



Wolgarston High School
Staffordshire

Behaviour Policy

Agreed by Wolgarston Governing Body
Frequency of Review: Annually

Amendments

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Contents

	Page
Introduction	2
Aims of the Policy	2
Legislation and statutory requirements	3
Responsibilities of Students, Staff and Parent/Carer	3
Definitions	4
Rewards and Sanctions	5
Appendix 1 – The Wolgarston Way, School Charter and Student Code of Conduct	9
Appendix 2 – Wolgarston Behaviour Triangles	12
Appendix 3 – Exclusions Criteria	15
Appendix 4 – Searching and Confiscation	17

Introduction

Wolgarston High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

- We expect all members of our community to behave in a way that is Ready, Respectful and Safe at all times.
- We want students to follow the Wolgarston Way: *(See Appendix 1 for further detail)*
 - Do the Right Thing
 - Take Pride in Our Community
 - Leave a Positive Legacy.

Aims of this policy

This policy aims to:

- To ensure that all members of the school community should feel safe and respected.
- The policy emphasises the use of reasonable force and sanctions that are fair and proportionate.
- The school is committed to promoting inclusivity and preventing discrimination.
- Encourage parents to participate in maintaining a positive school environment.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how Students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- To ensure that all suspensions and permanent exclusions are issued in accordance with the School “Exclusions Criteria” (Appendix 3).

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school.](#)

[The Equality Act 2010](#)

[Parental support and guidance](#)

Responsibilities of Students, Staff and Parents/Carers

The Local Governing Committee is responsible for:

- Monitoring the effectiveness of this policy and holding the headteacher to account for its implementation.

The Headteacher and SLT are responsible for:

- Reviewing and updating this behaviour policy. The headteacher and members of the Senior Leadership Team (SLT) will ensure that the school environment encourages and rewards positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the Behaviour Policy and promoting the values of the 'Wolgarston Way', ensuring that students are ready, respectful and safe at all times.
- Modelling positive behaviour.
- Building positive relationships with students.
- Recognising and recording behaviour on Classcharts.

Parents/Carers are responsible for:

- Supporting their child in adhering to the school rules of being ready, respectful and safe.
- Encouraging their child in adhering to Positive Discipline.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Adhering to the Home School Agreement by supporting the school with the sanctions and rewards systems.
- Monitoring their child's use of social media.
- Ensure their child upholds the school expectations on the way to and from school and does not get involved in anti-social behaviour.
- The checking of Classcharts on a regular basis.
- Their child's attendance and punctuality to school.

Students are responsible for:

- Ensuring they follow school rules and routines by being ready, respectful and safe at all times
- Students are also required to play their part in making the Wolgarston community the best place that it can be, demonstrating the values of 'The Wolgarston Way'.
- Adhering to the Home School Agreement in becoming a positive member of the school community.

Definitions

Definitions – Behaviour at Wolgarston is not just about how students act in school. Students behaviour may extend beyond the school gates: e.g., when students are travelling to and from school, when on school trips and when at other education providers.

Behaviour is defined as: a response made by one person to another person(s) or situation. At Wolgarston we promote positive behaviours towards teaching and learning, the school, homework, uniform, attendance and punctuality, the school environment, extra-curricular activities, home-school communication, and the well-being of all members of the school community.

Misbehaviour is defined as:

- Disruption in lessons, corridors, at break and lunchtimes, before and after school.
- Non-completion of classwork or homework.
- Displaying a negative attitude towards the school, students or staff.
- Persistent incorrect uniform / equipment.
- Behaving in a way in the wider community that causes harm or upset to members of our school and wider community.
- Not displaying characteristics of the Wolgarston Way when travelling to school, including when on school transport.
- Any action where a student is not behaving in a way that is Ready, Respectful or Safe.
- Deliberate lateness to school or lessons.
- Refusal to follow clear and reasonable instructions from a member of staff.
- Refusal to hand over banned items or items in breach of the school's uniform or electronic device rules.

Serious misbehaviour is defined as:

- Refusal or repeated refusal to follow school rules.
- Interfering with school property, including fire safety equipment.
- Any form of bullying, hate language, intimidating behaviour or discrimination.
- Vandalism. Causing damage to school property.
- Theft.
- Fighting/Assault
- Smoking / Vaping.
- Racist, sexist, homophobic, or any form of discriminatory behaviour.
- Verbal abuse towards staff
- Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation).
- Possession of any prohibited items. This includes but **not exclusively**:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Vape juice and/or Vape.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images
- Any item that 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.
- Any item that may interfere with learning.

Rewards and Sanctions

The school may use one or more of the following in response to a student's behaviour. These rewards and sanctions can be applied for behaviour that has taken place at any point where the student is representing the school: e.g. within the school grounds, travelling to school, from school or on a school trip.

Rewards

- Positive behaviour will be rewarded through positive points, celebration events, lapel badges, certificates and impromptu rewards.
- Students can earn positive points through good work and positive contributions to school life, the community and beyond.
- We recognise and reward learners who go 'over and above' our standards and believe that every student has the potential to do so.
- Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.
- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those learners who are hardest to reach, and as such we aim to develop a culture of praise within the school that extends to both students and staff.

Sanctions

- A verbal reprimand.
- Sending the pupil out of the class for a short time. Removal from lessons.
- Expecting work to be completed at home, or at break or lunchtime "Fix it". Failure to attend a "Fix it" will result in a detention being set.
- Break or Lunchtime detentions.
- Completing tasks for the school community (E.g., litter picking)
- Insist their phone/electronic device is handed in to the office
- Completion of written work and tasks
- After school detention –
(Following government guidance, an after-school detention can be set on any day. This can include the same day provided that the student can get home safely. If this is not possible then a future date will be set by the school. The after-school detention is non-negotiable. Whilst we appreciate that the detention can be an inconvenience, we are also firm in our beliefs that all students should abide by the school rules and routines).
- Placing the student onto the formal stage of the student behaviour support plan.
- Letters or calls home to parents
- Putting a pupil on a report.
- Withdrawal from lessons and/or social time
- Withdrawal from school events such as school visits, prom etc.
- Internal isolation / Suspension (See Appendix 3)

Monitoring and evaluation of behaviour data

The school will collect data using the MIS 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 staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- Incidents relating to bullying/child on child abuse
- The data will be analysed every week by Assistant Headteacher for Student Culture.

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

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

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

Recognising the impact of SEND on behaviour

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

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

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

The legal duties include:

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

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

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

Examples of actions we may consider as a school;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow to meet the individual needs of the student
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism/ADHD/PDA
- Use of separation spaces (LSU or Igloo) where pupils can regulate their emotions during a moment of sensory overload
- Exit pass for students with diagnosed medical needs
- Check in/out with EHCP/high level of need- building strong relationships
- Reasonable adjustments regarding warnings/sanctions

Adapting sanctions for pupils with SEND

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

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

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

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

Supporting 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. Below are some of the strategies that the school may choose to adopt.

- Reintegration meetings
- Daily contact with the form tutor, house leader or AHT for student culture
- A report card with personalised behaviour goals
- Behaviour/Anti Bullying contract.
- Referral to School inclusion group
- Support from Teir 2/3 agencies
- Referral to school wellbeing support
- Modified timetable

Staff Training

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

1. The proper use of restraint
2. The needs of the pupils at the school
3. How SEND and mental health needs can impact behaviour
4. How to hold a restorative conversation

Behaviour management also forms part of continuing professional development.

Monitoring this policy

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

Appendix 1

The Wolgarston Way

When joining Wolgarston students are not only entering a school, they are also joining a community. As a school we feel very strongly that we all have a responsibility to not only assist students to achieve a superb set of exam results but also to ensure they leave Wolgarston as the best version of themselves. We expect all our students to contribute to our community values, which we call 'The Wolgarston Way':



1 Do the right thing.

We encourage all our students to make the right choices both in an academic and social setting. We expect our students to always be honest and respectful, and if a poor decision is ever made, the student works towards correcting it with everyone involved.



2 Take pride in our community.

We want our students to take pride in being at a school like Wolgarston and to care about the community they are joining. Students are expected to be polite to each other and to staff and to keep their environment tidy and clean. This helps makes our community a place where students want to learn, and staff want to work.



3 Leave a positive legacy.

From their very first day at Wolgarston, our students are creating a legacy that will last long after they have left the school. By working hard, participating in school life and having positive social relationships, our students will leave Wolgarston with fond memories – and the school with fond memories of them!





Wolgarston School

CHARTER

Staff and students believe that everyone at Wolgarston should:

Be ready



- Have sky high expectations of yourself and others
- Have 100% attendance and punctuality
- Be fully organised for all activities
- Be positive and enthusiastic
- Look well presented and 100% smart
- Complete work on time and to the best standard
- Be self motivated to learn new things

Be respectful



- Appreciate others' views, opinions & cultures
- Take pride in the building and the environment
- Offer help to people and hold doors open
- Greet each other in a friendly way
- Be polite; say please, thank you and excuse me
- Actively listen, without interruption

Be safe



- Do the right thing, even when no one is watching
- Show regard for each other's personal space and privacy
- Walk and queue responsibly
- Be a positive role model
- Take responsibility for your own actions
- Look out for each other and report concerns promptly





Student code of conduct



WOLGARSTON HIGH SCHOOL

The Wolgarston Way

BE READY

1. Arrive to lessons on time.
2. Arrive to lessons fully equipped.
3. Arrive to lessons ready to learn.



BE RESPECTFUL

4. Follow instructions first time, every time.
5. Listen to others without interrupting.
6. Respect the rights of other students to learn, showing care and consideration to all.
7. Show respect for all property and surroundings.



BE SAFE

8. Leave lessons in a calm and orderly manner.
9. Walk sensibly in and around the school buildings.
10. Look out for each other and report concerns promptly.



Positive Recognition/Rewards System

Termly rewards will take place each year.

Students with a higher amount of positives may stand a better chance of going on a school trip.

Exclusions may prevent students the opportunity to participate in a school trip.

Recognition/Reward messages are sent home throughout the school year where members of staff feel praise is due.



Positive Rewards

Everest—CEO—Chair of Governors

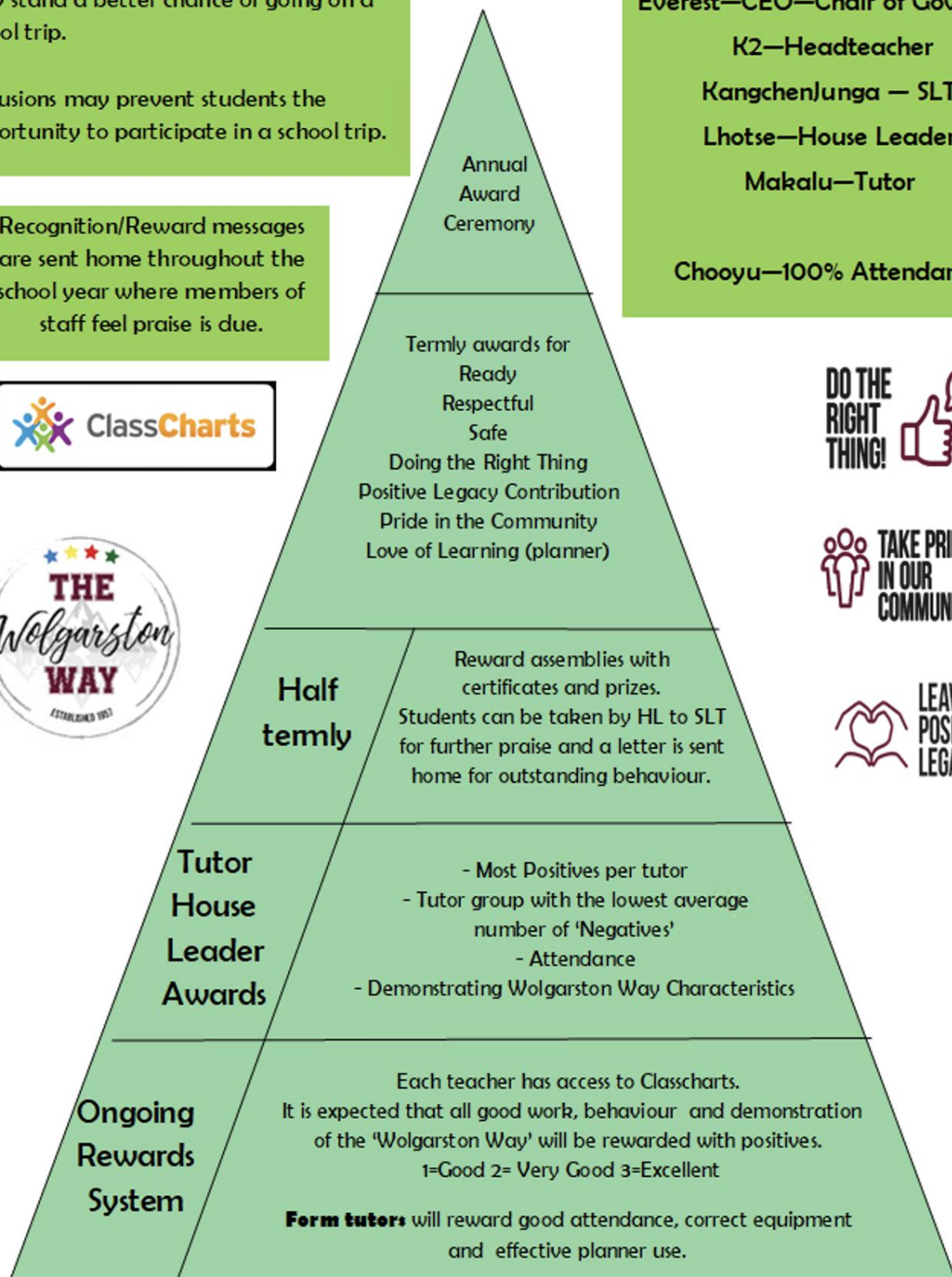
K2—Headteacher

KangchenJunga — SLT

Lhotse—House Leader

Makalu—Tutor

Chooyu—100% Attendance

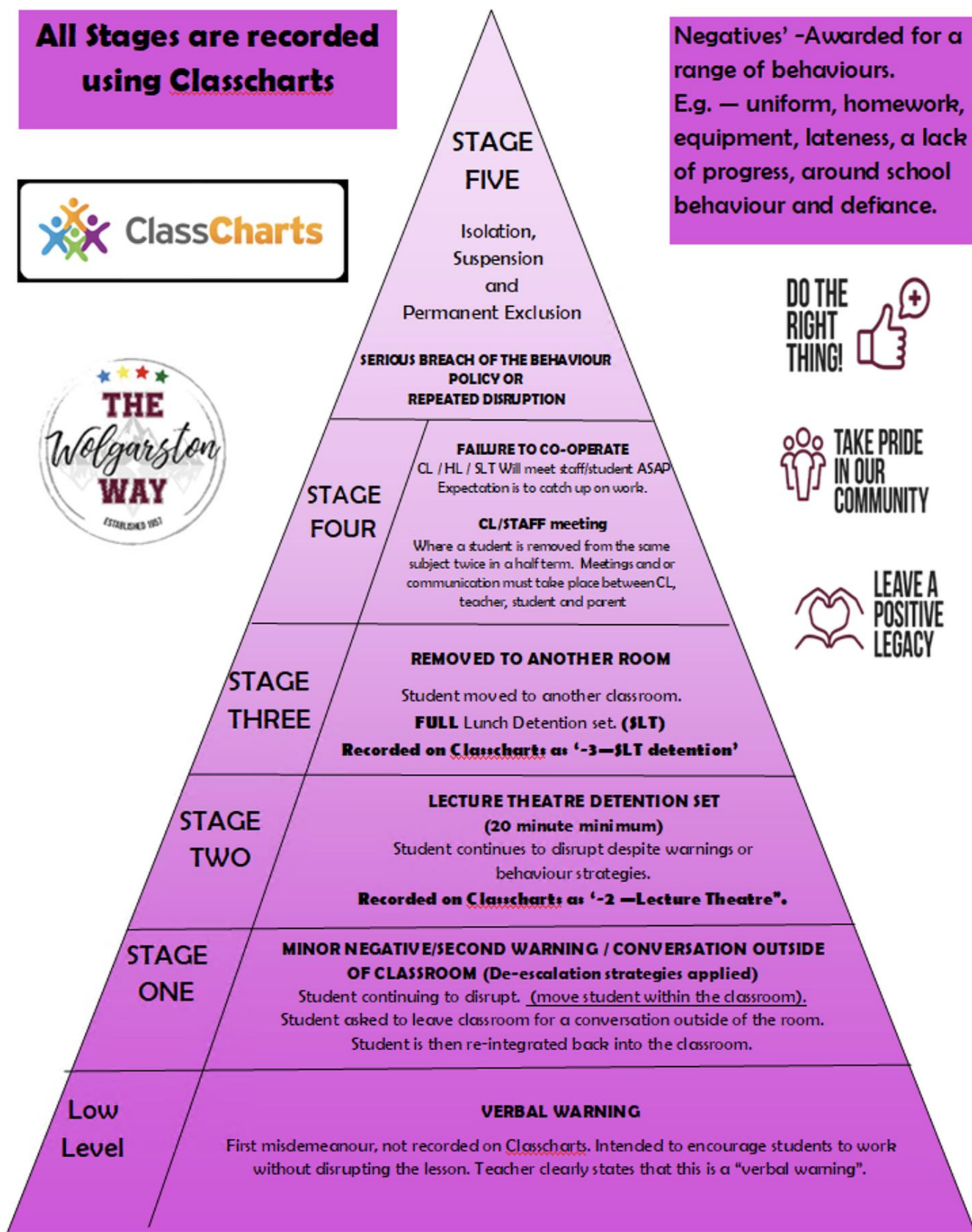


Sanctions for Classroom Based Student Misdemeanours

All Stages are recorded using **Classcharts**



Negatives' -Awarded for a range of behaviours. E.g. — uniform, homework, equipment, lateness, a lack of progress, around school behaviour and defiance.



WHS SANCTIONS

This is the sanction framework that staff will consider when issuing sanctions.

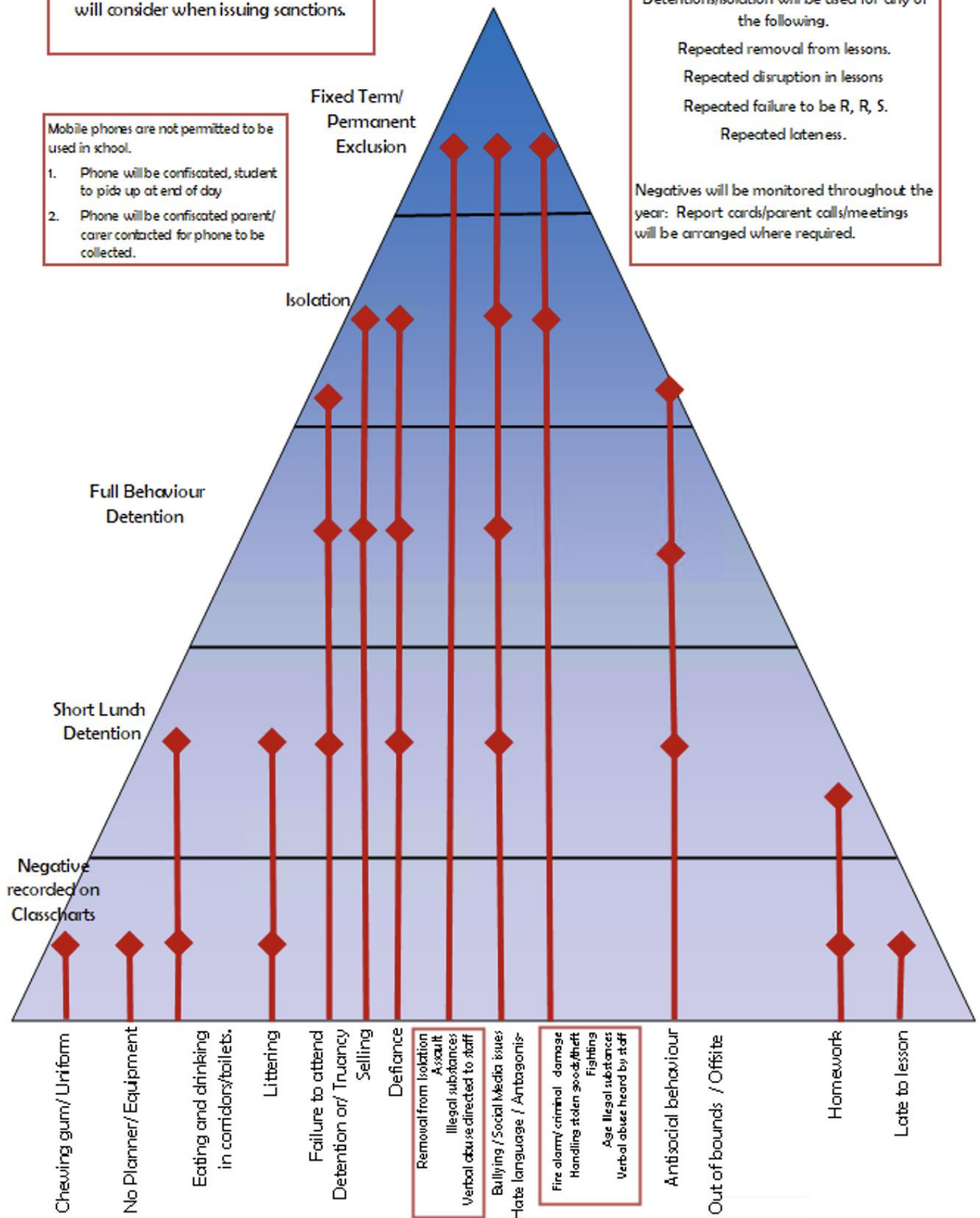
Mobile phones are not permitted to be used in school.

1. Phone will be confiscated, student to pick up at end of day
2. Phone will be confiscated parent/ carer contacted for phone to be collected.

Detentions/Isolation will be used for any of the following.

- Repeated removal from lessons.
- Repeated disruption in lessons
- Repeated failure to be R, R, S.
- Repeated lateness.

Negatives will be monitored throughout the year: Report cards/parent calls/meetings will be arranged where required.



Appendix 3

Exclusions Criteria

We have a duty of care to both the school and local communities and therefore the following forms of inappropriate behaviour are likely to lead to internal isolation or suspension. The number of days spent in internal isolation is at the Headteachers' discretion. Reasons for being in internal isolation may include but are not limited to the following:

- Inability to remain within the spirit and provision of the behaviour policy, the safe school ethos (ready, respectful, safe), school code of conduct, the home/school agreement, and any subsequent behaviour contracts.
- Persistent disruption of teaching and learning.
- Inappropriate conduct whilst travelling to and from home including behaviour on school transport. The Local Authority will also be informed of poor behaviour on school transport and this may result in a ban.
- Failure to attend a subject area detention or a leadership detention.
- Being removed from lessons for reasons of safety or disruption on more than one occasion.
- Possession of cigarettes, matches, lighters, e-cigarettes and vaping products.
- Acts of vandalism or damage. (Parents will be required to make payment towards any damage caused.)
- Use of poor language towards a member of staff.
- Repeatedly failing to follow instructions.
- Refusal to hand over a phone/electronic device when instructed to do so.
- Damage to school property, equipment or fire safety alarms.
- Acts of incitement or bullying, threatening behaviour, use of offensive language and harassment both in School and whilst travelling to and from home.
- Acts of abuse of any nature including incitement to abuse on sexual, religious, racial, age and gender related issues.
- Defiant and/or malicious behaviour.
- Deliberately breaking the school e-safety policy.
- Possession of prohibited items. Items will also be seized.
- Acts of violence or incitement to violence.
- Acts of physical assault on another student or adult.
- Irresponsible or dangerous use of substances to include matches, lighters, chemicals, weapons etc.
- Smoking or vaping inside the school building/on school grounds.
- Not displaying characteristics of the Wolgarston Way when taking part in school visits.

Likely to lead to a permanent exclusion:

- Repetition or serious occurrence of the above.
- Possession or dealing of drugs or similar banned substances in School.
- Possession of an offensive weapon, replica weapon or article deemed to be offensive or dangerous.
- Acts of behaviour INSIDE or OUTSIDE of school that are dangerous, anti-social and are deemed to endanger the health, safety and well-being of any person associated with the school.
- Serious acts of misbehaviour when at alternative education provider or when directed off site.

Note: Prohibited items will also be seized. Please see the Searching & Confiscation policy.

Appendix 4

Searching and Confiscation

Rationale and purpose of policy

The policy has been developed in line with guidance from the DfE document: "Searching, screening and confiscation" (January 2018).

The aim of this Policy is to state the circumstances under which pupils' lockers or belongings may be searched and the procedures to be followed when this occurs.

The Headteacher and teaching staff have a specific statutory power to search pupils without consent for prohibited items.

<https://www.legislation.gov.uk/ukpga/1996/56/chapter/II/crossheading/powers-to-search-pupils>

Prohibited items that may warrant a search

This includes but **not exclusively**:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and tobacco products
- Vaping products and e-cigarettes
- Fireworks
- Lasers and laser pens
- Pornographic images (including those stored digitally)
- Mobile phones and electronic devices
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Searching with consent

School staff can search pupils with their consent for any item.

No formal written consent is needed from the pupil. A teacher may ask the pupil to agree to:

- turning out their pockets;
- opening and emptying their bag;
- opening and emptying their locker; It is a precondition of having a locker that pupils will agree to a search whether or not the pupil is present. The locker is owned by the school allowing it to be searched without permission from a pupil.
- having their room searched when on a residential trip. This applies to school trips in England and when abroad.
- If a pupil refuses to allow the search to take place or continue, appropriate punishment and sanctions will be applied. The student will be isolated until parents/guardians can attend and complete the search.

Searching without consent

Teaching staff may also search pupils or their possessions even without their consent.

Staff must have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item.

Searching – additional information

Training for Searching – Whilst no formal training is in place, staff members must be familiar with the contents and procedures stated within this policy.

Searching will involve two members of staff. At least one member of staff will be the same sex as the pupil and will have ideally completed training on searches. If possible that teacher witness would be a Tutor, House leader or another member of staff trusted by the pupil. Where possible the search should be conducted in private.

There is a limited exception to this rule. A teacher may carry out a search of a pupil of the opposite sex and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Parents/Carers will be informed and invited in should this type of search be required.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.

The schools can search lockers without the pupil's consent. Schools make it a precondition of having a locker that pupils will agree to a search whether or not the pupil is present. If a pupil refuses to allow the search then the school can still carry out the search for prohibited items.

Screening

Use of a screening device is permitted to search for items that may be concealed in or under clothing. Staff are permitted to use screening devices when searching for banned items. Students can also be asked to screen themselves if they would prefer.

If a pupil refuses to allow the screening to take place or continue, appropriate punishment and sanctions will be applied. The student will be isolated until parents/guardians can attend and complete the search.

Confiscation

The school has the right under the law to seize and either retain or dispose of prohibited items. They will not be returned to the pupil or to parents. All prohibited items will be disposed of.

- Teachers can confiscate any item, however found, which they consider harmful or detrimental to school discipline.
- Where a member of staff finds an item which is banned under the school rules they should confiscate it and pass it to a member of SLT.
- Where a person conducting a search finds alcohol, these must be delivered to a member of SLT.
- Where they find illegal (or suspected illegal) drugs, these must be delivered to a member of SLT. (They will then be passed to the police for destruction)
- Where they find other substances which are not believed to be controlled/illegal drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. Again, they must be handed over to a member of SLT.
- Where they find stolen items, these must be returned to the owner (if in school and if ownership can be corroborated) or to a member of SLT who will then call the police if necessary.
- Where a member of staff finds tobacco products, including e-cigarettes and vaping products they may confiscate them. They must then be given to a member of SLT.
- Fireworks found as a result of a search may be confiscated or disposed of but will not be returned to the pupil.
- If a member of staff finds a pornographic image, they may instruct the student to dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case the phone must be delivered to a member of SLT who will then arrange to contact the police as soon as reasonably practicable. If a member of staff suspects that there are images on a mobile device, they should not search for the images, but should question the pupil and confiscate the device. The member of staff should report the incident to a member of SLT.
- Any weapons or items which are evidence of an offence must be passed to a member of SLT who will then arrange to contact the police as soon as possible.

Searching an electronic device

- Where the person searches an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Anyone searching an electronic device needs to have another adult present. The pupil may have a trusted member of staff with them. The device should be searched in front of the pupil, with the pupil asked to show the staff members any inappropriate content. If inappropriate material is found on the device, the device should be confiscated and it should be passed to a member of SLT who will contact the police or Social Services.

Records and Informing Parents

- We are not required to inform parents before a search takes place.
- We will always inform the individual pupil's parents or guardians if we find a prohibited item.

Complaints

- Complaints about searching and confiscation should be dealt with through the normal school complaints procedure. This can be found within the Complaints Policy.
- Failure to comply with instructions by staff will result in the school referring to the Behaviour Policy. This may lead to an appropriate action being taken.