

INVICTUS

Education Trust

Invictus Positive Conduct Policy & Behaviour Principles



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Document Control and Version Control

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1. Our Mission, Vision and Values



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

2. Aims

This document outlines Kinver High's 'Positive Conduct' framework, designed to foster good behaviour throughout the school community. Our approach aims to provide clear understanding of the conduct process for students, parents/carers, teachers and governors, ensuring transparency and shared expectations. All students, regardless of ability, age or gender, are actively involved in praise, recognition and rewards wherever possible.

The policy supports staff in creating a calm, safe and supportive learning environment. By maintaining high standards of behaviour and minimising disruption, teachers are empowered to focus on teaching and learning, while the conduct system's efficiency reduces staff workload. The framework establishes a consistent, whole-school approach to behaviour management, reflecting the school's values and ensuring fair application to all pupils.

Specifically, this policy:

- Promotes a positive culture that encourages excellent behaviour and enables all pupils to learn effectively
- Sets clear expectations and consequences for behaviour, including definitions of unacceptable behaviour such as bullying and discrimination
- Ensures consistency in behaviour management across the school
- Involves all members of the school community in the process of recognition and reward
- Supports staff in managing behaviour, reducing workload and improving classroom conduct

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

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- Non-completion of classwork or homework
- Poor attitude
- Lateness to lessons/school
- Incorrect uniform
- Failure to arrive to school with the correct equipment.
- Failure to follow the school rules regarding eating and drinking (including chewing gum) in non-designated areas
- Failure to adhere to the school safety rules and designated student use zones, inside and outside.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Insolence and bad manners
- Leaving school site without permission
- Verbal assault/abuse
- Swearing and use of inappropriate language or language that will cause offense to another person
- Anti-social behaviour
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Truancy
- Dangerous conduct and disruption to the orderly and safe conduct of corridor/school environment
- Fighting
- Incitement
- Extortion
- Inappropriate use of internet and technology
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Failure to represent the school in a positive and respectful manner, that may harm the reputation of the school manner whilst on the school premises or, outside of school either on trips, whilst in uniform or easily identifiable or online.
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic and /or including inappropriate images

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- Any article a staff member 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 pupil)
- Add any other item deemed as inappropriate or contrary to the school rules and high expectations

Behaviour incidents outside of school

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

- This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Online misbehaviour

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

5. Bullying

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

At Kinver we use the **STOP acronym** to classify and define bullying:

Several
Times
On
Purpose

Bullying is, therefore:

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

6. Roles and responsibilities

6.1 Local Academy Committee

The local academy committee is responsible for monitoring this behaviour policy's effectiveness.

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The **Assistant Headteacher for Behaviour and Attitudes**, the **Thrive Centre Manager** and **Heads of School** will play a proactive and pastoral role in positive conduct management. These are key roles in monitoring conduct and ensuring appropriate support systems are implemented. The Assistant Headteacher for Behaviour and Attitudes will establish, in consultation with the Thrive Centre Manager and Headteacher, a policy for the promotion

of desired conduct and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, ensuring the atmosphere is conducive to learning and wellbeing.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour, ensuring consistency across all settings.
- Implementing the behaviour policy consistently, in line with the Conduct Policy and the Classroom Conduct Pyramid (see appendix 3).
- Communicating the school's expectations, routines, values, and standards to pupils—both through teaching and every interaction.
- Modelling expected behaviour and fostering positive relationships with pupils.
- Providing a personalised approach to meet the specific behavioural needs of individual pupils.
- Reflecting on the impact of their own behaviour on the school culture and actively upholding school rules and expectations.
- Recording behaviour incidents promptly in Arbor (refer to appendix 4 for the behaviour log).
- Challenging and encouraging pupils to meet the school's behavioural standards at all times.

The senior leadership team (SLT) will support staff in responding to behaviour incidents, ensuring a consistent and collaborative approach.

6.4 Parents and carers

Parents and carers, where possible, should:

- Familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant member of staff promptly (see appendix 8 'Who to Contact')
- Participate in any pastoral work following misbehaviour, such as attending reviews of specific behaviour interventions
- Raise any concerns about the management of behaviour directly with the school, whilst continuing to work in partnership with the school
- Engage in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and by working collaboratively to address behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School Behaviour Curriculum

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

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

Teaching styles, our commitment to the 3Rs and restorative approaches to managing behaviour reflect our commitment to the warm- strict philosophy. Pupils respond better to guidance, praise and encouragement than punishment

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

To maintain an orderly environment, staff implement the conduct system consistently when addressing unacceptable behaviour. Students are made aware of expectations, the consequences of negative actions, and how to address issues related to conduct, with or without sanctions. Student expectations within the school are stated in this policy. The school has established a core set of rules for behaviour, emphasising simplicity.

These expectations are based on the **Kinver Habits or '3 Rs'** (Appendix 2):

- Ready to work,
- Respect others,
- Reach your potential.

The Classroom Conduct pyramid (see Appendix 3) is displayed in all teaching spaces and included in student planners. Most students are expected to engage positively and participate in the reward framework during their time at the school.

The Home School Agreement at Kinver High outlines the importance of collaboration among parents, teachers, and students to support achievement. This agreement clarifies the partnership and aims to foster positive relationships between home and school. Communication is conducted through multiple platforms, including policies, the website, Arbor, letters, emails, and student planners. A copy of the agreement is provided in Appendix 5, and signatures from the parent or guardian, the student, and the school are required.

Mobile Phones

As a school we understand that for many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a student's learning experiences.

Students are allowed to bring mobile phones into school at Parents discretion and the understanding that the safe keeping of the phone remains the responsibility of the student and parent whilst on school premises. School will only be responsible for the phone if it is confiscated from the student due to unacceptable use and securely stored.

If students do bring their phone into school, it is on the understanding that they agree with the following limitations on its use,

- Mobile phones must be switched off in all classes, corridors, and other areas during teaching time. It is not acceptable for phones to be set to silent or pager mode.
- Phones must be kept out of sight during lessons.
- Mobile phones must remain switched off at all times during the school day, including break and lunchtimes, and must stay off whilst students are on the school premises. Setting phones to silent or pager mode is not acceptable.
- No student may take a mobile phone into any room or area where examinations are being held.
- The security of the phone remains the student's responsibility at all times, including during PE/gym lessons.
- If requested, students must show content on their phone (such as messages, emails, pictures, videos, or sound files) to a teacher.

Misuse of Phones

Parents and students should be clear that misuse of mobile phones will not be tolerated.

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Headteacher:

- The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- Bullying by text, image and email messaging
- The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- Students posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- Making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other students
- General disruption to learning caused by students accessing phones in lessons
- Students phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- Publishing photographs of vulnerable students, who may be on a child protection plan, where this may put them at additional risk

Unacceptable Use

The school considers the following to be unacceptable use of mobile phones and a serious breach of the School's Behaviour Policy, resulting in sanctions:

- Photographing or filming staff or other students without their knowledge or permission
- Photographing or filming in toilets, changing rooms, and similar areas
- Bullying, harassing, or intimidating staff or students through text, email, or multimedia messaging, including sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch off a phone or hand it over at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and students, which will be considered a breach of these guidelines as if it took place during school time
- Using a mobile phone outside school hours in a way that undermines the stability of the school or compromises its ability to fulfil its aim of providing 'a clear moral and ethical lead'

Sanctions

Students and parents are notified that appropriate action will be taken against those who breach the acceptable use guidelines, in accordance with the school's behaviour policy. Additionally:

- The school reserves the right to confiscate the phone when guidelines have been breached.
- Using the mobile phone outside school hours to intimidate, upset staff or students, or undermine the school will be treated as a breach in the same way as unacceptable use during school time.
- If a phone is confiscated, the school will state clearly the duration and procedure for its return:
 - 1st Day confiscated: Phone will be returned to the student at the end of the school day.
 - 2nd Day confiscated: Phone will be returned to the student at the end of the school day with staff authorisation.
 - 3rd Day confiscated: Phone will only be returned when parents come to school and sign for it.

The police will be informed if there is serious misuse of a mobile phone where criminal activity is suspected.

If a student commits an act causing serious harassment, alarm, or distress to another student or staff member, the ultimate sanction may be permanent exclusion. The impact on the victim will be considered in deciding the sanction.

Confiscation Procedure

- At the teacher's discretion, the mobile phone may be returned at the end of the school day.
- Alternatively, the student may be informed that the phone can be collected from the School Office or Headteacher at the end of the school day.
- The confiscation will be recorded in the school behaviour log for monitoring purposes.
- Confiscated equipment will be stored securely to ensure it is returned to the correct person.
- In cases of repeated or serious misuse, the phone will only be returned to a parent/carer who must visit the school by appointment to collect it. This may occur at the end of a week, half term, or longer, at the Headteacher's discretion.
- Where a student persistently breaches expectations, after a clear warning, the Headteacher may impose a fixed period or permanent ban on bringing a mobile phone to school.

Use for Unacceptable Purposes

- The Headteacher or a designated staff member has the right to view files stored on confiscated equipment and may seek the cooperation of parents to delete files that clearly breach these guidelines, unless they are being preserved as evidence.
- If required, evidence of the offence or suspected offence will be preserved, preferably by confiscating and securing the device or by taking photographs of the screen.
- The school will consider whether an incident should be reported to the safeguarding board.
- The designated staff member should monitor repeat offences to identify any patterns involving perpetrators or victims which require further investigation.

8. Responding to behaviour

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Safeguarding

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

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

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

8.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Written comments/symbols
- Positive points on Arbor
- Communicating praise to parents/carers via a phone call or written correspondence

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- Formal recognition, celebration via certificates, prize ceremonies or special assemblies/community events
- Photographic evidence in displays or via social media recognition
- Whole-class or year group rewards, such as a popular activity/trip or visit
- Headteacher's Annual Awards Evening
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project (behaviour record over all school years will be considered when conferring upon positions of Prefect, Senior student, school Council etc)

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

8.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

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

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

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

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

- Reflection/Reset Room – use of withdrawal from lesson/s and contact home
- Loss of unsupervised time
- Subject behaviour report / Subject target card
- Heads of School Conduct Report / Academic Mentoring report Card
- Senior Leadership report
- Conduct contract
- Removal from forthcoming trip/visit

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Senior Leadership Team have access to all sanctions.

- Non-attendance to a tutor or teacher 15-minute detention will result in a Lunchtime Reflection on the same or next day.
- Non-attendance to a Lunchtime Reflection will result in further sanctions being given at the discretion of Heads of School / Senior Leadership Team (SLT).
- Disruption in Reset may result in a fixed term exclusion.

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

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

To support both pupils and staff, the school operates provision for students who require further intervention/sanctions for a set period of time. Internal exclusion is a strategy used, which attempts to avoid fixed term exclusion. Internal exclusion allows pupil to work with staff members, ensuring they aspire to meet the high expectations set by all teachers. When a pupil is placed in internal exclusion, parental contact will be made and, like all conduct incidents, will be recorded against the pupil record.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

Positive Conduct Policy and Behaviour Principles

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL).

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Screening For Internal Alternative Provision Centre Thrive

Students who have a place within the schools Alternative Provision base will be subject to a daily screening process upon arrival to the centre. This ensures that all students will be screened and searched to ensure that no contraband enters the premises.

All mobile phones and personal belongings including jewellery and non-regulatory school items will be placed into individual student's lockers, returned at the end of each day.

Any contraband items detected, will be removed and safely stored until contact and collection by parents has been arranged.

As part of the home-school contract with Thrive, consent for the above process will be agreed, signed for and confirmed in writing by parents/carers and students, prior to any placement commencing.

Any student who fails to comply with the daily screening process will not be able to enter the centres provision and serious sanctions will be applied.

8.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

Positive Conduct Policy and Behaviour Principles

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or a person he/she delegates the responsibility will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.11 Malicious allegations

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

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

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

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

8.12 Drugs

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

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

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

- The school takes a zero-tolerance approach to the use or possession of drugs within school. Any student found in possession of, dealing/sharing, acquiring drugs for another person will face a permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned Drugs Education Programme in place to:

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

9. Serious sanctions

9.1 Detention

Pupils can be issued with detentions during break, lunch times or after school

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

9.2 Removal from classrooms

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

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

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

Removal can be used to:

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

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

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

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

- Short-term behaviour report cards
- Long-term behaviour plans
- Internal behaviour support provision
- Multi-agency assessment

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

9.3 Internal Isolation

In some instances, a student will be placed in internal isolation (Reset), whereby the student remains in school where they can receive supervised education and the sanction is not notifiable to the local authority, as in the case of a suspension. Though seen as an option short of a suspension, the seriousness of a student being sanctioned in such a way should not be overlooked. The decision to isolate a student will be taken by Senior Leadership or Head of School or Thrive manager.

- Internal isolation may take place in a lesson taught by Senior Leadership, within an SLT office, or at another Invictus school.
- Parents or guardians will be notified if the isolation period is scheduled in advance.
- If a student is absent on the day of internal isolation, they will complete it on their first day back or as determined by the Inclusion manager.
- Non-compliance with isolation rules can result in the isolation period being repeated or extended.
- If internal isolation is unsuccessful, the school retains the right to formally exclude the student via the official suspension process.

9.4 Off-site Direction

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction can be directed (in line with the Education Act 2002). Off-site direction requires a pupil to attend another education setting to improve their behaviour. This may be due to a single incident or where interventions or targeted support have not been successful in improving a pupil's behaviour. Off-site Direction could be used to arrange time limited placements at an AP or another mainstream school. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour. The focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. Parental consent is not required in order for a school to direct a pupil off-site under this provision.

9.5 Managed Moves

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

9.6 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

9.7 Alternative Education Provision

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

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

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

10. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and, therefore, some pupils may require a more sensitive and differentiated approach. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND,

Positive Conduct Policy and Behaviour Principles

especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, where possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The school is aware that the provisions set out in an EHC plan must be secured (if applicable).

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

11. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

A Restorative Approach

All members of staff will be encouraged to have a restorative approach when dealing with discipline and conduct. A restorative approach aims at reducing confrontation and building positive relationships with students. All staff will receive restorative training, and a range of resources will be made available to give staff different strategies for a restorative approach. On the classroom conduct pyramid, it is a requirement that a restorative conversation must happen with teaching staff member in a timely manner following a Level 3, 4 and 5 interventions, when appropriate and agreed.

A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and conduct issues, offering a consistent framework for responding to these issues, with a zero tolerance for poor conduct.

Positive Conduct Policy and Behaviour Principles

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

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

Next steps

A meeting with parents/carers will take place. There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

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

13. Training

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

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

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for stakeholders

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic
-

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

15. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

16. Appendices

1. Written Statement of Behaviour principles
2. Kinver Habits
3. Classroom Conduct Pyramid
4. Behaviour Log levels
5. Home school agreement
6. Classroom Expectations (SMILE)
7. Corridor Expectations (CALM)
8. Rewards Pathway
9. Who to Contact Checklist

Appendix 1: written statement of behaviour principles

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

- Students have the right to learn without distraction and the responsibility to support the learning of others.
- We recognise that some students may occasionally find it challenging to consistently meet the school's high expectations.
- Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same.
- Students have the right to be respected and the responsibility to treat others the same.
- Students have the right to feel safe and the responsibility to help keep others safe in school.
- Good attendance and punctuality must be valued by all and should be the norm.
- Positive behaviour promoting kindness, courtesy, care, cooperation and consideration is expected from everyone in the school community.
- Everyone—pupils, staff and visitors—is free from any form of discrimination.
- Staff and volunteers consistently set an excellent example to pupils.
- Rewards, sanctions and reasonable force are applied consistently by staff, following the behaviour policy.
- Pupils and staff understand the behaviour policy.
- The exclusions policy makes clear that exclusions are used only as a last resort and details the processes for suspensions and exclusions.
- Pupils are supported in taking responsibility for their actions.
- Families and carers are involved in addressing behaviour incidents to help foster strong relationships between the school and home.
- Violence or threatening behaviour is never tolerated.

KINVER HIGH SCHOOL

Ready to Work – arrive on time, fully equipped, dressed correctly and eager to learn.

Respect Others – follow staff instructions; listen when other people are talking; work without disturbing other students; put your hand up and wait for permission to speak; wait to be dismissed at the end of the lesson.

Reach your Potential – Always try your best; complete set work fully; complete your homework to the best of your ability and meet deadlines.

THE KINVER HABITS

ENGAGE, SUCCEED, ASPIRE TO LEAD

KINVER HIGH SCHOOL

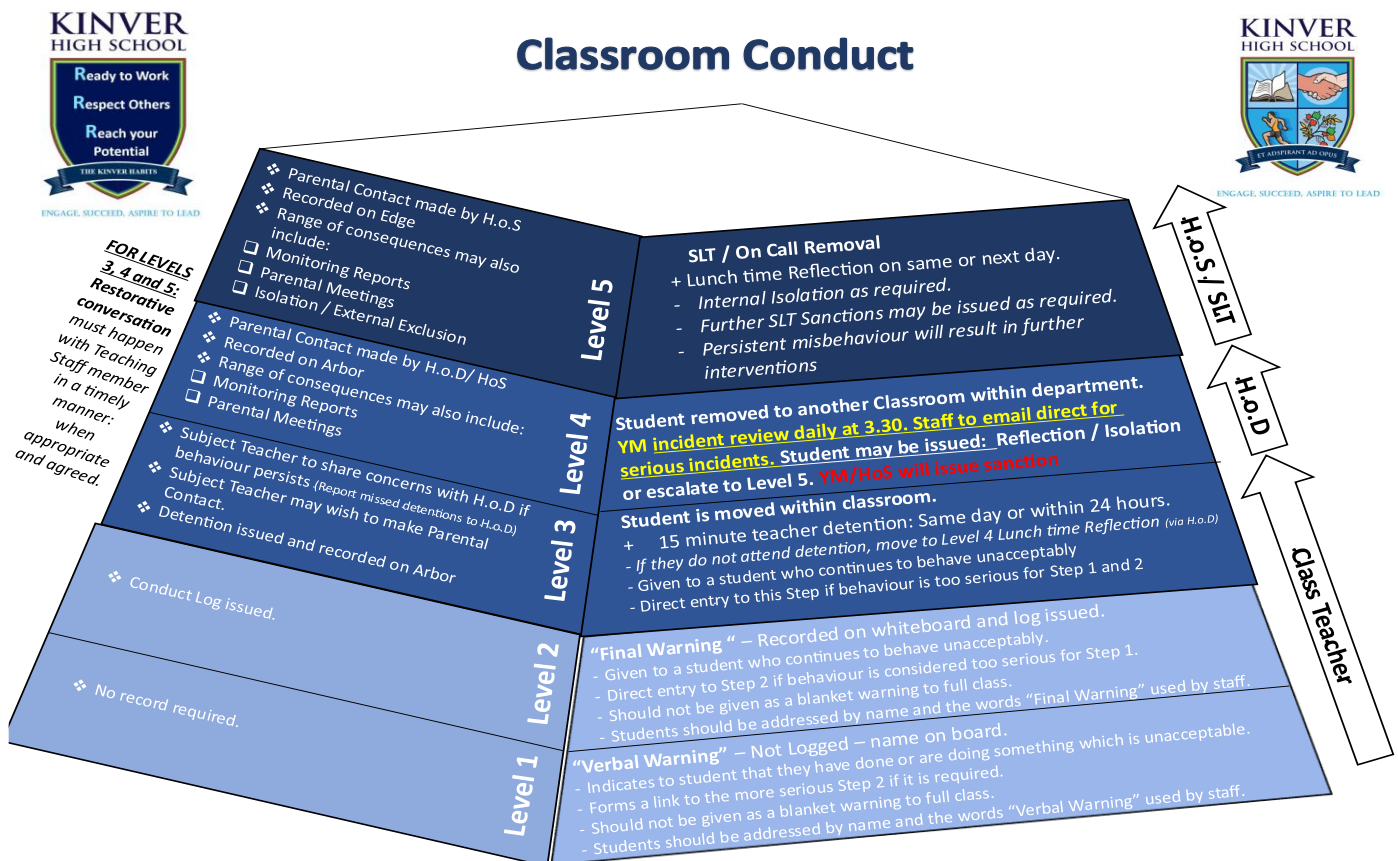
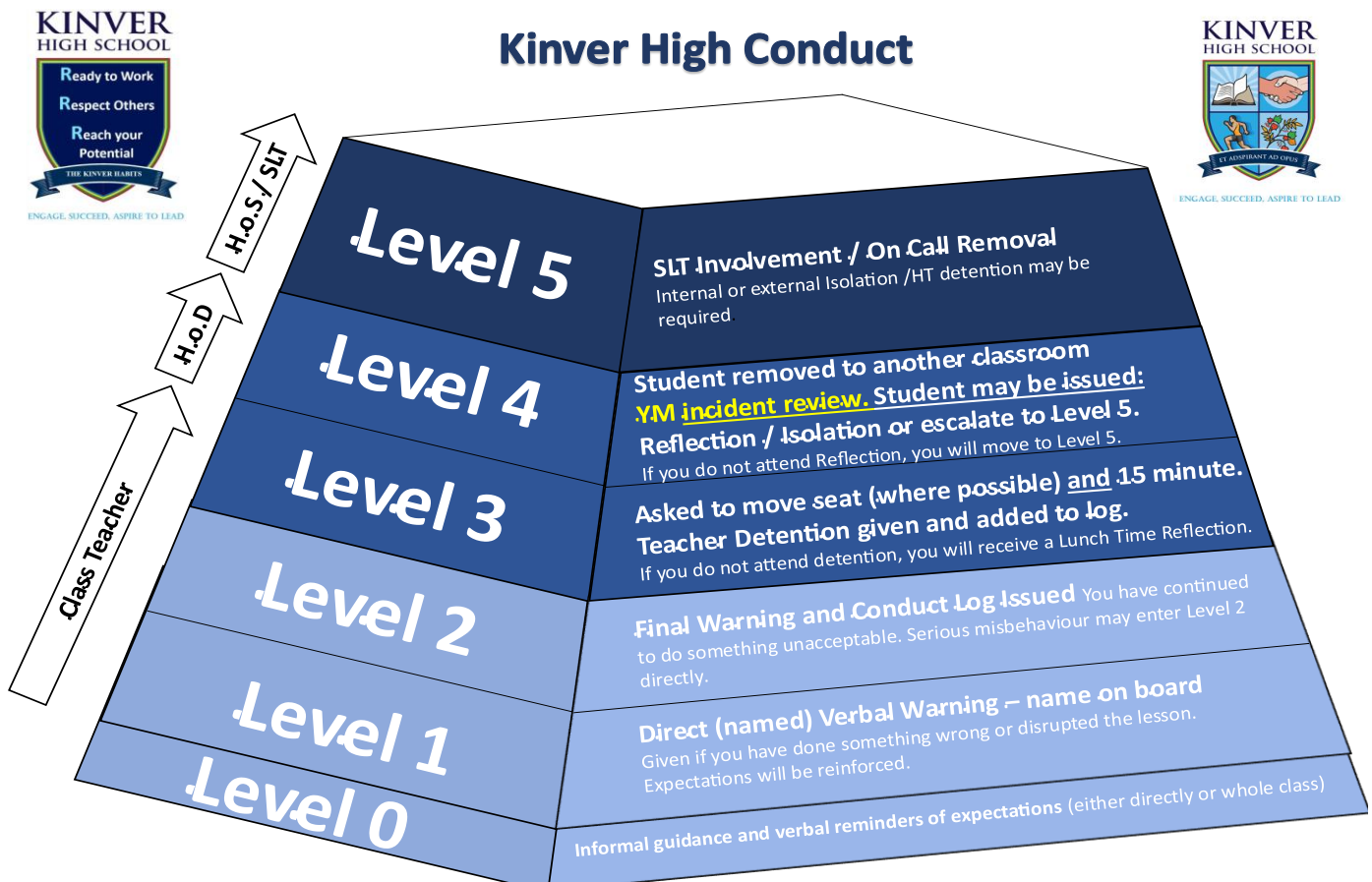
Ready to Work

Respect Others

**Reach your
Potential**

THE KINVER HABITS

ENGAGE, SUCCEED, ASPIRE TO LEAD



Positive Conduct Policy and Behaviour Principles
Appendix 4:

Positive Behaviour Type	Behaviour Scale
Support & guide others	Level 3 positive
Leadership & role modelling	Level 3 positive
Good organisation/time management	Level 3 positive
Try new ways of learning / Innovation	Level 2 positive
Planning/Drafting	Level 2 positive
Independence	Level 2 positive
Focus/perseverance	Level 2 positive
Creative	Level 2 positive
Ambitious/take on a challenge	Level 2 positive
Ambitious vocabulary	Level 2 positive
Uniform Appropriate	Level 1 positive
Reading in class	Level 1 positive
Evaluate	Level 1 positive
Equipment	Level 1 positive
Discuss/share ideas	Level 1 positive
Constructive criticism	Level 1 positive
Confident	Level 1 positive



Kinver High Conduct Expectations



Arbor Severity 1 Level 2 Pyramid	Arbor Severity 2 Level 3 Pyramid	Arbor Severity 3 Level 4 Pyramid	Arbor Severity 4 Level 5 Pyramid	Arbor Severity 5
Expected Response Log issued. To be dealt by the class teacher	Expected Response Detention issued with the class teacher / Staff member	Expected Response Detention with HOD/HOS Behaviour to be investigated and reviewed	Expected Response Minimum Isolation / Behaviour to be investigated and reviewed	Expected Response Possible Suspension or Internal / External Isolation pending investigation.
① Mobile confiscated ① Equipment ① Uniform ① PE Kit 1st Warning ① Jewellery ① Lack of Effort ① Unkind Comment (UKC) ① Focus 2nd Warning ① Homework 1 - 24EXT	① Mobile confiscated 2 ① PE Kit 2nd Warning ① Late to Lesson ① Late to Register ① Focus 3rd Warning ① Disruption to Learning ① Eating and Chewing ① Homework 2 – Late ① Repeated Jewellery ① Littering ① Unkind Behaviour (UKB)	① Boisterous Behaviour ① Detention Missed ① Attitude to staff ① Verbal Abuse ① Inappropriate Language ① Inappropriate use of Social-Media / Internet ① Strike Card ① Missed Class Teacher ① Detention ① Repeated Unkind Behaviour (RUKB) ① Persistent breach L2 conduct ① Damage to property ① Truancy	① Vandalism ① Missed L3 Detention ① Homophobia ① Persistent Unkind Behaviour (PUKB- STOP) ① Serious breach of level 2 / 3 conduct ① Smoking / Vaping ① Racism ① Religious Prejudice ① Theft ① Refusal	① Serious one-off breach of School Behaviour Policy ① Persistent breaches of School Behaviour Policy. ① Bullying



Home School Agreement

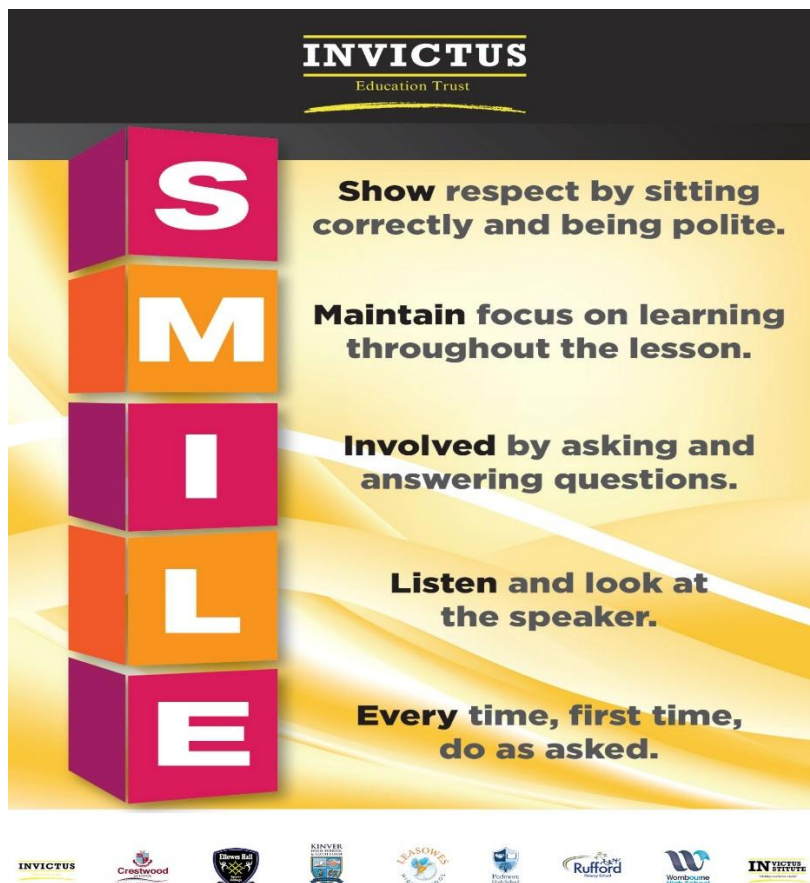


Aims

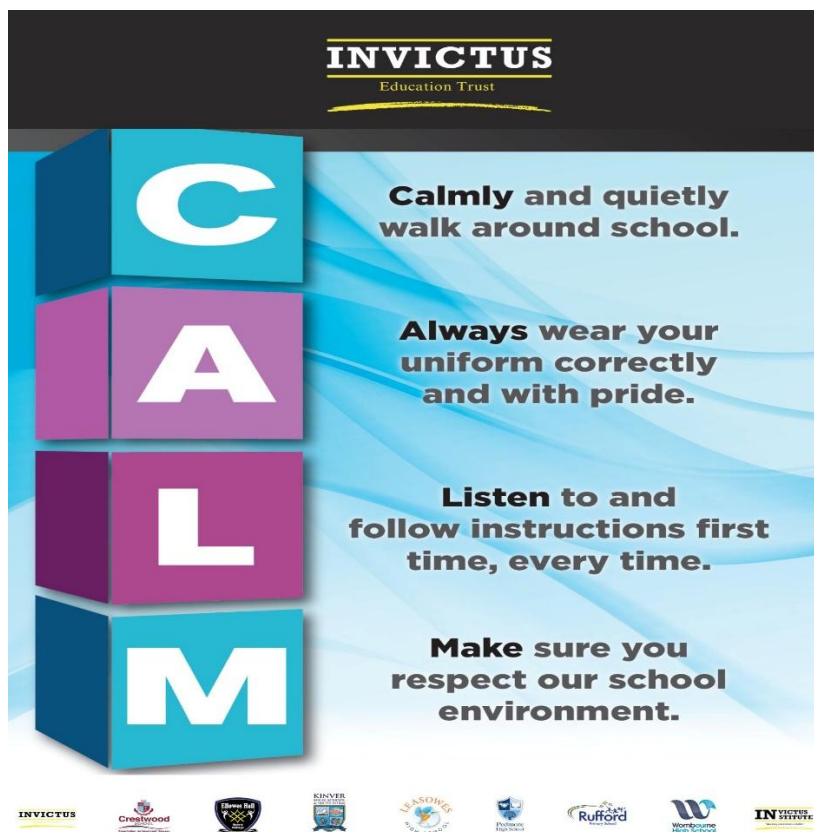
With a 'can do' attitude, anything is possible - The aim of our Home School Agreement is for all of those with a vested interest in the student, to demonstrate their commitment and support in enabling the student to become 'the best that they can be'.

We strongly believe that with a supportive and effective partnership, every student will be successful. By signing this declaration, you are committing to our key values, ethos and policies, which are all in place to create the best possible learning experience. **Before signing this agreement please make sure you have read all of the relating school policies, as these could be referred to in future meetings or communication regarding your child.**

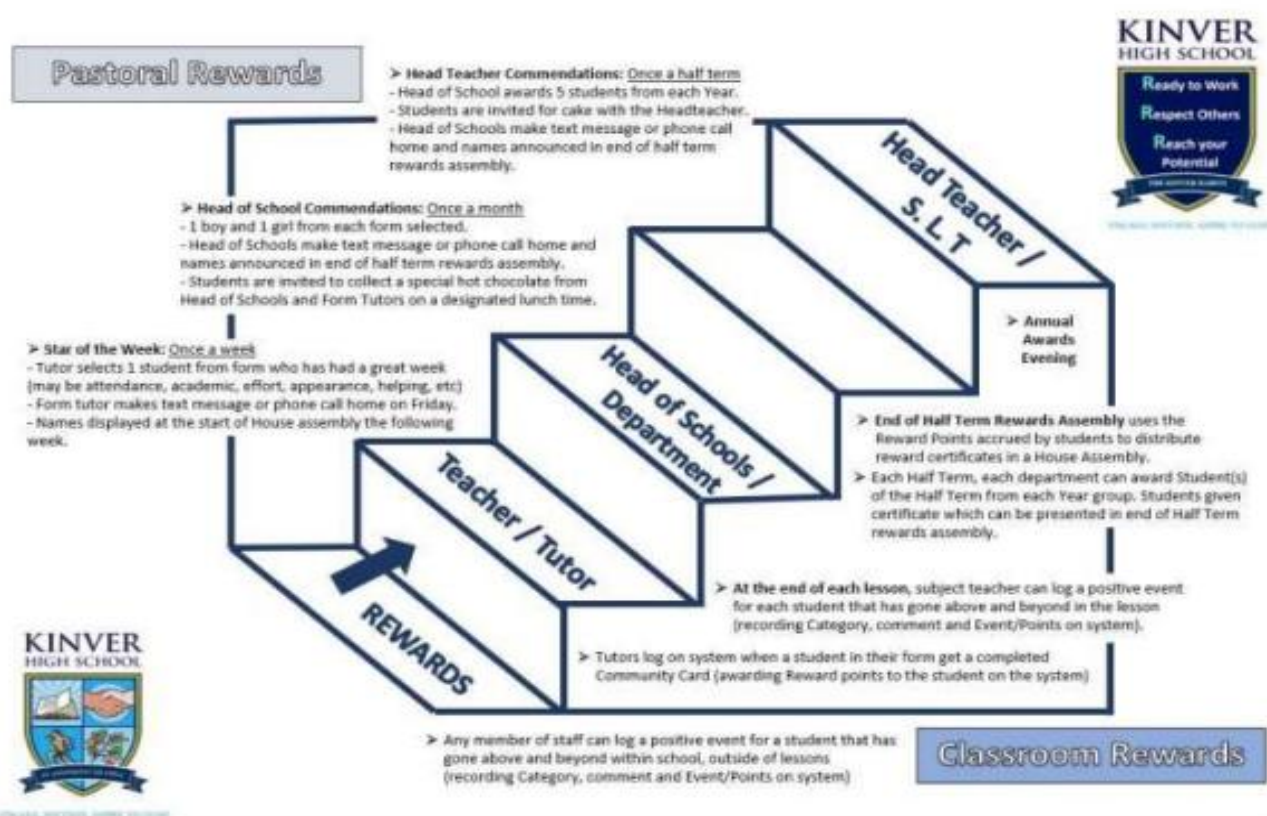
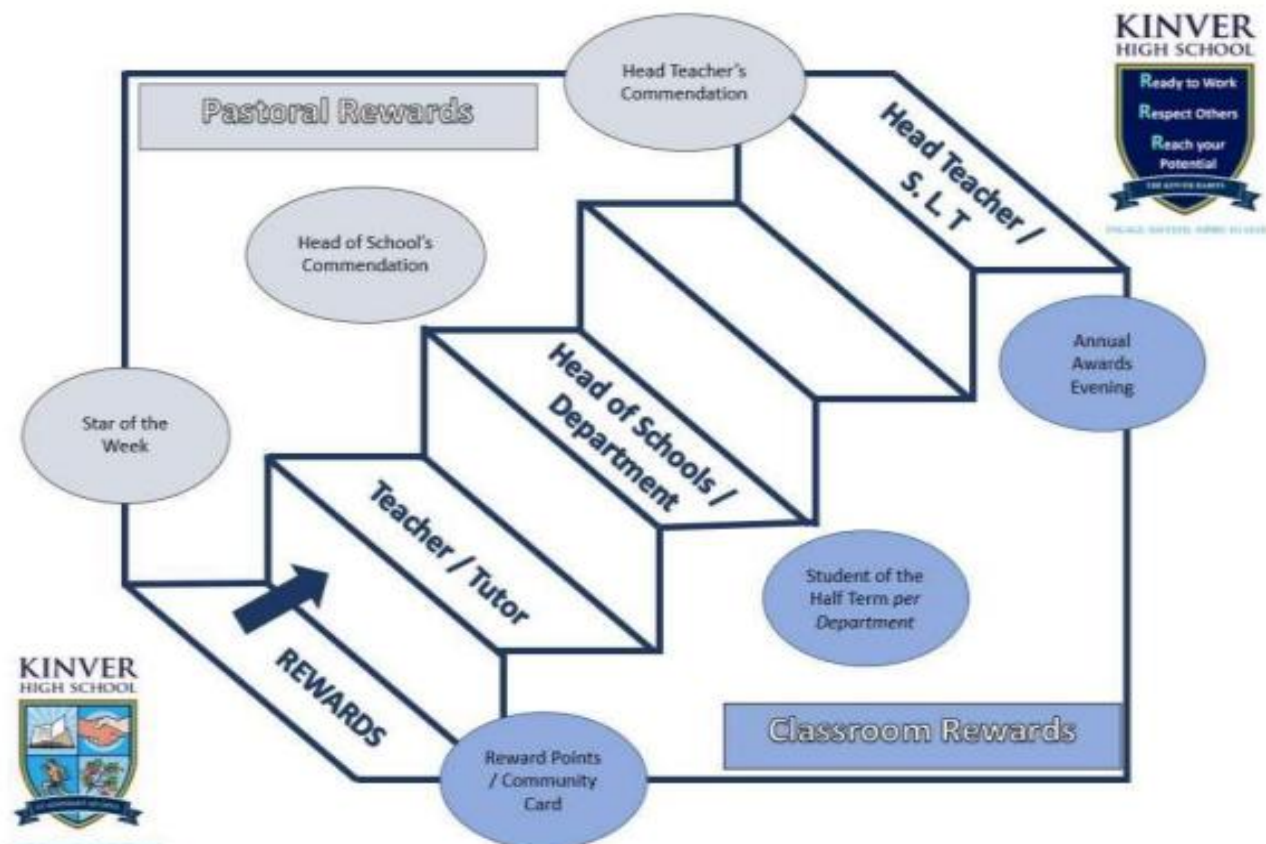
Parent and Carer – I/We fully commit to helping my child achieve excellence through:	Student – I fully commit to excellence in the following ways:	School – We fully commit to help students achieve excellence in the following ways:
1) Support the schools aims, ethos and values: Engage, Succeed, Aspire to Lead. 2) Ensure my child attends school each day, on time, and properly equipped. Any absence should be reported to school before 8.30am, and holidays should not be taken during term time. 3) Encourage my child to maintain high standards of behaviour at all times, supporting the implementation of the behaviour & uniform policy including definitions and sanctions. 4) Make myself available to my child and school, address any concerns they may have, attending parents' evenings, information evenings and supporting celebration events.	1. Uphold the school ethos: Engage, Succeed, Aspire to Lead 2. Attend school, arrive on time every day and bring all the necessary equipment. 3. Wear the full and correct uniform to school. 4. Follow the school policies each day SMILE & CALM. 5. Be a positive and active member of the school community and take advantage of the many opportunities offered. 6. Respect and care for the school environment and the local area. 7. Do my best at all times	1. Re-enforce the importance of our values: Engage, Succeed, Aspire to Lead 2. Encourage and reward good attendance and punctuality, contacting parents where issues arise. 3. Create a positive climate for learning in order for students to reach their full potential. 4. Assess, monitor and track student progress communicating regularly with parents. 5. Provide a pastoral system that looks after the welfare and well-being of your child. 6. Provide a range of extra-curricular activities and encourage student participation.
Parent / Carer signature: Date:	Student signature: Date:	Tutor signature: Date: Together we will: Support students' learning, to help them to 'be the best that they can be'



Appendix 7: CALM



Appendix 8



Appendix 9:

Who to contact: Please refer to the school website for the most up to date list of staff and contact details.

Staff list as of September 2025

SENCO	Sophie Roberts	senco@Kinverhigh.co.uk
Head of Lower School	Hannah Edie-Pabla	hediepable@kinverhigh.co.uk
Head of Middle School	Bradley Barlow	bbarlow@kinverhigh.co.uk
Head of Upper School	Ashley Fox	a.fox@kinverhigh.co.uk
Non Teaching Head of Year 7 and 8	Stacey Marsh	smarsh@kinverhigh.co.uk
Non Teaching Head of Year 9 and 10	Emma Margiasso	emargiasso@kinverhigh.co.uk
Non Teaching Head of Year 11 & WEX Co-ordinator	Laura Homer	lhomer@kinverhigh.co.uk
Higher Level Teaching Assistant (HLTA) / Assistant SENCO	Rachel Crowhurst	rcrowhurts@kinverhigh.co.uk
Assistant Headteacher — Conduct and Attitudes	John McGlade	jmcglade@kinverhigh.co.uk