



Behaviour and Uniform Policy

Document Management

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Introduction

Westlands School promotes preparation for responsible adulthood and has:

- a clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- a well organised, secure environment conducive to learning and the healthy moral and social development that only a long established school can give
- a community where all students feel comfortable to develop into the young people they wish to be
- a curriculum where engagement and high personal achievement is a priority;
- a smart uniform for all students.

The Westlands School has traditional values concerning personal responsibility, excellent behaviour and hard work which are combined with a strong sense of community that encourages kindness and care for one another. This is encapsulated in the school's values which promotes Respect, Achievement, Diversity, Aspiration and Resilience (RADAR). These values are used across the school when rewarding students, but also when providing an education as to how we expect students to behave both in school and the local community

Respect— respect comes first. We value respect for others and respect for ourselves. Care, courtesy and consideration cost nothing, and we expect kindness because it makes our school a happier place. We appreciate the advice and experience of staff who work in our school.

Achievement— achievement is the core purpose of our school. We value learning and encourage progress so that we can all have the opportunity to reach our potential. We celebrate our success from both inside and outside school.

Diversity— we embrace the fact that we come from different backgrounds. This diversity makes our school a more interesting and inspiring place. We value inclusion and encourage those who need extra support.

Aspiration— we really do believe in our motto that at our school we 'Expect More'. We aim to develop skills for a life of learning. We value ambition, both at school and in developing our character.

Resilience— we value effort and the determination to keep trying when we have made a mistake. We want to develop independence as we grow. Developing mental toughness will help us to respond to pressures we might face in our lives.

This policy is intended to enable students, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among students self-discipline and proper regard for the school's authority while at the same time encouraging good behaviour and respect for others.

The behaviour protocol for Westlands School is written in conjunction with the Swale Academies Trust Executive Board. Our aim is for students to enjoy and achieve whilst at school, and foster in them a thirst for knowledge and a love of learning. Through our RADAR values programme, we hope to empower all our students to become independent, resilient, kind and responsible citizens who can achieve their potential and are ready for the 21st Century world. Our school recognises that poor behaviour and engagement is detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other and pride in academic achievement for all learners.



Other related school issues such as Bullying, Racist Incidents, Breakages and Damages, Suspensions, Uniform, Charging, Drug Abuse, Equal Opportunities and Use of Reasonable Force can be expanded upon on request to the Head of the School. This policy has been written with regards to the Equality Act 2010 and public sector equality duty.

Westlands School recognises that some changes to the students' behaviour can also occur in relation to risks that have been identified in the Prevent Duty Risk Assessment and the national Prevent Strategy.

Westlands School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

2. 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 2022](#)
- [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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

This policy links with several school policies including:

- The Westlands School Anti Bullying policy.
- Swale Academies Trust Suspensions and Permanent Exclusions Policy.
- The Westlands School Safeguarding and Child protection policy.
- The Westlands SEND and Inclusion policy
- The Westlands School Online Safety policy
- The Westlands School Attendance policy

3. Rewards

Westlands School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school.



Students are rewarded by staff in a number of ways. The school's electronic system of managing behaviour also contains an achievement section which enables all staff to quickly reward students with positive points which they can also earn through excellent attendance. This can be accessed by staff and parents via the [MCAS App](#) and students are able to view this via their [Student Portal](#). This app enables parents to celebrate their child's achievements in school at home.

The positive points achieved help students to work through the different levels of the points system. Each time a student completes a level they will receive a certificate and be entered into termly draws.

Rewards: Positive Points

At Westlands we believe students who achieve well deserve to be rewarded. When you achieve well your teachers will award you positive points. You can keep track of these by logging on to the Student Portal yourself.

For every 50 total points you achieve you will move up a level, but remember, negative points will be subtracted from your positive points! For each level completed you will receive a certificate and be entered into the termly draw for a prize.

The higher the level, the better the reward!
Get earning points today.

BRONZE LEVEL COMPLETE
Boost your score for more rewards!
3 MORE BOOSTS TO RADAR LEVEL
50/200

SILVER LEVEL COMPLETE
Boost your score for more rewards!
2 MORE BOOSTS TO RADAR LEVEL
100/200

GOLD LEVEL COMPLETE
Boost your score for more rewards!
1 MORE BOOST TO RADAR LEVEL
150/200

RADAR LEVEL ENTERED
YOU HAVE NOW ENTERED THE RADAR LEVELS
KEEP GOING TO CONTINUE EARNING POINTS!
200/200

LEVEL UP!

Students are also rewarded in the termly reward assemblies where their successes are rewarded with certificates and prizes. Students with strong attendance are invited to special attendance events each year to champion their commitment to learning. Alongside this, there are numerous departmental rewards which include: verbal praise, achievement points, positive contact home, postcards, celebrated work, certificates and events.

Students are also celebrated for their achievements both in and out of school through the Westlands School Facebook page, which allows families and peers to nominate pupils for their successes.

4. Student Behaviour

At Westlands School, students are expected to be kind and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. There is a clear code for student behaviour contained in the partnership agreement. Students are expected to follow the 'Classroom Code' and 'Corridor Code' at all times.



WESTLANDS SCHOOL

At Westlands we demonstrate our **RADAR** values in every lesson. We do this by following the Classroom Code.

Classroom Code

- Be on time and ready to learn.
- Follow your teacher's instructions.
- Be positive and purposeful about your learning.
- Always try your best.
- Remember that everyone has the right to learn in this classroom.

RADAR Values



WESTLANDS SCHOOL

At Westlands we treat each other with **RESPECT** in the corridors. We do this by following the Corridor Code.

Corridor Code

- Behave in a calm manner.
- Treat other students and staff with courtesy.
- Walk at a quick pace, getting to your lesson on time.
- Avoid any distractions.

Expect More



5. The Home/School Partnership Agreement

Our expectations of our staff

We expect all our staff to:

- Have high expectations and support students to meet them
- Model the school's ethos and values in professional practice
- Build positive relationships with students and their families
- Use adaptive teaching techniques to support all learners
- Use the Westland School's systems and routines consistently
- plan lessons which engage and inspire all students
- Provide feedback, verbal and written in line with their department marking and assessment protocol
- Set clear targets to assist all students in fulfilling the potential
- Ensure that all learning time is used effectively
- Address disruptive behaviour and disengagement
- Celebrate student achievements
- Respond to parental communications within 48 hours Monday to Friday during term time

Our expectations of parents, carers and visitors

We expect parents, carers and other visitors to:

- Actively support the school in promoting the behaviour and values which lie at the heart of the school ethos
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- ensure their child has appropriate school uniform on leaving the house in the morning, including following the school uniform policy in regards to make-up and jewellery



- Ensure that children arrive to school on time, every day, properly equipped to learn and in the correct uniform
- Ensure that all holidays are taken during school holiday time and medical appointments are booked to minimise absence
- Inform the school of any absence each day in line with our attendance policy
- Ensure that children are actively supported in undertaking independent learning and any work missed through absence
- Monitor their child's attendance, achievement, engagement and completion of independent learning via the MCAS App and Google classroom and attend all parents' evenings
- Inform the school promptly of any medical conditions or changes of circumstances, e.g. change of address or telephone number, which might affect their child's learning.
- Avoid all contact via mobile phone with your child; and in case of an emergency, contact the school office
- Book all appointments with staff in advance as WSS staff are not available for meetings without prior arrangement
- Seek a peaceful solution to all issues and provide the school with the opportunity to address any grievances with our school before seeking further action
- Refrain from using sending abusive messages to or about parents or teachers, posting defamatory 'statuses' about other parents, students, teachers or the school or using social media to complain or post any grievances about the school's values and methods
- Have read and agreed to support the school's behaviour policy
- Have read and agreed to the school's Responsible Network and Internet Use Policy

Our expectations of our students

We expect our students to:

- Be punctual to school and lessons every day, properly equipped and in the correct uniform
- Attend each lesson with a positive attitude ready to be engaged in their learning
- Treat others with respect and kindness and take pride in making sure that our school is friendly and welcoming
- Respect our school environment by keeping it safe, clean and tidy
- Respect all school resources and buildings
- Follow the 'Classroom Code' and Corridor Code'
- Do all their classwork and independent learning on time and to the very best of their ability
- Take responsibility for all their communications, both verbally and electronically
- Behave in a way which shows they are proud to be a member of Westlands School, both inside and outside of school
- Bring any incident to the attention of the school communities before contacting parents whilst on the school site
- Read and agree to follow the school's behaviour policy
- Use social media responsibly and not harm others or bring the school into disrepute
- Read and agree to the school's Responsible Network and Internet Use Policy

6. Sanctions, Interventions and Support

Reprimand

When a pupil's behaviour falls below the standard that can reasonably be expected of them, teaching staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Teachers are expected to manage students' engagement using core teaching standards. Teachers may choose to provide students with succinct reminders of agreed standards, or a clear



explanation, leaving the student with an understanding of the standards expected. If students continue to not meet expected standards they will be removed from the classroom.

Detention

Detentions are an effective way to manage behaviour as it provides the students time to reflect on their actions. It also allows the staff and students time to resolve the issues caused by their behaviours. Research proves that the more immediate the detention, the more effective the reflection. Depending on the reason for the detention, they may run during unstructured time or after the school day. Additionally, students may be expected to complete a sanction on staff development days. Year group communities and teaching staff will inform students where and when to report when issuing detentions. A detention gives a student a timely reminder about inadequate behaviour, punctuality or lack of engagement. Staff may award detentions during unstructured time for poor behaviour. Both immediate and pre-arranged after school detentions will be used as deemed appropriate by the Headteacher to respond to specific issues. If a student lives a considerable distance from school, year group community teams will work with parents to make reasonable adjustments to complete the after school detention within 2 days so that suitable transportation can be organised. The guidance from the Department of Education states that schools have the right to issue after school detentions and are not subject to parental approval. We expect all students to attend their detentions and will sanction students who do not. This could lead to the student being placed into the CIR until the detention is completed.

Community Service

At Westlands School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, we may tailor sanctions to reflect this to allow these students to see the wider impact of their behaviour and develop their own sense of pride within the school. Additionally, students may be expected to complete community service on staff development days.

Behaviour Call

If a student presents a serious or persistent disruption to learning, a Behaviour Call may be made. Students will be instructed to leave the classroom by a senior member of staff and taken to the Behaviour Support call room. They will be asked to complete a Reflection Sheet which is designed to help pupils reflect on their behaviour and also provides the year group community team to hear the pupils views. They will then be provided with meaningful work to be completed for the remainder of the lesson, be issued with a report and given an automatic after school detention (30 minutes to be completed within 2 days). When a school is issued to the student this will be monitored by the year team for a period of six lessons following the lesson which they were withdrawn from. Failure to pass the report will result in being placed into the Consequence and Intervention Room (CIR).

Year group Principals and Subject Leaders will place students on subject reports where persistent disruptive behaviour occurs consistently within a single subject. Parents will be contacted by the Subject Leader to identify targets for the report. If a student does not meet said targets, they will be withdrawn from the lesson for Learning Subject Support (LSS). During LSS the student will go to the CIR until a parental meeting can occur to resolve the issue.

Students who receive behaviour alert calls will be monitored and their daily or termly cumulative alert calls will follow the tariff below:

- 2 behaviour support calls in a day - 1 day in the CIR
- 3 behaviour support calls in a term - 1 day in the CIR
- 6 behaviour support calls in a term - an internal suspension and will stay in the CIR for a set period of time. This sanction may remain in place until a parental meeting has taken place.
- 9 behaviour support calls in a term - a set period of time in the Intensive Pupils Support Provision with an intervention plan built around specific barriers to positive behaviour



Consequence and Intervention Room (CIR)

A panel of senior staff meet each day to review the behaviour and engagement incidents raised on Bromcom and decide which students require a sanction. If a serious incident has occurred or numerous smaller incidents within a short period of time, the decision may be taken to place a student into the CIR for a more structured approach to the next day's/days' learning until reintegration back into the main school is viable. Students placed into the CIR may require a parental meeting before they can be reintegrated back into the main school. Students whilst in CIR will be scored each lesson using a traffic light system. Students need to achieve 'green' for every lesson to complete their day. This means they have worked well and interacted politely with staff. For pupils who disrupt these areas or refuse to work with staff, we can extend their time or utilise isolation rooms within other Swale Academies Trust schools. To support reintegration, they will also be issued with a report which will require (for a given time period) students to get feedback in their lessons. Failure to complete this report successfully may result in a student being placed back into the Consequence and Intervention Room. Failure to enter and/or remain in the room will result in a risk of suspension or further sanction. Students who are repeatedly placed in the CIR are at risk of being suspended from school.

Intensive Pupil Support Provision (IPSP)

As part of Westlands School's ongoing inclusive approach, the Intensive Pupil Support Provision is an area in school where students who are at risk of multiple suspensions and / or permanent exclusion, access their curriculum for a set period of time. Students will follow a set timetable and receive a range of interventions to support their behaviour and conduct. The IPSP may also be used as an alternative sanction for serious incidents and breaches of the school's behaviour policy.

Anti Discrimination

Westlands School is committed to an anti-discriminatory practice that promotes equality and values diversity for all staff, children and families. We are a committed school that aims to overcome sexist, racist, homophobic, bi-phobic, transphobic, xenophobic and classist attitudes with an approach which seeks to raise understanding and develop positive attitudes. Students and staff have access to report any form of discrimination both in person as well as [online](#). We are committed to responding as soon as the concern is received. The standard sanction in the school for discriminatory behaviour is time spent in the Consequence and Intervention Room. A member of the year group community team will work with the student to improve overall understanding of the impact of any discriminatory behaviour. A member of the year group community team will be in contact with the student's parent(s)/guardian(s). By implementing such an approach, we give a clear message to everyone in the school community that discriminatory behaviour and/language will not be tolerated.

Sexual harassment and assault

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable and proportionate response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Where a student is accused of sexualised behaviour they will be removed from circulation. The Designated Safeguard Lead (DSL) will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL will identify appropriate outcomes to the incident which may include school based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence).

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. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. The use of risk reduction plans may be used in conjunction with the safeguard team and lead DSL.

RADAR

Students who persistently fail to meet school expectations or commit a gross breach of the school rules, and are therefore at risk of permanent exclusion, may be referred to RADAR, Swale Academies Trust's reintegration provision. We will attempt to rehabilitate students at RADAR to be reintegrated within the academy trust.

Reasonable Adjustments

At Westlands School, we continue to monitor, and take into account, the guidance of the DfE, particularly regarding Social Inclusion. When working with students with Special Educational Needs we observe the SEN Code of Practice. For example, we may make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. Westlands School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour. For further details see appendix below in this policy,

7. Suspensions and Exclusions

Students whose behaviour is an extreme or ongoing problem, or who are responsible for a single, serious incident, may be suspended from school. Only the Headteacher can suspend (exclude) a student. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A suspension may be for up to 45 days in a school year. Westlands School is responsible for 6th day provision if students are not welcome to return to school.

When the Headteacher suspends a student for a fixed period, they will inform the parent of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. Students may re-integrate through the IPSP or CIR and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely. Further incidents of poor behaviour in this situation may lead to an increase in sanctions.

When a student is suspended for 15 days in any term the Headteacher will inform the Trust Student Discipline Committee and a meeting of the Committee will be arranged to consider the suspension, if the parent requests such a meeting. For a suspension of more than 15 days in any term, or a permanent exclusion a meeting will be held as a matter of course. If the result of suspension would be that the student may miss a public examination (although at Westlands School we would endeavour to avoid this), a meeting



of the Committee will be arranged. If a student exhibits extreme behaviour then the Headteacher has the right to pursue a Permanent Exclusion.

8. Uniform

Westlands School holds high expectations and standards for all our young people, and we encourage a professional learning environment which prepares our students for the world of work and employability. The wearing of uniform also removes opportunities for peer pressure and bullying with all students dressed to the same standard.

All Westlands School students are therefore expected to maintain this high standard by coming to school smartly dressed in their full school uniform, wearing it in the conventional school style and having the correct equipment to ensure they are ready to learn. Full [uniform and equipment requirements](#) can be found on the school website and the transition document.

Students are expected to wear their uniform with pride on the way to school, on the school site and on the way home. If students forget items of their uniform, they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform, they will be isolated until the issue is rectified. The school will try to provide any spare uniform (including shoes) to wear until the issue can be resolved. Any students refusing to borrow an item of uniform will be held in the Behaviour Support room until the situation is resolved. The only exception to this would be if a student has a medical condition that prevents them from wearing the normal uniform. A dated medical note and/or inspection by a school first aider must be in place for a student to be exempt from wearing any item of the school uniform.

Students are not allowed to wear any jewellery, including earrings and any other piercing, with the exception of a wristwatch. We would recommend that ears should be pierced only at the beginning of a main holiday to allow time for healing so the earrings can be removed on return to school. If a student chooses to wear an item of non-uniform in school, it will be confiscated, taken to reception and await collection from a parent/carer. Discreet, natural make-up is allowed; however, any form of painted or acrylic nails, unnatural fake eyelashes or brightly coloured make-up is not.

Parents and carers are reminded that you must be at least 18 years old before you can have a tattoo; it is illegal for anyone to have a tattoo under 18 even with a guardian's consent.

The school welcomes children from all backgrounds and faith communities. If there are any questions or queries regarding the school uniform linked to religion or those who share protected characteristics as defined by the Equality Act 2010 please contact the Headteacher.

If any parent has comments/ideas relating to school uniform they should make representation to the Headteacher in the first instance.

9. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and



handed to a Pastoral Support Manager for safe-keeping. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school, but may not be used in lessons or between lessons and should be kept in bags and only accessed at break, lunch, before and after school. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft or damage, however caused.

Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, should a student continue to breach the mobile phone rules and expectations, use of the CIR and/or mobile phone bans may be imposed.

10. Policy on breakages and damages

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence.

Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

11. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should use only their own designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are not social areas and are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day, with the exception of Post16 students.
- Students must enter and exit the school on foot via their designated gates
- Only students in supervised activities can remain on site at the end of the school day.
- Students should not go into areas that are fenced off

12. Screen, Search and Confiscate

As stated in the DFE Publication Searching, Screening and Confiscation Advice for schools July 2022 ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.



The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in [‘Behaviour and discipline in school- guidance for headteachers’](#). If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed or any other item that the school rules identify as an item which may be searched for

Prohibited items include, but not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, cigarette papers,
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- energy drinks
- sugary sweets
- large quantities of unhealthy food
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

13. Use of 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

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Westlands School will always seek to use other methods to resolve situations. 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. Where possible a member of staff will seek support from a trained member of staff before restraining a student.

14. Power to Discipline Offsite

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



This means misbehaviour when the student 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 (involved in a violent incident close to school)

Sanctions may also be applied where a student 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).

15. Mobile Phones

To prevent any disruption to learning, if a student brings a mobile phone or other electronic devices to school, it must be switched off and kept out of sight once the student is on the school site. Mobile phones can only be used before school, after school, at break and lunch time.

If a student is found to be using a mobile phone or another electrical device during a lesson, in corridors or between lessons it will be confiscated by a member of staff in accordance with the Department for Education advice on Searching, Screening and Confiscation. At this point, it will be passed to the main reception where it will be signed in and kept until the parent or guardian is able to collect it. Please note that the main school office is manned from 8am until 5pm or 4.30pm on a Friday. Please note we can only give phones back to parents or guardians, noted as contacts on our system. We are not able to return phones to their relatives or siblings. Parents with extenuating circumstances who are unable to collect a mobile phone can arrange, for a fee, for the phone to be sent home by special delivery, which will require someone to be at home to sign for it.

Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, repeated or serious breaches of the mobile phone expectations may result in a further sanction and/or mobile phone bans may be imposed.

16. Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors should feel free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times as role models
- Rewards, sanctions and pupil engagement are used consistently by staff, in line with the behaviour policy
- The behaviour curriculum is understood by pupils and staff
- The Trust exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions



- Pupils are helped to take responsibility for their actions
- Families are always involved in behaviour incidents to foster good relationships between the school and pupils' home life



Appendix

SEND Educational Needs and Disability (SEND) and vulnerable individuals

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 balance their legal duties 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

Students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives.

The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans.
- Mentoring
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants
- Emotional Literacy Support Assistant (ELSA) to offer 1:1 support and intervention
- Lunchtime social skills group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Strategies recommended by professionals are consistently implemented
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care

Risk Assessments and Risk Reduction Plans

The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children. These will be constructed in collaboration with key members of staff and parents/carers.



The information recorded will then be disseminated to staff. The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term suspension. A whole school overview is updated to reflect the number of children on these plans and with their review dates.

If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out risk reduction assessment in order to create an individual risk reduction plan. This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities. This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.