South Wigston High School

Relationships and Behaviour for Learning Policy

2026-2027

‘Connect before Correct’

INTRODUCTION

The school recognises that strong relationships and excellent learner behaviour is integral to achieving our strategic intent, ensuring that all learners attain highly and secure strong outcomes in all subjects. We maintain the belief that learner's behaviour should be understood and can be, managed and enhanced in order to enable them to access learning and as such this policy is:

- rooted firmly in our 'South Wigston Learning Heartbeat' and our 'South Wigston DNA'
- dedicated to being inclusive and to supporting all children including those displaying social, emotional and mental health (SEMH) difficulties
- committed to establish a trauma informed approach, through understanding, identifying and acting upon the needs of all members of the South Wigston High School community
- essential in establishing high expectations of learner behaviour, in and out of classrooms
- vital in establishing a restorative approach when dealing with behaviour

1. OBJECTIVES

We promote a positive culture and encourage all Staff and learners to develop a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, learners, parents and carers working together, 'as one', to:

1.1 Provide a calm, purposeful and happy atmosphere conductive to great learning
1.2 Ensure tolerance and understanding is fostered and promotes a truly inclusive environment for all
1.3 Outline to learners and staff 'The South Wigston Way for behaviour for Learning'
1.4 Foster a positive attitude towards ourselves and others which recognises and values achievements at all levels
1.5 Enable learners to recognise and appreciate appropriate behaviour
1.6 Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences
1.7 Establish what a restorative approach is and how this forms part of building healthy and safe relationships
1.8 To implement mental health and trauma-informed approach to behaviour in our school

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
- Keeping Children Safe in Education
- Restrictive interventions including use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

2. SCOPE

2.1 This policy applies to all stakeholders.

3. KEY POINTS

3.1 This policy applies to all learners and staff and is rooted in our 'South Wigston Learning Heartbeat' and our 'South Wigston DNA'.
3.2 All staff and learners to be aware of the rewards and consequences that underpin this policy.
3.3 This policy should be read in conjunction with the policies for Equality & Diversity, Safeguarding and Teaching and Learning.

4. RESPONSIBILITY

4.1 Learners have a responsibility to listen and respond appropriately to adults and peers, to accept consequences for actions and to use appropriate language at all times. We explain our behaviour expectations clearly to learners and uphold them consistently.

4.2 Parents and carers have a responsibility to support their child to create and maintain excellent behaviour, to prepare their children appropriately for school and to support the school's policies, including rewards and consequences. Parents and carers can expect the school to inform them of their expectations and behave fairly and responsibly in its application of the policy.

4.3 Governors have a responsibility to consult upon and uphold the agreed policy.

4.4 All staff have a responsibility to ensure they follow 'The South Wigston Way for Behaviour for Learning' and that all staff implement this policy and embrace a 'restorative approach' through trauma informed practice.

4.5 All staff have a responsibility to act and take actions which are child centred and has learning at the heart of it.

4.6 The Vice Principal for Climate and Culture has overall responsibility for the monitoring and evaluation of behaviour.

4.7 There is a responsibility at all points in line management to ensure that this policy is adhered to and actions taken to ensure that all stakeholders uphold our values of Ambition, Determination and Respect.

4.8 All staff have a responsibility to develop their practice, through the use of behaviour related data and to take positive actions to manage behaviour within their classroom and the wider school.

5. WHERE THE POLICY APPLIES

5.1 This policy applies to any learner on roll at the school

5.2 The Elton Report (1989) and Government legislation in 2010-11 supports the principle of school authority extending beyond the school to:

- any off-site activity which is a continuation or extension of schooling such as a field trip or a school journey
- learners wearing school uniform or otherwise identifiable as being a learner at the school
- a learner travelling to and from school or behaves in such a way as to have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public (in or out of school) and adversely affect the reputation of the school

5.3 At South Wigston we actively seek to manage behaviour in school, on trips and in the local area immediately before or after school. We work closely with neighbourhood police and other agencies to rigorously follow up on poor behaviour out of school.

5.4 We work hard to address harmful and abusive behaviour where this happens remotely, using social media.

6. IMPACT ON WORKLOAD AND WORKING HOURS

In accordance with the 'Workload Agreement' which guarantees teachers are allocated ten percent of their timetabled teaching to be set aside as preparation, planning and assessment (PPA) time during the school day.

6.1 The aim of this allocation of time is to encourage collaborative professional activity in the preparation of high-quality lessons which consider behaviour management whilst encouraging an appropriate work/life balance. We fully comply with this guidance.

6.2 CPD designed to develop professional practice in the classroom is allocated as part of directed time and is in place to ensure that all staff plan and deliver high quality teaching that meets the needs of all individual learners.

7. MONITORING AND EVALUATION

7.1 Line management will monitor the implementation of this policy in line with the school quality assurance schedule.

8. OUR COMMITMENT

We are committed to inclusive educational practices which **Protect**, **Relate**, **Regulate** and **Reflect**. Our 'South Wigston Learning Heart-BEAT' forms the backbone of our approach to guide, develop and enable our learners to demonstrate the highest levels of **Ambition**, **Determination** and **Respect.**

8.1 **Protect:** by creating a safe and supportive environment and a culture and ethos for wellbeing where learners are safe and feel safe physically, psychologically, emotionally and socially.
This includes:

- The use of 'Maslow's Hierarchy' as a tool to identify a learner's need
- Staff trained in 'PACE' modes of interaction; being warm and empathetic
- Interactions which are socially engaging and not socially defensive
- 'Meet and Greet' and 'End and Send' at the classroom door
- Maintaining open communication channels
- Removing the use of shouting, put downs, criticisms and shaming
- Provide daily access to at least one named, emotionally available adult and know where to find them

8.2 **Relate**: through a whole school commitment to enabling learners to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
This includes:

- Providing vulnerable learners with repeated relational opportunities with emotional available adults
- Encouraging and teaching, through the schools DNA, a self-help approach rather than a 'help seeking' approach in all interactions
- The teaching of positive relationships, conflict resolution and strategies for wellbeing through our PD curriculum, assemblies and opportunities within our wider curriculum
- Training staff to be aware of trauma and its effects and how to implement trauma informed approaches

8.3 **Regulate**: through implementation of our inclusion strategies interventions and 'South Wigston Learning Heart-BEAT' practice, specifically designed to bring down stress hormone levels in all stakeholders.

This includes:

- Providing emotionally regulating, playful, enriched adult-learner interactions
- The explicit use of positive praise
- The use of 'Walk and Talk'
- Using a 'Connect before Correct' approach
- Using alternative trusted emotionally available adults

8.4 **Reflect:** through staff and learner training and development to ensure compassion is at the heart of meaningful change, this includes:

- The art of good listening, empathy and understanding (instead of giving lectures)
- The provision of skills and resources to support parents and staff in meaningful, empathetic conversations with vulnerable learners who want to talk about their lives
- Provide opportunities for vulnerable learners to symbolise painful life experiences through a variety of means such as art, drama, music, sand play, Lego therapy, ELSA and other activities or interventions listed in our school inclusion ladder
- Provide a well balanced PSHE curriculum, informed by local and current need including mental health, the use of social media as a tool for good and healthy lifestyles
- Staff training to help learners move from 'Behaving' their trauma, to reflecting on those experiences
- The use of restorative justice as a tool to repair relationships

9 THE SOUTH WIGSTON DNA

The South Wigston DNA outlines our three core values and is therefore a fundamental component of the Relationships and Behaviour for Learning Policy. Our core values are essential in developing a 'behave to learn' attitude. They encourage a positive and caring ethos and inspire our learners to achieve in all aspects of their life. We believe the Soth Wigston Pledge and the South Wigston DNA will drive our learner's ambition to be the best version of themselves, determined to succeed in school and beyond and to harness a high level of respect for themselves and the community in which they live.



The South Wigston Pledge (appendix 1), devised through a full community consultation, details how the South Wigston DNA should be demonstrated by all members of the South Wigston High School community. We support learners to develop, refine, and demonstrate these values each and every day.

9.1 We expect all learners to demonstrate the South Wigston DNA during their time at South Wigston High School. Our learners should demonstrate **Ambition**, **Determination** and **Respect**, to the best of their ability and should endeavour to be a good role model and always striving to give a good impression of themselves and the place where they learn.

9.2 We expect all members of the South Wigston High School community to embody the South Wigston DNA qualities to ensure that our learners leave South Wigston High School with the knowledge, skills and confidence they need to thrive in a challenging and ever-changing world, having the confidence and resilience to take risks and continually pursue improvement. By developing, refining, and demonstrating the South Wigston DNA our learners will leave South Wigston with the emotional and intellectual literacy to be effective and active global citizens who have qualifications which give them choices alongside a desire to be life-long learners.

9.3 When learners demonstrate the South Wigston DNA, they will be rewarded with DNA Points. DNA points will earn rewards for the individual learner. The demonstration of South Wigston DNA and the receiving of points is aimed at helping and encourage our learners to behave in a positive and respectful manner which will remove the need to impose consequences to manage learner behaviour and improve relationships across the School.

9.4 DNA points are added to the learner's personal total and are 'cashed in' for rewards. Individual learners will be rewarded on a daily basis.

9.5 Learners will be able to spend their points during 'spending windows' to receive rewards such as books, sports equipment, speakers, gaming vouchers and other items, as suggested by learners during learner voice activities and subject to availability.

9.6 Class teachers can award DNA points in any lesson when the learner has demonstrated an attitude or action that meets or exceeds the DNA principles. Each DNA log awarded is worth 1 point.

9.7 Heads of Year and Curriculum Leaders can award 5 points in recognition of learners who demonstrate excellent effort towards the South Wigston DNA principles.

9.8 10 points can be awarded by the Senior Leadership team. This is only to be awarded to recognise truly outstanding examples of the South Wigston DNA values, where learners have gone above and beyond what they were asked to do.

9.9 The learner's running total of DNA points will allow them to access our very prestigious Bronze, Silver, Gold, Platinum and Diamond South Wigston DNA badge awards.

9.10 South Wigston Learning Heart-BEAT Award - Once per term, learners will be recognised in special assemblies, when they demonstrate the attributes listed in the South Wigston 'Learning Heart-BEAT'

9.11 Each half term, subject areas will be able to nominate learners for the Subject DNA awards, which celebrates learners who have demonstrated the DNA principles in different subject areas. In form time, certificates will be shared celebrating learners for their successes.

9.12 When learners demonstrate the South Wigston DNA in lessons, during social time, during Dare to Dream extra-curricular time, within the local community, learners will earn DNA points for their year group, unlocking rewards for their form group and Year group. These rewards will be announced at regular intervals throughout the year.

10 BEHAVE TO LEARN

Excellent behaviour and discipline are very important in classrooms as this enables learners to strive for excellence and make outstanding progress. To help achieve this the school has

implemented ‘The South Wigston Way for Behaviour for Learning’, which is rooted in the ‘Behave to Learn’ section of our South Wigston Learning Heart-BEAT.

The South Wigston Way for Behaviour for Learning

In order to promote positive behaviours and attitudes, where learners are highly resilient, strive for excellence and make outstanding progress, we will…

- Actively promote the South Wigston DNA - Ambition, Determination, Respect
- Plan well structure and purposeful lessons that meet the needs of our learners in line with ‘The South Wigston Way for Implementation’
- Arrive before the learners, using ‘One foot in, one foot out’, with appropriate materials displayed
- Set a positive lesson tone by greeting learners, with a smile, at the classroom door and expecting them to begin work immediately.
- Expect learners to arrive to lessons promptly and with the correct equipment, including shirt tucked in, blazer or Jumper on; using appropriate prompts where these expectations are not fully met
- Seat learners according to a seating plan designed to maximise learning potential by recognising and addressing learners’ respective needs
- Use agreed common language when speaking with learners such as **“My instruction is…”**
- Foster a purposeful and psychologically safe culture in the classroom using a ‘trauma informed approach’, enabling learners to feel safe
- Ensure that all instructions are followed promptly, so that all learning time is capitalised upon
- Ensure that we **‘Connect before we Correct’** making effective use of the Relationships and Behaviour for learning policy - acting assertively and decisively- and capitalise on the use of praise and reward to ensure that all learners get the most out of their learning experiences
- Apply the South Wigston Learning Heart-BEAT - ‘Behave to Learn’ system consistently and in a fair manner, ensuring you use the listed strategies as a way to diffuse and refocus learners. Never skip stages or issue stages ‘on mass’
- Log all positive and negative incidents accurately, in a factual way and without judgment. List the reason for logging against the stages S1, S2 or S3 for example: S2 – Talking and chatting off task
- Have exceptionally high expectations and reinforce these regularly
- Establish relationships rooted in mutual respect and reinforce the importance of respect at all times: respecting each other, respecting ourselves and respecting our classroom environment
- Reinforce the importance of determination and provide varied opportunities for learners to correct or mediate when things go wrong, fostering a ‘Can do’ ethos
- Expect nothing less than learners being ambitious and ‘in the zone’, engaged and absorbed in learning, participating fully in every lesson and giving their very best effort at all times
- Maintain a high presence in the classroom by ‘circulating and assisting’ and by teaching from the front and not from the desk.
- Use timings to ensure activities are an appropriate length and to ensure learning time is not wasted and as a way of preventing learners from becoming disengaged

- Provide opportunities for learners to be independent and highly motivated learners who recognise the impact that these positive learning behaviours will have
- Encourage learners to be restorative, demonstrating respect by being aware of others' feelings and considering others' learning and progress as well as their own, ensuring that all learners self-manage effectively so as not to disrupt this
- End lessons in a calm and orderly manner, following the 'End and Send' strategy, ensuring learners are stood behind their chair, with their uniform in order, before dismissing them, once the bell has sounded.

11 CLASSROOM MANAGEMENT

11.1 We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and learners. Expectations and routines are explicitly taught to learners to ensure consistency of approach.

11.2 In our school, all learners are expected to demonstrate the qualities of the South Wigston DNA and show Ambition, Determination and Respect all of the time.

11.3 These expectations are clearly displayed in every classroom along with the South Wigston Learning Heart-BEAT - 'Behave to Learn' system poster. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

11.4 Learners are expected to follow 'Our Learning Expectations' (appendix 2). These simple rules are in place to create consistency, behave to learn routines and to enable staff to focus on enhancing the learning.

11.5 Staff will use many different strategies to ensure learners are on task and not disrupting the learning of others, but when needed, the member of staff will use the common phrase "My instruction is…" to remind the learner what is expected of them. The consistent use of this language from class to class is designed to enable the learner to adjust their behaviour and avoid an official stage.

11.6 When the rules are not adhered to, staff will use the consequence system entitled 'Learning Heartbeat – 'Behave to Learn'. (appendix 3) This contains four official stages and include opportunities for preventative strategies to be implemented, if possible. The strategies displayed are 'suggested' and form part of the options a member of staff can choose to implement.

11.7 The South Wigston Learning Heart-BEAT – 'Behaviour to Learn' system must be used consistently with all learners and applied fairly, in the correct order. Staff are not permitted to skip any part of the process unless a learner's behaviour is extreme and warrants immediate support. The consistent use of this system will ensure a learner feels safe and it will enable learners to trust each staff members actions.

11.8 The aim is always to de-escalate or prevent negative behaviour through the Learning heartbeat – 'Behaviour to Learn' system. Staff have access to many tools to negate negative behaviour. All staff must use the following strategies at the start of the lesson:

- Meet and greet, with a smile, using positive language – this will help to create a connection and avoid a learner feeling isolated

- Frontload information, have the Activate on the board as they arrive – this will form part of a learner's routines

12 DETENTIONS

12.1 All incidents will be logged on SIMS and communicated to home via 'Reach more Parents' (WEDUC).

12.2 Any learner who receives a S3 will be required to complete a 10-minute detention, after school on the same day.

12.3 Failure to turn up to detention will result in home being contacted and a further sanction being applied.

12.4 Detentions will be managed by the classroom teacher directly at the end of the learners period 6 lesson.

12.5 Staff are encouraged to attend the detention, to hold a restorative conversation with the learner to begin the process of repairing the relationship

12.6 Where learners have received three or more logs within a week, the learner will be placed on tutor report, this will be monitored by the learner's Form Tutor.

12.7 Multiple S3 logs in one day may result in a learner being issued a break and or lunchtime detention, this is up to the discretion of the Head of Year

12.8 Schools are not required to inform parents/carers about detention.

12.9 Detentions run at social times (break and lunch), Late to school detentions are 15 minutes long and run at breaktimes.

12.10 Detentions are logged through SIMS and are then communicated to parents/carers through Reach More Parents Platform (Formally Weduc).

12.11 The timing of a detention is non-negotiable by the learner. However, it can be changed by a parent/carer with a good reason, this must be agreed with the Head of Year.

12.12 Following current DfE mobile phones in schools guidance, the Academy is a mobile free environment as set out in its mobile phone procedure published on the Academy's website. A breach of the procedure will be managed in line with this Policy.

13 SERIOUS INCIDENTS

Serious one off incidents are logged on SIMS and are investigated by the pastoral team and or a member of the Senior Leadership Team, once investigated parents and carers will be contacted to discuss the outcomes of the investigation and any sanctions that are to be put in place.

13.1 Serious incidents can include, although are not limited to:

- Internal Truancy
- Damage to property, buildings other learner's property or Yondr pouches
- Verbal abuse towards adults or children
- Physical and or threatening behaviour towards adults or children

- Discrimination against another learner
- Smoking/vaping/other illegal substances
- Possession of a weapon or banned item
- Threatening and dangerous or violent behaviour
- Sexual misconduct
- Theft
- Misuse of social media to bully, intimidate or humiliate others

13.2 If a learner causes any damage in the school then parents/carers will be expected to pay for damage caused and no rewards will be available to that learner, including attending trips, clubs etc, until the damage has been paid for in full.

14 OUT OF CLASSROOM BEHAVIOUR

14.1 The school expects excellent behaviour from all its learners outside the classroom environment. Learners are expected to:

- Be punctual to all lessons – learners have a maximum of 5 minutes to get to each lesson before a late to lesson log is recorded
- Move around the school in a calm and orderly way, making sure they keep to the left in all corridors and all stairs
- Not disrupt any learning which may be taking place in areas around the school
- Behave in a sensible manner in and out of the building at break and lunchtime ensuring that rules are observed, especially those pertaining to health and safety. Any cause for concern must be reported to a member of staff immediately
- Not leave the school site at any time unless authorised.
- Be seen as an ambassadors of the school and therefore act as good citizens at all times

15 SOCIAL TIME (INCLUDING TO AND FROM SCHOOL)

15.1 Learners are always expected to be safe and keep safe other members of the school community during their social time. Negative behaviour is not accepted, and learners will be supported using the Relationship and Behaviour for Learning policy.

16 FULLY INCLUSIVE INTERVENTION

16.1 We aim to use early intervention to promote excellent behaviour, support learners in making good decisions and prevent patterns of negative behaviour from developing.

16.2 All learners have support through the pastoral system, where they have a Head of Year and a pastoral Support Tutor. All staff will respond to behaviour promptly, calmly and in confident manner to enable a safe learning environment and then will consider how such behaviour can be prevented going forward.

16.3 Developing excellent behaviour so learner's learning can flourish is a key priority at South Wigston and as such we will make swift action to break any cycles of negative behaviour. Interventions will aim to support and address a learners' needs to enable them to engage in their learning

16.4 When behaviour is caused by conflict between learners, we will hold a restorative meeting. This meeting is always conducted by a member of the Pastoral team or a Leader and ensures that positive behaviour is restored, and resolutions are made.

16.5 Where appropriate, a restorative 'reset' meeting will be held with a learner and member of staff. This again is chaired by an appropriate member of staff and is a chance for the staff and learner to reset their working relationship.

16.6 When learners are repeatedly demonstrating negative behaviour and patterns are beginning to form we will use strategies as listed in our 'Inclusive Universal Support' (appendix 4) These strategies are not compulsory, but form part of a collection of graduated responses which may help reduce negative behaviour.

16.7 The use of additional internal and external agencies may be necessary to support learners. The use of such services included placements in the Phoenix Centre will be decided by the school in conjunction with the learner, parents, or carers.

17 WORKING IN PARTNERSHIP

17.1 Parents and carers are a key part of our success at South Wigston. We therefore expect parents/carers to support the schools' standards and expectations. This includes ensuring that children attend school regularly, wear the school uniform and are well equipped.

17.2 We need parents/carers to support and encourage their child's learning and not seek to blame the school for the consequences for negative behaviour.

17.3 We will support parents/carers to ensure that their children are polite, good citizens and have respectful relationships.

17.4 We expect parents or carers to take responsibility for their children's activity out of school.

17.5 If an event concerning South Wigston children happens at night, weekends or holidays we will not necessarily act or issue follow-up consequences in school. If a criminal offence has been committed, we always advise parents and carers to contact the police and are happy to put them in touch with our school police liaison officer. If a parent or career will not do this, it is not the school's responsibility to take action instead.

17.6 We ask that parents/carers to maintain regular contact with us in school including providing absence notes and attending parents' events, such as parent's evening.

17.7 We want to work in partnership with parents and carers so that positive behaviour taught in the home might be reinforced at school and vice-versa.

17.8 We know that for many young people adolescence can be turbulent and equally difficult for their families. Sometimes parents and carers find their children's behaviour difficult to manage. We can offer support by directing or referring parents to other specialist services.

17.9 We do not negotiate behaviour expectations for individual children with parents. While an individual's needs will be considered (through reasonable adjustment), the same rules, expectations and benefits apply to all.

18 UNACCEPTABLE BEHAVIOURS

18.1 The school will always take such matters seriously and will ensure that such matters are investigated thoroughly and appropriate action will be taken. This action will support the individual or individuals who have experienced any type of abuse or discriminatory behaviour ensuring that those responsible are suitably dealt with, support will also be given to the alleged perpetrator.

19 MANAGING DIFFICULT OR AGGRESSIVE BEHAVIOURS

Although our school aims to focus on positive behaviours, at all times, there are unfortunately occasions when some learners may display unacceptable or inappropriate behaviour that could be deemed dangerous or damaging to other learners and staff, which make them feel emotionally and physically unsafe. When this happens, we may need to use alternative strategies to reduce risk and to bring down hormone stress levels.

19.1 The deployment of staff who have undergone Trauma Informed training can be used to manage learners, such as a key worker, member of the pastoral team and a senior leader, although this is not an exclusive list.

19.2 Where a learner is demonstrating signs of frustration towards a particular member of staff we will endeavour to 'swop out' the member of staff for another member of staff

19.3 To ensure the safety of our learners we will often monitor a learner's movement around school, often keeping a distance to keep 'Eyes on'.

19.4 To prevent repeated escalation staff can share key information such as adverse childhood experiences (ACES) and external factors with relevant staff. All our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

19.5 De-escalation techniques may be implemented to reduce the chances of a learner becoming de-regulated further. Staff may employ a suitable method to de-escalate, as deemed appropriate at the time, such as:

- Walking away
- Walk and talk
- Distraction techniques
- Tactical ignoring
- The use of toys or tactile items
- Humour

19.6 On rare occasions a learner might put themselves or others in danger or pose a threat to themselves, others or property and as a result may have to be "restrained" by staff to ensure the safety of all. In accordance with the DfE Use of Reasonable Force Advice, 'Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder'. The school will always endeavour to exhaust all other options before a decision is taken to use reasonable force.

20 ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

20.1 Situations of child-on-child sexual abuse and all other forms of abusive and discriminatory behaviour will not be tolerated.

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

20.3 Learners 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

20.4 Consequences for sexual harassment and violence will include a range of strategies, including working with outside agencies depending on the nature of the incident. All matters will begin with a thorough risk assessment.

20.5 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:

  i. Manage the incident internally
  ii. Refer to early help
  iii. Refer to Children's Social Care
  iv. Report to the police

Please refer to our child protection and safeguarding policy for more information Draft SWHS Child Protection and Safeguarding Policy

In situations where school property has been damaged or destroyed there is an expectation that the damage or the destruction will be paid for, and parents/carers will receive a bill.

Further guidance regarding child-on-child sexual harassment and abuse, including definitions and the latest statutory guidance for schools can be found here:

https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

21 SEARCHING LEARNERS

21.1 In certain circumstances, to safeguard the school community it may be necessary to search an individual or individuals. Any searches carried out will be done in line with the following guidance, this includes the use of any electronic devices or a 'wand':

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

21.2 The Principal and Vice-Principals of the Academy can authorise their statutory power to search a pupil or their possessions if reasonable grounds to suspect that the pupil may have a prohibited item, as listed below:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stollen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury, or damage to property of; any person (including the pupil)

21.3 The following members of staff can carry out learner searches:

- Members of the Senior Leadership Team
- Learner Pastoral Tutors
- Heads of Year
- Safeguarding staff and DSL trained

21.4 All searches will follow the appropriate protocols as outlined in the documentation above. Including:

- Female learner searches to be conducted by 2 female members of staff

- Male learner searches to be conducted by 2 members of staff (one of which must be male)
- Any searches conducted by external agencies e.g. the police, will be conducted with an appropriate adult (as outlined above) in the room
- An accurate record of all searches conducted will be kept on CPOMS and must include, who has conducted the search, why the search was conducted, what was found in the search and which member of staff authorised the search?

22 USE OF FORCE

22.1 Learners may put themselves or others in danger or pose a threat to themselves, others or property and as a result may have to be "restrained" by staff to ensure the safety of all. In accordance with the DfE Use of Reasonable Force Advice, 'Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder'.

23 CONSEQUENCES

23.1 Alongside the consequence system for behaviour, other consequences still exist. Learners may also be sanctioned in the following ways for other examples of poor behaviour:

- Contact with parents/carers
- Changes to timetable or time in a subject leader's lesson
- Tutor, Head of Year or Senior Leader Report Card
- Loss of Social Time
- Internal Suspension Room
- Ban on school trips, visits and sporting fixtures
- Suspensions
- Use of Internal alternative provision
- off-site Educational Provision (Part time or Full time
- A trial managed move to another school for 6 weeks
- An 'off site direction'
- Permanent Exclusion

24 PREVENTATIVE EDUCATION

24.1 The School prepares learners for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by:

- Our Relationships and Behaviour for Learning Policy
- The School pastoral support system
- A comprehensive PSHE curriculum which includes relationships, sex and health education (RSHE), boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship (including coercive and controlling behaviour). The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support. What constitutes sexual harassment and sexual violence and why they're always unacceptable

25 RESTORATIVE APPROACHES

25.1 The school aims to deal with behavioural issues in a restorative way when possible. A restorative approach recognises that incidents harm everyone; this includes the wrong doer, the harmed and the wider community. A restorative approach intends to make 'things' right,

with the wrong doer accepting responsibility for their actions, repairing the harm and finding a positive way forward for all parties concerned.

25.2 When dealing with incidents staff will try and use a restorative approach, this may include de- escalation strategies, the use of restorative language, the use of corridor conferences and/or the use of a restorative circle in which the wrong doer, the harmed and the wider community gather in a circle to seek a resolution to a problem.

25.3 The school's restorative approach works alongside the Relationships and Behaviour for Learning Policy and is merely another layer which ensures that learners take responsibility for their actions.

PLEASE NOTE:

This policy should be read in conjunction with the Suspensions and Exclusions Policy.

Policy Approved (date) … ……... Signed

Chair of Governors
Review date September 2027 or earlier as required

Appendix 1

The South Wigston Pledge

I will always, to the best of my ability, demonstrate the South Wigston DNA during my years here.

I will have ambition to achieve the best for myself and others:

- I will have high expectations of myself and others and will dare to dream.
- I will make the most of every opportunity offered to me; I will take great pride in my work, demonstrating drive to do well in all aspects of school life.
- I will acknowledge my own talents as well as appreciating and celebrating the talents of others.

I will have determination to overcome barriers and achieve success:

- I will support the creation of a positive environment where: mistakes are embraced; we support one another; we find solutions and we never give up.
- I will meet challenges positively and with resilience and perseverance.
- I will have the tenacity, to stick at a task, showing independence and knowing when to ask for help.

I will have respect for myself and others:

- I will be positive, polite and respectful when I communicate with others.
- I understand that bullying and unkind words are not tolerated in our school.
- I will be kind and empathetic to all members of our community. I will stand up for others and ensure that everyone is included, accepted and celebrated for who they are.

I will endeavour to be an ambitious, determined and respectful role model always striving to give a good impression of myself and the place where I learn.

Appendix 2

South Wigston High School

OUR LEARNING EXPECTATIONS

I will always, to the best of my ability, demonstrate the South Wigston DNA because... 'Learning is the heartbeat of our School'

AMBITION
I will have ambition to achieve the best for myself and others.

I will make the most of every opportunity offered to me **by taking great pride in my work and starting tasks straight away**

DETERMINATION
I will have determination to overcome barriers and achieve success.

I will support the creation of a positive environment by **sticking to activities and not disrupting the learning of others**

RESPECT
I will have respect for myself and others.

I will be positive polite and respectful by **listening carefully to staff and others and by following instructions given by staff**

"My instruction is..."

Appendix 3

LEARNING HEARTBEAT - 'Behave to Learn

FOCUS


Meet & Greet


Praise


Frontload


Access


Timers

RESET— You will need to listen to the instructions being given to you. Your behaviour is stopping the learning taking place.


Pause


Take up


Proximity


Non verbal


Ignore


Rules

S1

Focus on the tasks you have been set. Work hard to avoid further escalation. No further action will be taken at this point.


Discrete discussion


Assertive


Choices


Check in

S2

You have now received negative points, this log will be sent to your parent or carer. Take responsibility for your actions and allow others to learn.


Move seat


Private


Support

S3

You are stopping others from learning, you will now be taken to another room, receive a 10 minute detention today, and this log will be sent to your parents or carers.

Ambition I Determination I Respect

Appendix 4

South Wigston High School INCLUSIVE Support Guide – 2025-26 - 'Part of our Learning Heartbeat'

1	Inclusive, Ambitious Curriculum	'The Pledge'	Meet, Greet & Eat
Whole school	Focus Toolkit	Progress Testing – English, Maths & Science	SIG – Student Improvement Groups
	Learning Cycle	Relationship Policy	DNA Check-in
	DNA – Character Education	Implementation Folders	Literacy Curriculum
	DNA Rewards	Maslow vs Blooms Taxonomy	Progress Evenings
	Learning Heartbeat	PD Curriculum	DNA Showcase
	NGRT	Assemblies	Daily Reading Programme
	CATs	Standards Gate	Attendance Curriculum
	Dare to Dream	First, First, First	RABs
	BERA	Subject Ambassador Programme	Bespoke CPD
	PD Review – Key Focus Inclusion / Attendance	What's Going on in the World	Adaptive Toolkit
	Transition	Meet and Greet – Checking on the door	Praise – Meeting expectations
	Frontload – Expectations & Reward	Access	Timer
	DNA Days	Unapologetically Me	Careers Programme
	End & Send	Feedback	DNA + passport
	Pastoral Support Workers	Rainbow – Dog Therapy	Home Visits
	Strat Mats	Work Experience	Environment developed to support psychological safety
CORE Referral service- Learners are referred to the CORE team, who represent specific areas of the school, this includes Safeguarding, Attendance, Pastoral, and SEND			
2a	Set for Success	Morning attendance call	Fresh Start
Early Intervention	Sports Leaders	Yoga	Direct Instruction
	Parental/ Carer meetings	Boxing Intervention	Key Worker Programme
	Subject Leader intervention	MoMentum	Handwriting intervention
	32C	SLIP / LIP Inclusion Forum	Talk About
	Tutor DNA Report	ELSA	Rainbow – Dog Therapy (Targeted learners)
	HOY DNA Report	Literacy Gold	Bespoke Timetable
	Safeguarding Education Package	Pastoral Support Plan (PSP)	Faculty DNA Report
	Lego Therapy	Targeted Home Visits	Travel Training
	Zones of Regulation	Emotional Big Draw	Social Skills
	Sand Play	Risk Assessment	Pupil Passports
2b	SALT	EP	Counsellor
Targeted Intervention	Exact	Turning Point	Early Help
	PME Referral	Teen Health	SLIP/ LPS – Tier 2
	Solihull parenting meeting	ENSTRUCT – Environmental	LA Attendance Team (NTI)
	Reduced Timetable	Quiet Room	CMN Referral
3	Joint Planning Meeting	Phoenix Centre 2-Week Circuit Breaker	Phoenix Centre 6-week Programme
Specialist Intervention	Alternative Provision	MST	SLIP/ LPS – Tier 3
	Social Worker		