specific half term of the trip. All students have the opportunity to go on the rewards trip if they correctly meet the trip criteria and have gained enough achievement points for that half term.

APPENDIX 2

UNIFORM



The School Uniform

- Black official Werneth School blazer with school logo
- Official Werneth School tie
- Official Red Jumper with school logo (OPTIONAL GARMENT)
- Official Black 2.5" stitch-down knife pleated skirt with red WS at the top
- Black tailored trousers
- White school shirt, either long or short sleeved
- Plain black socks (not trainer socks or ankle style sports socks) or plain black tights
- Plain black slip-on or lace up shoes (no trainers, sports branded footwear, pumps or boots)
- School bag, the bag needs to be large enough to hold an A4 file.

Please note: Plain clothing should not contain visible badges, writing or insignia; Trouser and skirts should not be constructed from denim, linen or canvas.

RATIONALE FOR BLACK SHOES

- Shoes are smart
- Preparing young people for the world of work
- Raising standards of the school uniform
- Consistent approach across the school

Hair styles should be appropriate for a business setting:

- Hair accessories (alice bands, hair slides etc.) should be small black or red;

- Hair dyed in bright colours is not permissible;
- Patterns or lines shaved into hair is not permissible;
- Head scarves can be worn but should be plain black (no logos, embroidery, fringing or beading) and should be secured with a safety pin.



Jewellery is restricted to:

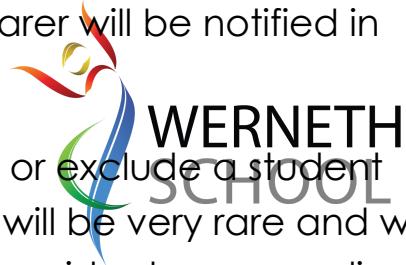
- One pair of small plain silver or gold studs (no hooped, coloured or diamante earrings), no more than one stud in each ear;
- Watches are permitted but will be asked to be removed for examinations;
- One small silver or gold bracelet;
- One small silver or gold ring;

Initially any uniform infringement will lead to a parental contract to ensure future compliance with uniform rules. Repeated failure to comply with uniform rules will result in a detention. Parents/Carers are requested to provide a written note when and why uniform rules are being impinged.

Non-compliance:

- Students can be disciplined in line with the School Positive Discipline policy for breaching rules on appearance or uniform;
- Initially any uniform infringement will lead to parental contact to ensure future compliance with uniform rules. Repeated failure to comply with uniform rules will result in a detention. Parents are requested to provide a written note when and why uniform rules are being impinged;
- In exceptional circumstances, the Headteacher or another member of the senior leadership team may direct a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision the child's age and vulnerability, the ease and time it will take and the availability of the child's parents will be

taken into consideration. The child's parent/carer will be notified in advance;



- The Head Teacher reserves the right to isolate or exclude a student who repeatedly ignores the uniform rules. This will be very rare and will only be carried out as a last resort where the persistent noncompliance interferes with the smooth running of the school.

Financial Considerations:

- The school and its Governing body regularly considers and reviews the cost and availability of uniform when making contracting decisions;
- The school has set aside a specific financial hardship budget to support families and provide items of uniform where financial constraints are preventing the purchase of these items. The Headteacher or other designated senior staff can access this budget to help provide this support. In addition, Year 11 students are encouraged to donate items of uniform when they leave.

Review:

- The school and its Governing body will review this uniform appendix regularly and at least every five years. Reasonable requests to vary this appendix, in particular to meet the needs of any individual student to accommodate their religion or belief, ethnicity, disability or other special considerations will be taken into account;
- Concerns raised about the school uniform should be pursued in accordance with the school's complaints procedure. Parental complaints about the supply and quality of the uniform can be made directly to the supplier.

Reference:

School Uniform. Guidance for governing bodies, school leaders, school staff and local authorities. **September 2013 (Department for Education)**



APPENDIX 3

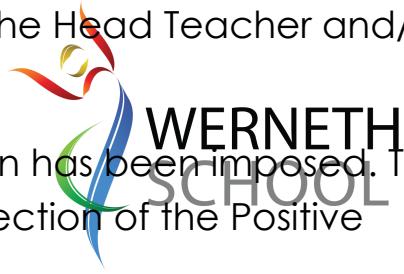
Disciplinary Penalties/Sanctions

Where a student's conduct falls below the standard reasonably expected one of the following penalties may be issued:

- A behaviour comment made onto the Edulink app
- Detention – outside normal school hours (See appendix 4);
- Loss of break or lunchtime;
- Extra work being issued;
- Extended Timeout (Referred by Senior staff only);
- Community service including collecting litter, removing graffiti, general cleaning duties;
- Being placed on a monitoring report;
- Isolated with a member of staff;
- Removal of privileges or rewards trips (Senior staff only);
- Parental contact including parents being informed and parenting contracts;
- Removal procedures;
- Removal from individual lessons to other appropriate members of departments;
- Changes to teaching sets or tutor groups;
- Confiscation or removal of personal items (see appendix 5);
- Paying for, or making a contribution towards, broken/damaged School property;

- Alternative school day to be determined by the Head Teacher and/or SLT.

Parent/Carers will usually be informed when a sanction has been imposed. The stages within the classroom are outlined in the main section of the Positive Discipline policy.



Reference:

Behaviour and Discipline in schools. Advice for headteachers and school staff.
January 2016 (Department for Education)



Appendix 4

Use of Detention

Depending upon the severity of the offence, a detention may be issued by a member of staff for break-time, lunchtime or at the end of the school day.

The 2011 Education Act gives schools/academies the legal right to give 'no notice' detentions at the end of an school/academy day on 'disciplinary' grounds. In most cases, 24 hours notice will be given for after school/academy detentions. Please check your child's Edulink account every day.

- A class teacher sanction, after a choice, chance has been issued may include detentions at break and lunchtime
- A **removal** (Referral to the Moved Room) = 45-minute detention the next day.
- Lateness to the school = same day 20-minute lunchtime detention
- If a student fails or refuses to complete after school detention, they will be referred to Extended Timeout the next day.



Appendix 5

Confiscation, Screening and Search

Confiscation is used as a disciplinary penalty/sanction at Werneth School. Items that may be confiscated include those that are listed on the core expectations, or items that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the school community.

Possessions in relation to a student include any item over which they appear to have control. Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the school does not accept liability for these items. Where appropriate parents may be requested to collect items from the school.

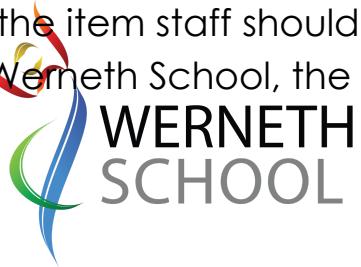
Banned Items

Prohibited items by law include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images. In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Banned items within the school include: mobile telephones, portable music devices, energy/high caffeine fizzy drinks/cans, cigarettes, e-cigarettes, lighters and any other items considered harmful or detrimental to school discipline. These items are not allowed in the school and will be confiscated –Staff have the right to seize, retain and/or dispose of such items. Food should be consumed in the dining areas and outside eating areas.

Powers of Search

If suspicion remains and the student does not surrender, the item staff should refer the matter to the Senior Leadership Team (SLT). At Werneth School, the powers of search are given to:



- The Head Teacher;
- Deputy Head Teachers;
- Assistant Head Teachers ;
- Designated Safeguarding Lead and Deputy.

Searches will be conducted in line with current guidance. Search records are retained and placed in the student file.

Searching

- School staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to; or damage to the property of any person (including the student themselves).
- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- School staff can search students with their consent for any item and are not required to have formal written consent from the student for this sort of search.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's Positive Discipline policy.

During the search - Extent of the search – clothes, possessions, desks and lockers

- The person conducting the search may not require the student to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately underneath that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further, which only a person with more extensive powers (e.g. a police officer) can do.
- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

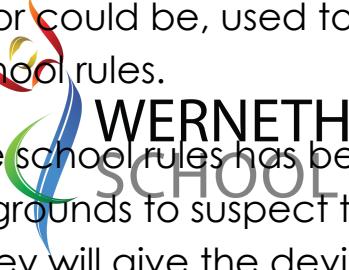
After the search

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon or a prohibited item by law, a decision around whether it will be passed to the police will be made in line with current guidance.

Electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.
- “Good reason” for examining or erasing the contents of an electronic device: whereby the staff member should reasonably suspect that the

data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the School rules.

- 
- If an electronic device that is not allowed by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they will give the device to the police. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
 - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of School discipline.

Screening

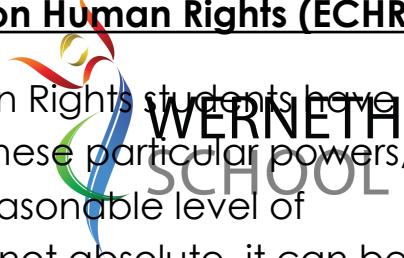
- Students may be required to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they are not suspected of having a weapon and without the consent of the students. This is not common or regular practice but the Head Teacher reserves the right to use this strategy for individuals or groups depending on specific circumstances in order to ensure the safety of both students and staff.
- If a student refuses to be screened, the school may refuse to have the student on our premises until they agree to do so.

Telling parent/ carers and dealing with complaints

- We are not required to inform parent/carers before a search takes place or to seek their consent to search their child.
- We will inform the individual student's parent/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. However, the right under Article 8 is not absolute, it can be interfered with but any interference with this right must be justified and proportionate.



- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Reference:

- *Behaviour and Discipline in schools. Advice for headteachers and school staff. January 2016 (Department for Education)*
- *Searching, Screening and Confiscation – advice for Principals, school staff and governing bodies, January 2018 (Department for Education)*



Appendix 6

Use of Reasonable Force

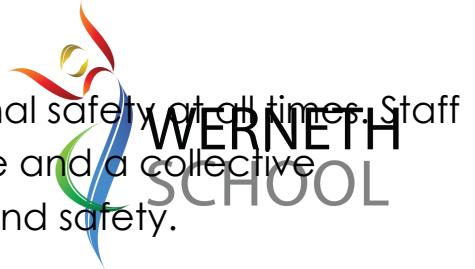
PART 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of School staff to use force.

The Act states that:

“staff may use such force as is reasonable in the circumstances for the purpose of preventing a student from doing (or continuing to do) any of the following, namely;

- A. committing an offence,
- B. causing personal injury to, or damage to the property of, any person (including the student himself/herself) or
- C. prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.”

At Werneth School reasonable force will only be used if no alternative can be sought.



Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety.

A small number of senior staff, Academic Intervention Team and Heads of Year have received training in the use of restraint.

It needs to be noted that whilst the school does not encourage physical contact between students and staff, there maybe certain circumstances (see above) where it is appropriate to use reasonable force.

The school will maintain accurate records of its use, ensuring that it is used in line with guidance and that parent/carers are informed, when it has been used.

Reference:

- Use of Reasonable Force: Advice for headteachers, staff and governing bodies. **July 2013 (Department for Education)**



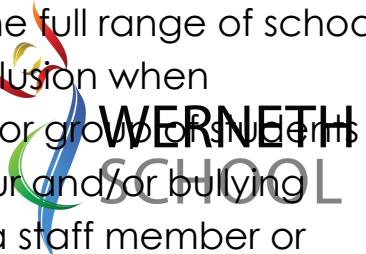
Appendix 7

Conduct Outside of the School Premises

We take the conduct of our students outside the school gates seriously:

- The school reserves the right to discipline students for misbehaving outside of the school premises;

- The school may discipline students referring to the full range of school sanctions including fixed term or permanent exclusion when responding to the misbehaviour of an individual or group of students who are engaging in non-criminal bad behaviour and/or bullying which occurs off site and which is witnessed by a staff member or reported to the school;
- Where misbehaviour is criminal, the police will be contacted and details of students shared.
- The school reserves the right to discipline students for inappropriate use of social media. This includes online bullying, peer on peer abuse, provoking violence or hate, sexual harassment and bringing the School into disrepute. This is in line with the *Malicious Communications Act 1988* ([legislation.gov.uk](https://www.legislation.gov.uk)).



The School may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or;
- travelling to or from school or;
- wearing school uniform or;
- in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or;
- poses a threat to another student or member of the public or;
- could adversely affect the reputation of the school.
- This applies to the inappropriate use of social media on all platforms including; Tik-Tok, snapchat, WhatsApp, Instagram and Facebook but is not limited to these platforms.

Reference:

- *Behaviour and Discipline in schools. Advice for headteachers and school staff. January 2016 (Department for Education)*

Appendix 8



Restorative Practice at Werneth School

Werneth School is a restorative school; this means we believe in the importance of building respectful relationships. Restorative Practice at Werneth will be used as a method to rebuild relationships after a serious incident and/or breakdown in relationships to ensure it does not happen again.

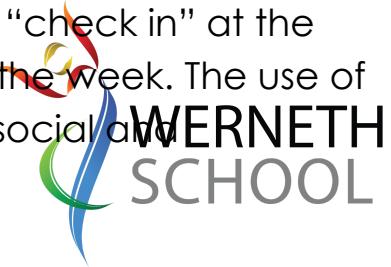
Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At the school the practice is vital in enabling us to build, maintain and repair relationships between students or between staff and students.

The philosophy embodies a set of values and principles and a way of working with people that provides a common language and approach and enables the practice to be taught. The philosophy is based around the following key principles:

- Respect
- Relationship
- Responsibility
- Repair
- re-integrate

A restorative meeting is a powerful tool which enables a release of emotion for the parties concerned; for high level conflict it can be an alternative to a fixed term exclusion.

Restorative circles can also be used in tutor time; students “check in” at the beginning of the week and “check out” at the end of the week. The use of these circles can also improve emotional literacy and social and communication skills.



References:

- *The Use and Effectiveness of Anti-Bullying Strategies in Schools, Research Report DfERR098, 2010 (Department for Education)*
- <https://restorativejustice.org.uk/restorative-practice-schools>
- <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/restorativepractice>