Behaviour and Relationships Policy

Policy adopted by the Governing Body of The Wordsley School	
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Signed by the Chair of Governors	**I Wyld**
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APPENDICES

1. The Wordsley Way

The Wordsley School is a community school through and through; we recognise the importance of the development of the whole child so that they can enter and function as a collaborative and caring member of the community and to the wider world.

We have high expectations and aim to provide a comprehensive and quality education for all pupils who attend The Wordsley School. All pupils have the right to learn and accept the opportunities provided to them so that they can better themselves and flourish. No one has the right to prevent this from happening and it is extremely important that, as a community, we support the development of the children within our care.

No two pupils are the same; we recognise that all pupils attending The Wordsley School come from varying backgrounds, cultures, religions, and faiths, and that there will be a difference of opinions towards education. We offer a clear and consistent set of values, rules and opportunities for our pupils and ask for your support in allowing us to lead your children through The Wordsley Way.

We have 5 core values:

Curiosity – we have enquiring minds and are keen to learn.
Integrity – we are honest and have strong moral principles.
Resilience – we respond well to challenge and are keen to improve.
Respect – we have an appreciation and awareness of others.
Kindness – we are friendly and considerate of each other.

Pupils joining The Wordsley School will all be at different stages of development both academically and socially and we recognise that interpretations and understanding of the above values will mean different things to different pupils. However, we expect all pupils to work towards demonstrating a clear understanding of our 5 values so that they can contribute to school life and to the wider community.

Pupils behave well and function as key members of our community, both in and out of the school building. They accept the daily challenge provided in the classroom but also the addition opportunities provided through extra-curricular clubs and the House System. We do understand that pupils make mistakes and may behave in a way that we, as a community, would determine to be unacceptable. The foundation of our Behaviour and Relationships policy recognises that pupils are at a key learning stage in their lives and, therefore, our first response will always be to determine the cause and contributing factors to the pupils' poor behaviour. We will endeavour to provide support that will educate and address the undesired behaviours and will teach that all actions, positive or negative, have consequences. We will communicate with parents/carers through the Class Charts app and via calls and meetings so that we can support the children in our care with consistency.

We wish to provide all pupils at The Wordsley School with as many opportunities as possible that will support their development both academically and socially. This policy, through the positive lens of education, strives to provide a clear and concise direction of how all, as a community, can support the children in our care to become collaborative and caring members of the wider community.

2. Aims

The Wordsley School aims to:

1. **Promote a Safe and Orderly Environment** – Ensure a secure, respectful, and inclusive learning environment where all pupils can thrive, in line with the Department for Education (DfE) guidance on behaviour and discipline in schools.

2. **Encourage Positive Behaviour** – Foster a culture of high expectations, mutual respect, and responsibility, supporting pupils in developing self-discipline and positive social interactions.

3. **Ensure Consistency and Fairness** – Apply clear, proportionate, and consistent approaches to managing behaviour, as outlined in the DfE's *Behaviour in Schools* guidance (2022), ensuring fairness for all pupils.

4. **Support Learning and Wellbeing** – Minimise disruptions to teaching and learning while promoting the mental health and emotional wellbeing of all pupils, in line with *Keeping Children Safe in Education* (KCSIE) and *Mental Health and Behaviour in Schools* guidance.

5. **Promote a Restorative Approach** – Where appropriate, use restorative practices to help pupils understand the impact of their actions and support positive behaviour change.

6. **Ensure Compliance with Legal Duties** – Uphold statutory requirements, including the *Equality Act 2010*, ensuring the policy is inclusive and considers the needs of pupils with Special Educational Needs and Disabilities (SEND).

7. **Engage Parents, Carers, and the Wider Community** – Work in partnership with families and external agencies to reinforce positive behaviour expectations and provide appropriate interventions where necessary.

These aims align with The Wordsley School's mission to provide an outstanding and enjoyable educational experience for everyone in our community, promoting high levels of aspiration and achievement, and supporting each other to be the best that we can be.

3. The Rights of The Wordsley Community

3.1 Pupil Rights

- Pupils have the right to learn without interference from others
- Pupils have the right to attend without fear; bullying or harassment of any kind will not be tolerated
- Pupils have the right to a safe environment that is conducive to learning

3.2 Staff Rights

- Staff at The Wordsley School have the right to teach/work in a safe environment free from abuse or harassment

We aim to deliver an excellent educational experience for all stakeholders in The Wordsley community. This will be achieved through presenting good models of behaviour and providing a consistent approach to managing pupil behaviours in school and in the wider community.

4. Expectations, Roles and Responsibilities

4.1 Expectations of Pupils

At The Wordsley School, we expect all pupils to uphold the highest standards of behaviour, respect, and commitment to their education. Our expectations are designed to create a positive, safe, and inclusive learning environment where every pupil can thrive.

Respect and Responsibility

- Treat all members of the school community with kindness, courtesy, and respect.
- Show tolerance and understanding of different views, cultures, and backgrounds.
- Follow instructions from staff promptly and without argument.
- Respect school property, personal belongings, and the environment by keeping the school clean and tidy.

Before the School Day Starts

- Ensure all equipment/resources for the day are packed in your bag (pen, pencil, ruler, rubber, calculator, PE kit, etc.) We advise having more that one of each item should they run out or break. Please see school website for more details.
- Check ClassCharts to view your timetable and any announcements that may be pertinent to the day.

Journey to School

- You are representing The Wordsley School as soon as you leave your home.
- Please travel to school politely and safely and be respectful to all members of the public and our community.

- Use manners when conversing with anyone you should meet on your journey to The Wordsley School.
- Vaping is illegal for school aged pupils and so should not be seen on your journey to or from school.

Behaviour in Lessons

- Start SMART; arrive on time, fully equipped, and ready to learn.
- Sit in the correct seat as directed by your teacher through your seating plan.
- Complete the SMART start to the best of your ability and maintain a positive attitude.
- Look at and listen to the teacher; engage actively in lessons, listening attentively and contributing positively.
- Respond positively to feedback.
- Follow classroom rules and expectations without disruption.
- Raise your hand and wait patiently should you have an issue.
- Fizzy drinks (including energy drinks), sweets or food are not appropriate in the classroom. Water will be permitted.
- Everyone has a right to learn; do not distract or annoy your classmates as this will prevents them from learning.
- Respect other people.
- Complete all classwork and homework to the best of your ability.
- Be resilient – only leave the classroom when permission has been given.
- Finish calmly; tidy your area and stand behind your desks in silence and wait to be dismissed.
- Leave the classroom respectfully

Behaviour Around School (including social time)

- Move calmly and sensibly around the school site, keeping to the left in all corridors.
- Do not venture out of bounds and stay within the school perimeter.
- Follow the school uniform policy at all times and take pride in your appearance.
- Remember that coats are not to be worn when in the school building, even if you are heading outside – put your coat on as you leave the building (this may be allowed at the discretion of The Headteacher during winter months).
- Do not use mobile phones, smart watches, air pods or any other technology around school. They will be confiscated, and parents will be required to collect them.
- Pupils are to use the toilets during lesson change over or during break and lunch to prevent lost learning time – this means pupils have an opportunity to go to the toilet every 50mins. This availability should not be abused and is not an excuse to be late.
- Show good manners, including using polite language and holding doors open for others.
- Act as a positive role model for peers and younger pupils.

After School

- Attend any Restorative Conversations that have been set:
    - If you have been set 1 Restorative Conversation in class, this will be with the class teacher (unless directed otherwise)
    - If you have been set 2 Restorative Conversation, you will be expected to meet with your Head of Year/Pastoral Support Leader (unless directed otherwise)
    - If you have been set 3 Restorative Conversation throughout the day, you will be expected to attend an SLT Restorative Conversation
    - See more details on Restorative Conversations in Section 6.
- Attend any available afterschool clubs and behave in the same way as outlined in lessons.
- You are still representing The Wordsley School until you arrive home – ensure your uniform is as expected.
- Please travel home politely and safely and be respectful to all members of the public and our community.
- Use manners when conversing with anyone you should meet on your journey from The Wordsley School.
- Vaping is illegal for school aged pupils and so should not be seen on your journey to or from school.

Behaviour outside of The Wordsley School

- Although you may not always be in school uniform, you still represent The Wordsley School as a key member of our community. Any behaviour that brings the school into disrepute will be treated seriously and we will work with the community to address any issues regarding our pupils.

Safe and Responsible Conduct

- Refrain from any form of bullying, discrimination, or harassment.
- Use technology responsibly and in line with school rules.
- Mobile devices and social media should be used in line with government laws and guidance.
- Report any concerns about safety, wellbeing, or behaviour to a member of staff.
- Take responsibility for your own actions and make positive choices.

By following these expectations, pupils at The Wordsley School contribute to a supportive and aspirational school environment where everyone can succeed. These are modelled in every classroom through our Wordsley Way Lesson Expectations posters (Appendix 1) and will be referenced by staff when correcting behaviours.

4.2 Staff

All staff play a crucial role in establishing and maintaining a positive and respectful learning environment. To support positive behaviour and manage any challenges effectively, staff are expected to:

1. **Lead by Example**
    - Demonstrate and model respectful, responsible, and professional behaviour at all times.
    - Uphold the school's values and expectations in all interactions with pupils, colleagues, and parents.
    - Be present and on time to allow for a SMART start to lessons.

2. **Promote Positive Behaviour**
    - Use consistent praise and reinforcement to encourage good behaviour.
    - Reward and record positive behaviours on ClassCharts.
    - Establish clear routines and high expectations for all pupils (as displayed on The Wordsley Way Classroom Expectations posters).
    - Foster a classroom culture where pupils feel safe, valued, and motivated to learn.

3. **Ensure Consistency**
    - Apply the behaviour policy fairly and consistently across all pupils.
    - Follow agreed procedures for rewards, sanctions, and interventions.
    - Record and report behaviour incidents in line with school guidelines using ClassCharts.

4. **Build Positive Relationships**
    - Develop strong, supportive relationships with pupils to encourage mutual respect.
    - Communicate regularly with parents/carers about pupil behaviour, both positive and concerning, through the ClassCharts app and phone calls.
    - Work collaboratively with colleagues to support pupils with additional educational or behavioural needs.

5. **Use Effective Behaviour Management Strategies**
    - Employ de-escalation techniques to manage conflict and challenging behaviour.
    - Adapt teaching methods and classroom management strategies to support pupils with behavioural difficulties or those who have additional needs.
    - Seek support and guidance when needed, including referring pupils to pastoral or support staff.
    - Follow classroom procedures outlined in Appendix 2.

6. **Maintain a Safe and Respectful Environment**
    - Challenge inappropriate behaviour in a professional and constructive manner.
    - Address incidents of bullying, discrimination, or harassment immediately and report in accordance with policy procedures.
    - Supervise pupils appropriately, including during transitions, break times, and school activities.

4.3 Form Tutor

The Form Tutor has the overview of their pupil's progress, attendance and behaviour. They are the first point of contact for parents/carers should they have any queries regarding their children. They will support by:

- Monitoring and communicating behaviour data (positive and negative) through ClassCharts Analytics
- Monitoring and communicating attendance data with pupils in their form
- Liaising with CALs and teachers regarding low level issues withing their subject areas/lessons
- Provide feedback to Heads of Year/Pastoral Support Leads of any positives that require recognition or of negative patterns of behaviour that they are concerned about.
- Communicate with parents through phone calls or ClassCharts Announcements where appropriate.
- Provide mentoring for the pupils in their forms.
- Deliver form time activities such as literacy and PSHE to support the wider development of the pupils in their forms.
- Monitor and refer any safeguarding or well-being concerns that become evident during form time.
- Support HOY/PSLs with sanctions where appropriate.

4.4 Curriculum Achievement Leaders (CAL)

CALs are responsible for the planning of the curriculum in their subject areas as well as the implementation of this content. They are an integral team within the behaviour system and will support in the following ways:

- Ensure that teachers within their department deliver well planned and resourced lessons.
- Ensure that the working environment is conducive to learning.
- Monitor behaviour data (positive and negative) for their subject through Class Charts Analytics.
- Support teachers within their areas with flexible setting.
- Monitor the progress of pupils within their subjects and remove behavioural barriers that may be preventing learning.
- Liaise with Form Tutors so that behaviours (positive or negative) are communicated effectively with pupils.
- Liaise with the relevant Heads of Year/Pastoral Support Leaders where appropriate.
- Liaise with parents/carers as appropriate through phone calls, meetings and ClassCharts.

4.5 Heads of Year (HOY) and Pastoral Support Leaders (PSL)

Heads of Year (Teaching) and Pastoral Support Leaders (Non-teaching) have the overview of progress, attendance and behaviour for the pupils within their year group. They will support in the following ways:

- Monitor behaviour trends (positive and negative) through ClassCharts Analytics
- Consult with CALS and Form Tutors regarding behaviours for the pupils within their care.
- Communicate with Form Tutors, pupils and parents through phone calls, meetings and ClassCharts
- Ensure fair, timely and appropriate sanctions are put in place to address any undesired behaviours
- Lead on ensuring all pupils who require it receive the supportive interventions available within school
- Liaise with parents/carers as appropriate through phone calls, meetings and ClassCharts.
- Liaise with external agencies where appropriate

4.6 The Senior Leadership Team (SLT)

SLT will support with behaviour by:

- Promoting a positive learning culture across the school
- Monitor the delivery of subject content for their assigned areas within the school
- Ensure behaviour is monitored and supported with consistency across the school
- Support the pastoral team with extreme cases where all other pastoral interventions and support have been exhausted.
- Liaise with external agencies where appropriate
- Liaise with parents/carers as appropriate through phone calls, meetings and ClassCharts.
- Support staff with behaviour around the school site.

4.7 Parent Expectations

At The Wordsley School we believe that strong partnerships between parents, pupils, and staff are key to fostering a positive and respectful learning environment. We expect parents and carers to support our behaviour policy by:

1. **Supporting the School's Values and Expectations**
    - Reinforcing the importance of good behaviour, respect, and responsibility at home.
    - Encouraging pupils to follow the school rules and uphold high standards of conduct.
    - Ensure pupils attend in full uniform and equipped to learn (please see section...).

2. **Encouraging Punctuality and Attendance**
    - Ensuring pupils arrive at school on time and attend regularly, in line with our attendance policy.
    - Informing the school promptly about any absences and providing appropriate reasons.
    - Refrain from booking holidays in term time to maximise your child's potential for learning.

3. **Promoting Positive Attitudes to Learning**
    - Encouraging pupils to take responsibility for their actions and learning.

- Ensuring that homework is completed on time and that pupils come to school fully prepared.

4. **Engaging with the School Community**
    - Attending parents' evenings, behaviour meetings, and any other relevant discussions regarding their child's progress or conduct.
    - Communicating respectfully with staff and supporting decisions made in line with the school's behaviour policy.

5. **Addressing Concerns Constructively**
    - Raising any concerns about behaviour, bullying, or other issues with the school in a constructive manner.
    - Following the appropriate channels for complaints and discussions to ensure a positive resolution.
    - Refrain from airing views, concerns or complaints on social media to prevent defamation of character through slander or libel.
    - Always speak politely and professionally to reception staff.

6. **Ensuring Appropriate Behaviour Outside of School**
    - Reinforcing that school rules and expectations also apply on school trips, journeys to and from school, and online interactions.
    - Monitoring and guiding pupils' use of social media and online platforms to prevent cyberbullying or inappropriate behaviour.
    - Refrain from publishing negative comments about The Wordsley School and address concerns as explained above.

By working together, we can create a respectful, safe, and successful learning environment for all pupils.

5. Praise and Rewards

Pupils behave well at The Wordsley School and the recognition of these behaviours are celebrated and rewarded. We use ClassCharts to award a range of positive points and monitor this weekly with the top pupils receiving additional rewards for their hard work.

Achievement Types

These are broken down as follows:

- Academic
- Attendance
- Leadership
- Extra-curricular
- Pastoral
- Values

5.1 Points

Pupils currently receive positive points for the following:

Being punctual – pupils receive points for being early to form each morning and for arriving to their lesson early (before the bell signifying the start of the lesson.)

Showing behaviours that model our school values – pupils receive points should they demonstrate behaviours of Respect, Kindness, Integrity, Resilience or Curiosity.

Attitude to Learning (AtoL) – pupils are rewarded for their efforts in class. These desired behaviours are also mirrored in our Attitude to Learning Posters which are displayed in each classroom and form a significant section of our school reporting system. Pupils are rewarded for being a positive learner, an engaged learner or for being highly motivated in lessons.

Literacy, Numeracy and Word of the Week – pupils are consistently rewarded for their demonstration of numeracy and literacy skills across their timetabled lessons. A good example of this is the rewarding of additional points should a pupil use the word of the week in the context of their lesson.

The Phoenix Award – we recognise that pupils are human and will make mistakes; The Phoenix award is an opportunity for staff to reward pupils who have improved their behaviours in the classroom enabling them to function in our school community.

Attendance to extra-curricular activities – we aim to provide as many different experiences as possible for the pupils at The Wordsley School and have a range of activities available during lunch times and after school. Pupils are rewarded for their extra efforts when attending these sessions.

Homework – pupils who complete their homework or go above and beyond with their studies are also rewarded. Points are available for handing work in on time, producing work of a good standard and for producing homework to an outstanding quality.

5.2 Awards

Attitude to Learning
Our school places great emphasis on pupils taking responsibility for their own learning. Attitude to Learning (AtoL) criteria exist as a guide for pupils to maximise every learning opportunity. Within the classroom, teachers use these criteria to recognise and reward pupils for having an outstanding and/or good attitude to learning.

Bronze, Silver and Gold Certificates for Attitude to Learning will be awarded at the end of each term to pupils whose attitude to learning 'score' is above average. Pupils who achieve a Bronze Award for 1 term will have the opportunity to achieve a Silver Award for 2 terms and Gold for term 3.

Recognition will be given through end of term Head of Year celebration assemblies, with pupils being awarded an Attitude to Learning badge, certificate and letter home.

Please note: positive attitude to learning achievement points are NOT awarded because a pupil has behaved well; they are used to reward pupils who actively seek to improve their performance through taking responsibility for their own learning.

Celebration Assembly
Regularly, Heads of Year will devote an assembly to celebrate and reward attitude to learning, attendance and contribution to the school community.

Excellence in Learning Award
Awarded to one pupil in each year group in each house, following each of the three formal reports each year. There are two award categories: the highest attitude to learning grades and the most improved attitude to learning grades.

Headteacher's Commendation
Any member of staff can recommend that a pupil receive this reward. This award is given to pupils who have demonstrated an exceptional (and consistent) standard of work, contribution to school life or the local community.

Head of Year Commendation
Staff can refer a pupil to their Head of Year for commendation for an award below that of Headteacher's commendation.

Subject Certificates
Subject staff are encouraged to award Subject Certificates / Colours for exceptional attitude to learning, achievements etc.

Subject Prize Winners - Presentation Evening
Held each Autumn Term, prizes are given for outstanding attitude to learning and achievement in each subject. Curriculum Achievement Leaders (CALs) through discussion with departmental staff, will nominate pupils to receive subject prizes. There will be a prize winner and a runner-up in each subject.

As a school, we are always looking to recognise and reward our pupils; if an opportunity arises, we may not wait for a formal opportunity to celebrate a pupil's success. Over 94% of points awarded at The Wordsley School are positive and pupils and staff work hard to maintain this level of success.

6. Behaviour System: An Educational Approach

Behaviour that prevents learning, that prevents the normal running of a school, or that causes distress or harm to others will not be tolerated at The Wordsley School. However, we recognise that the pupils of The Wordsley School are human and will make mistakes. Our behaviour system is designed to support our pupils by educating them should they make mistakes; every action has a consequence whether it be positive or negative and we will use this opportunity to educate our pupils.

6.1 Yellow and Red Cards

- Pupils who show behaviours that prevent the education of their peers will be warned of their behaviours and the correct behaviour will be explained.
- Should the pupil persist with their behaviours, they will be issued a Yellow Card as a formal warning.
- If the pupil continues to cause disruption, they will be issued a Red Card and removed from the class. They will then be "parked" with a nearby member of staff and issued a Restorative Conversation at the discretion of the classroom teacher.

6.2 Restorative Conversations

- Each Red Card equates to a 15-minute Restorative Conversation.
- There are 3 types of Restorative Conversation that a pupil may receive as a consequence for their negative actions:
    - **15min Class Teacher Restorative Conversation**
      This Restorative Conversation is a maximum of 15 minutes and is automatically awarded when a pupil received a Red Card. It can be set by the teacher at a time of their discretion.
    - **30min Head of Year Restorative Conversation**
      This Restorative Conversation is a maximum of 30 minutes with the pupil's HoY at the end of the day to discuss behaviours. This is automatically set when a pupil receives 2 Red Cards.
    - **45min SLT Restorative Conversation**
      This is a 45-minute Restorative Conversation with a member of SLT at the end of the day. This is for pupils who have received 3 red cards and have been through the Reset Process unsuccessfully.
- An escalation in Restorative Conversation means that the previous level is superseded. Restorative Conversations are opportunities for staff to discuss behaviours with pupils, provide mentoring and set targets/guidance for the following day.
- All Restorative Conversations are completed on the same day to provide an opportunity for a fresh start the following day.
- Pupils who fail to attend a Restorative Conversation will be collected and an upscaled detention will be set the following day.

- Should a pupil miss multiple Restorative Conversations, they will be placed in Reflection so that restorative work can be completed and behaviours deescalated.

6.3 R&R: Reflect & Restore

We recognise that pupils make mistakes and aim to provide support in changing their behaviours:

- Should a pupil receive 2 Red Cards, they will be collected by a member of staff.
- Pupils will then participate in **The Reset Process**. This involves two stages:
    - A chance to Reflect on their behaviours by completing a reflective/restorative worksheet
    - Restore their behaviours with support of a member of staff by setting targets for the rest of the day. These will be recorded on ClassCharts.
- The pupil will then return to lessons once this work has been completed (we aim for pupils to miss no more than 2 lessons during this process; this will depend on the behaviours displayed by the pupil).
- Should a pupil receive a third Red Card they will be placed in Reflection.

6.4 Reflection

Pupils may spend part or all of their day in Reflection depending on the behaviours displayed by the pupil. They will receive work from their lessons and opportunities throughout the day for mentoring and guidance.

6.5 Internal Suspension

Some behaviours may require a more serious consequence. This is determined on an incident by incident basis and any mitigating factors that we feel need to be taken into consideration. We aim to keep all pupils in school and try to address issues with education rather than sanction. Internal suspension is used to prevent a suspension from school and allows us to work with pupils to prevent further incidents of the same type.

6.6 Suspensions

Suspensions will be used as a last resort as we recognise that a break in a pupils' education can be detrimental to their development. However, there may be occasions where a pupil's actions persistently disrupt the running of the school or may be endanger the safety of others and so it will be proportionate and fair to suspend a pupil's education for a short period of time. This length of time will be determined by the severity of the individual incident and will be revied accordingly.

Please see The Wordsley School's Suspension and Exclusions Policy for further information.

6.7 Offsite Direction

An offsite direction is a way of helping pupils who are struggling in their current school environment to transition to another school. Previously called "Managed Moves", Offsite Directions are typically used when a pupil is at risk of exclusion or has been involved in behavioural issues. It is a formal arrangement where a pupil moves to another school with the agreement of both the current school and the receiving school. This is not a permanent move; an initial 6-week induction is organised, and a review is then held. If successful, this is extended for a further 6 weeks and, if successful, the

receiving school can choose to take the pupil on roll. They would then be taken off roll at The Wordsley School.

The Headteacher can direct a pupil to another school (with the support of the receiving school) but we always aim to have parental support with any offsite direction.

6.8 Permanent Exclusions

Permanent Exclusions will be used when all reasonable avenues of support have been exhausted. A permanent exclusion will be considered and issued should a pupil persistently disrupt the running of the school or if there is a serious one-off incident that endangers the safety or wellbeing of staff or pupils at The Wordsley School. This also includes bringing the school into disrepute.

Please see The Wordsley School's Suspension and Exclusions Policy for further information.

6.9 Attendance, Punctuality and Truancy

Truancy

- Pupils who truant a lesson or who are late by more than 5 minutes will be issued a Red Card and this will contribute to the behaviour system outlined above.
- Patterns will be monitored by the Pastoral Team and support will be provided where necessary.
- External Truancy may result in a suspension; this is due to the impact that this choice has on the pupil, staff, parents and potentially additional services such as the Police.
- We will always look to address incidents of truancy by looking at the route cause of the incident. Support and interventions will be provided to support the pupil's future choices.

6.10 Reporting Behaviours

- All behaviours are reported through the ClassCharts App and we strongly advise that pupils and parents download the appropriate app.
- Please contact the school should you need your ClassCharts Parent Code.

7. Uniform and Equipment

7.1 Uniform

We take pride in our appearance at The Wordsley School and ask for your support in maintaining these standards:

- Pupils must always wear a Wordsley School Blazer unless advised not to by the Headteacher
- A white shirt
- A Wordsley School tie with correct house designation
- Black trousers (not leggings or of a stretchy material)
- Black skirt (length should sit just above the knee and should not be stretchy material)
- Black socks or tights
- Black polishable shoes or trainers (no colour at all on the shoe/trainer)

- A blue, V-neck, unbranded jumper may be worn but not in replacement of the blazer
- A suitable hairstyle (no extreme carving, unnatural hair dye)
- A suitable winter coat can be worn outside of the school building (but may be allowed in the building at the discretion of The Headteacher).
- Hoodies or branded clothing of any type must not be worn
- No hats should be worn at any time

7.2 PE Kit

7.3 Jewellery

- One finger ring
- One small stud in each ear (no hoops)
- No bracelets
- No "stretchers" to be worn
- No nose studs (a small, discreet, clear retainer may be worn)
- No facial piercings inc. tongue piercings
- No make-up to be worn in years 7, 8 and 9; pupils may wear a small amount of make-up in years 10 and 11

7.4 Equipment

Pupils are expected to always have the following on them so that they are ready to learn:

- A school bag/backpack
- A pencil case
- 2 pencils
- 2 black pens
- 2 green pens for self-marking
- A ruler (30cm folding ruler is desirable)
- An eraser
- A scientific calculator (preferably a Casio Classwiz)

It would be beneficial for your child to also bring:

- A protractor
- A gluestick
- Pencil crayons
- Highlighters

7.5 Food and Drink

A pupil's diet can greatly impact on their ability to learn. We endeavour to provide opportunities for a balanced diet through food and drink purchased in the school canteen. Please consider the effects of food and drink should you wish to provide a packed lunch.

Please note:

- Energy drinks are not permitted in school
- Fizzy drinks, sweets, confectionary or food are not permitted in the classroom

- Food and drink may only be consumed in designated areas at break and lunch

8. Mobile Phones and Similar Smart Devices

Guidance from The Department for Education (DfE) became statutory on 29th June 2026 and schools are expected to follow it from 1st September 2026. It sets out expectations for schools to create mobile phone-free environments throughout the school day.

Mobile phones and similar smart devices can contribute to distraction and loss of focus in lessons, classroom disruption, and increased bullying and other online harms.

At The Wordsley School, we consider any device that can communicates with other devices including connecting through Bluetooth to be a mobile phone or smart device. Mobile phones or similar smart devices will not be permitted on site during the school day.

8.1 Incidents of Mobile Phone Misuse

Incident 1: Should a mobile phone or smart device be seen or heard, it will be confiscated in the first instance, a 30min Restorative Conversation will be issued at the end of the day and the device will be returned to the pupil. The parent/carer will be contacted via ClassCharts to provide clarity on the incident.

Incident 2: Should a mobile phone or smart device be seen or heard on a second occasion, the device will be confiscated, a 30min Restorative Conversation will be issued but the mobile phone or smart device will be locked in the school safe. Parents will be informed ClassCharts, by telephone call and will require them to collect from the school's reception.

Continued incidents: Parents will be required to attend a meeting with the pupil's Head of Year and a supportive plan will be put into place.

8.2 Exceptions and Reasonable Adjustments

We recognise that some pupils may need access to a phone or device because of:

- Disabilities
- Medical conditions (for example, diabetes monitoring linked to a phone)
- Other exceptional personal circumstances

The Wordsley School will comply with our duties under the Equality Act 2010 and other relevant legislation, making reasonable adjustments where required.

9. Safeguarding

9.1 Searching

At times, it may be necessary to search a pupil; searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

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.

The list of prohibited items is (but not limited to):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- mobile phones or similar smart device;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. At all times, the pupil's privacy will be considered and searches will only be conducted if justified and proportionate.

9.2 Positive Handling

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

The Headteacher and authorised school staff may also use such forces as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A number of staff have been "positive handling" trained should there be necessity to place hands on a pupil to prevent danger to themselves or others.

10. SEND

At The Wordsley School, we recognise that all pupils are different and that many have special educational needs and disabilities. Our SEND team work hard to support and address these needs by producing Provision Maps for all on our SEND register. This information is shared and communicated regularly with all staff to ensure all pupils receive the support they require.

Should a pupil with SEND make a mistake or demonstrate behaviours contrary to our behaviour policy, their provision map will be consulted and any mitigating factors will be taken into consideration. However, SEND will not be an excuse for poor behaviour and we will still follow and educational route when addressing these behaviours; all actions have a consequence and we will provide education to prevent these behaviours from occurring again in the future.

Please see our SEND policy for further details.

11. Bullying

Bullying will not be tolerated at The Wordsley School and it is not acceptable in any walk of life. We recognise that bullying takes many forms and training is provided for staff and pupils to identify and report concerns in a trusting and safe environment.

We listen to both the victim and perpetrator of any alleged bullying and ensure matters are investigated thoroughly. We then provide an educational consequence to prevent further episodes and, where appropriate, conduct restorative meetings as a way of mediating between the victim and perpetrator. Any instances of bullying a logged on our school system and monitored for patterns.

Please see our Anti-Bullying Policy for further details.

12. Racial Incidents

As with bullying, racial incidents are not tolerated at The Wordsley School. Should an incident of a racial nature occur, we will:

- Investigate thoroughly and record all findings on an incident form.
- Ensure all involved are given a voice.
- Provide education in the first instance to prevent an incident occurring again.
- Decide whether it is necessary to include external agencies; we may choose to involve out school's Police Liaison Officer to educate on the laws involving racial incidents.
- Refer these incidents on our school system; monitoring of racial incidents is statutory and will be reviewed regularly by the Senior Leadership Team.

All incidents of a racial nature will be recorded on our school's system and will be monitored regularly but the Pastoral and Safeguarding teams.

As stated, racial incidents and racism will not be tolerated. Although we aim to educate our pupils so that they can function in the wider community, we will not tolerate repeat offenses and expect our pupils and parents to act with kindness and be inclusive in their nature.

13. Sexual Abuse

Any instances or reports of sexual abuse will be investigated thoroughly. We will:

- Investigate any report of sexual abuse thoroughly and all involved will be given an opportunity to have their voice heard.
- Ensure that appropriate action is taken.
- Communicate as appropriate with all stakeholders involved.
- Refer these incidents on our school system; monitoring of racial incidents is statutory and will be reviewed regularly by the Senior Leadership Team.

14. Monitoring and Evaluation

This policy will be continually monitored and reviewed by the Deputy Headteacher for Behaviour and Attitudes and will be supported by the Inclusion Team and CALs.

Monitoring and evaluation will consist of:

- Regular reviews of ClassCharts data for both behaviour and rewards.
- Leaderships group meetings with SLT, HoY and CAL's.
- SLT and CAL climate walks.
- Weekly behaviour, attendance and safeguarding meetings.
- Weekly year group Conferences Around the Child meetings.
- Pupil, parent and staff voice surveys.
- Termly SLT pastoral meetings to review current data and key indicators.
- Governors meetings and policy reviews.

15. Documents and Policies

The School Behaviour Policy is written in-line with the following:

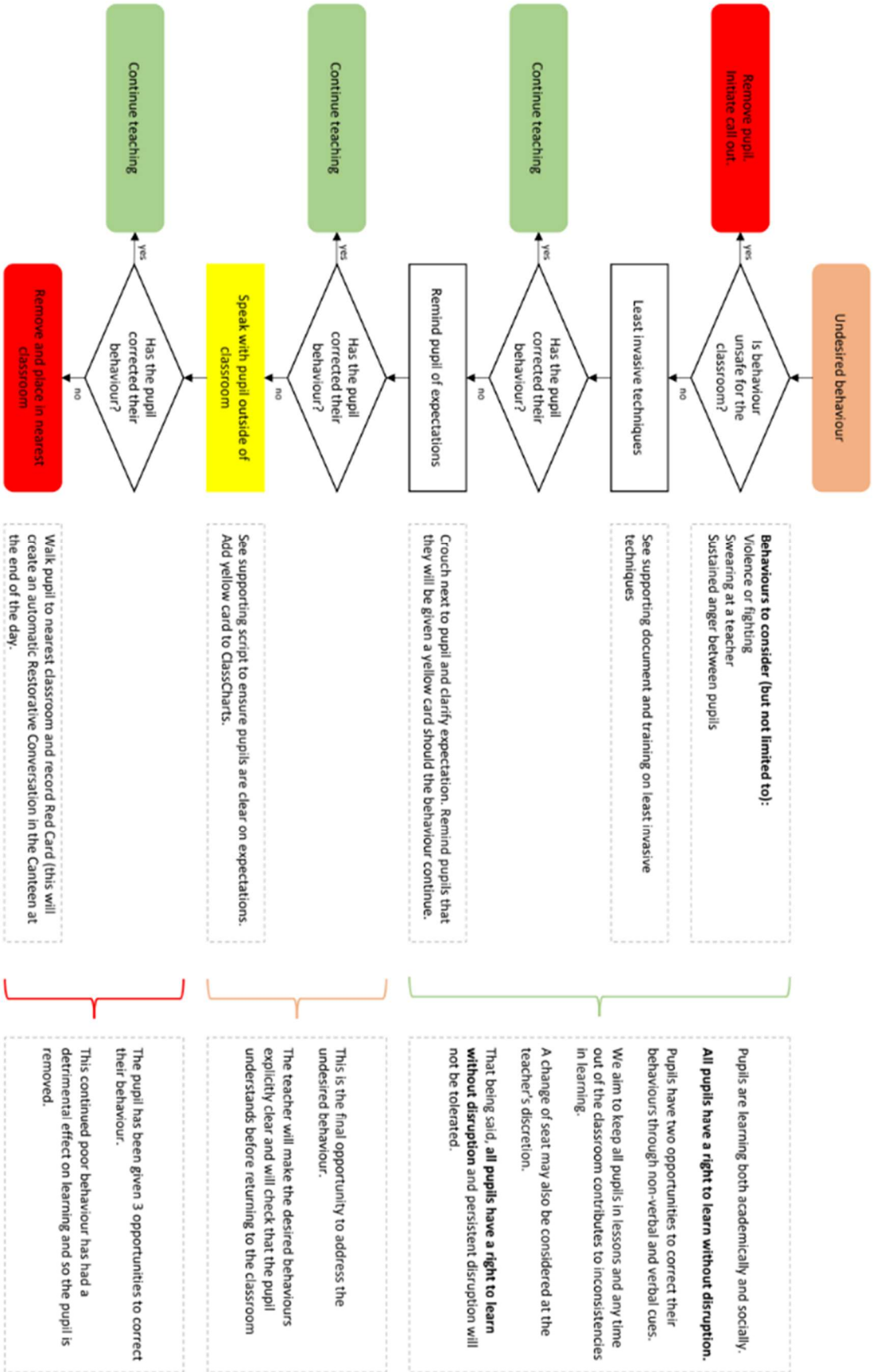
- Behaviour in Schools (DfE, Sep 2022)
- Searching, screening and confiscation (DfE, July 2022)
- SEND Code of Practice (DfE Sep 2014)
- Suspension and Exclusion in Schools (DfE, Sep 2022)
- Wordsley School Exclusion Policy

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website

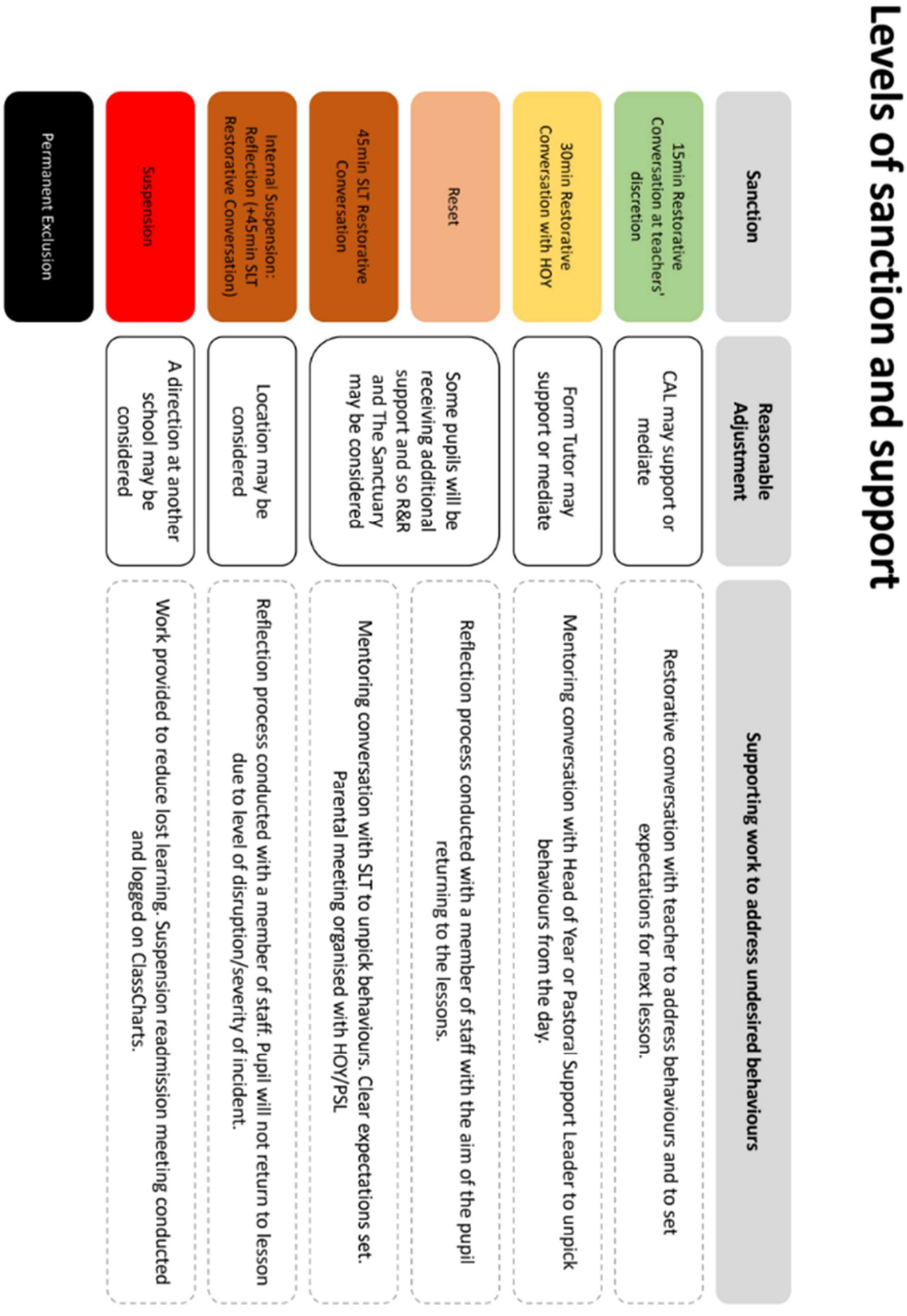
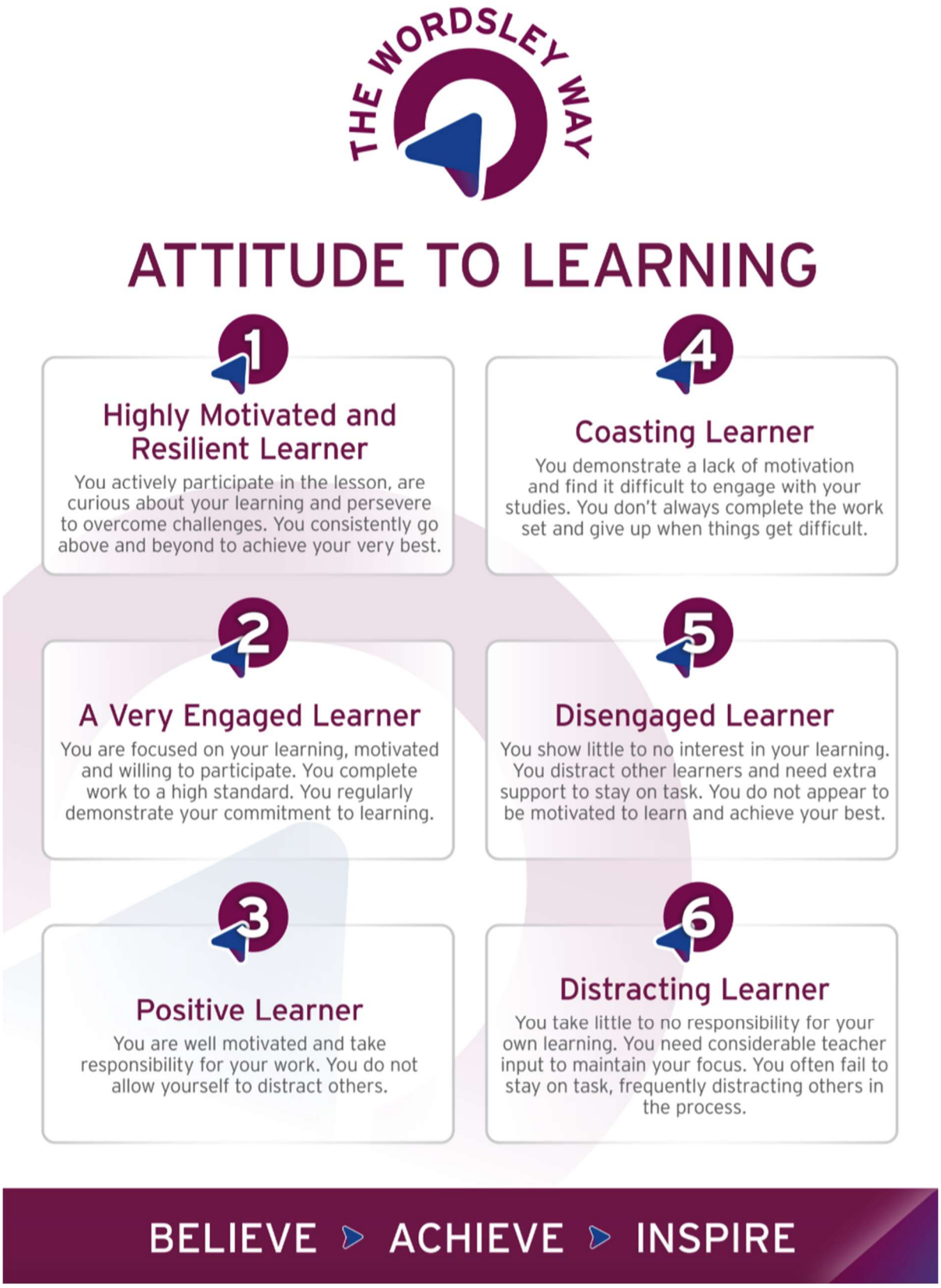
APPENDICES

Appendix 1: Lesson Expectations Poster

Appendix 2: Addressing Classroom Behaviours



Appendix 3: Levels of Sanction and Support



Appendix 4: Attitude to Learning