



WESTLANDS SCHOOL

Behaviour and Uniform Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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1. Introduction

This behaviour policy outlines our expectations for students to ensure a safe and positive learning environment for all. We believe in fostering a culture of mutual respect, where students are encouraged to develop their character and reach their full potential. The policy details our approach to rewards and positive reinforcement, alongside a clear structure for addressing behavioural concerns. We are committed to working collaboratively with students, parents, staff and where appropriate external agencies, to promote good behaviour and a successful school experience.

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 curriculum, 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.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. 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 (see appendix one).

This policy is written in conjunction with key guidance provided by the Department for Education, including:

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Suspension and Permanent Exclusion - DfE guidance 2026](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

Other related school issues such as bullying, racist incidents, breakages and damages, suspensions, uniform, charging, drug abuse, equal opportunities and use of restrictive interventions can be expanded upon on request to the Headteacher.



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.

Legislation, Statutory Requirements and Statutory Guidance

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

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of Restrictive Interventions 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:

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



2. School Values

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.

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. Students can then exchange the points they have earned for rewards that are available in our rewards shop. Parents are able to view their child's positive points 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.

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 social media pages, [Facebook](#) and [Instagram](#), which allows families and peers to nominate pupils for their successes.

4. Student Expectations

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 home/school 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. Mobile Phones

At Westlands School, we aim to provide all students with a calm and purposeful environment that allows all students to work without distraction. To prevent any disruption to learning, to promote face to face socialisation and reduce electronic communication being used for unkind behaviour, Westlands School is a phone free school. If a student brings a mobile phone or other electronic devices (e.g. airpods) to school, it must be switched off and kept out of sight once the student is on the school site. Pupils are allowed to keep possession of their mobile phones only on the strict condition that they are never used, seen or heard.

In Years 7 - 11, if a mobile phone or electronic device is seen, heard, used or found to have been used on the school site, staff will respond consistently, promptly and assertively by confiscating it. This is in accordance with the [Department for Education advice on Searching, Screening and Confiscation](#). At this point, it will be passed to the school office where it will be signed in and kept until the parent or carer is able to collect it. The 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 carers, noted as contacts on our system. We are not able to return phones to relatives or siblings. Parents/carers 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.

In Years 12 and 13 (Sixth Form), students only are allowed to bring personal electronic devices into school in order to use them as part of their independent study. They can only be seen and used in the Sixth Form area. This is a privilege and can be revoked for individual students if not used appropriately. If a mobile phone is seen or used outside of the Sixth Form area, it will be confiscated as detailed in the paragraph above.

Should a student refuse to hand over their phone when instructed, they will be isolated until the phone is handed over. Once the student has handed their phone over, they will complete a further 4 lessons in isolation as a consequence.

To maintain a safe and respectful environment, students are strictly prohibited from taking photographs, or making audio or video recordings, this includes recordings of any individual (staff or students) on school premises. This rule applies to all electronic devices, including mobile phones, laptops or chrome books and any smart technology with recording functionality. Recording anyone without their express prior consent is a serious breach of our culture of mutual respect and may be regarded as a breach of individual rights or, in some instances, a criminal offence. Any such unauthorised use of a device will result in immediate confiscation, and the student will be required to permanently delete the recording in the presence of a staff member. Depending on the severity and impact, the sharing or uploading of such recordings will lead to significant sanctions, including internal isolation, external suspension, or, in extreme cases (such as upskirting or the sharing of indecent images), permanent exclusion. Please find the link below to the Department of Education guidance on mobile phones in schools:

[DfE Mobile Phone Guidance - February 2024](#)

6. Partnership Agreement

At Westlands School, we believe it's important to:

- work in partnership with parents to support their child's learning
- create a safe, respectful and inclusive environment for students, staff and parents
- model appropriate behaviour for our students at all times



To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and students (through our behaviour policy).

This partnership agreement aims to help the school work together with staff, parents and students to promote effective collaboration.

Our Expectations of our Staff

When promoting positive behaviour we expect all our staff to:

- support your child's wellbeing and safety by providing a safe, supportive and caring environment
- 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 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 their potential
- ensure that all learning time is used effectively
- address disruptive behaviour and disengagement
- celebrate student achievements

Our Expectations of Parents, Carers and Visitors

When promoting positive behaviour 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
- contact the school office in case of an emergency
- book all appointments with staff in advance as Westlands 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 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 ICT Acceptable Use Agreement

Our Expectations of our Students

When promoting positive behaviour 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 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 ICT Acceptable Use Agreement

7. Sanctions, Interventions and Support

Warnings

Teachers are expected to manage students' engagement using core teaching standards. When a student'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 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 staff will use their professional judgement as to whether further use of the behaviour policy is needed. It may be that a member of staff uses a different tone of voice to ensure students understand the importance of following instructions in the classroom. If students continue to not meet expected standards they will be removed from the classroom.

Lesson Removal

If a student presents a serious or persistent disruption to learning, a RESET Call may be made. A dedicated member of staff will attend the classroom where the teacher may ask for their support in resetting a student. However, a resetting may not be appropriate. This is when the student will be instructed to leave the classroom and will be taken to the RESET room. They will be asked to complete a Reflection Sheet



which is designed to help students reflect on their behaviour and also provides the year group community team the opportunity to hear the student's 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 lunch detention (15 minutes to be completed the following day). Failure to pass the report could 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/carers 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 are removed from lessons will be monitored and their daily or termly cumulative alert calls will follow the tariff below:

- 2 lesson removals in a day - 1 day in the CIR
- 3 lesson removals in a term - 3 lessons in the CIR followed by the remainder of the day on Principal report
- 6 lesson removals in a term - 1 day in the CIR as an internal suspension and 1 day Principal report. A parental meeting will be required to discuss how to best support the pupil
- 9 lesson removals in a term - 2 days in the CIR as an internal suspension followed by a period of time on Deputy Headteacher report. A parental meeting will be required and an intervention plan will be built around specific barriers to positive behaviour

Detention

Detentions are an effective way to manage behaviour as it provides the students with 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/carers to make reasonable adjustments to complete the after school detention 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 Consequence and Intervention Room (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.

Consequence and Intervention Room (CIR)

A panel of senior staff meet each day to review behaviour and engagement incidents 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 learning for the next day and potential days after, until reintegration back into the main school is viable. Students placed into the CIR may also require a parental meeting. Students whilst in CIR will be scored each lesson and will need to meet the expected standard to complete their sanction. This means they have worked well and interacted politely with staff. Students will also be set a digital intervention to complete, which has been specifically designed to address the behaviours demonstrated by that student. For students who disrupt these areas or refuse to work with staff, we can extend their time or utilise isolation rooms within other local schools. Failure to enter and/or remain in the room will result in a risk of suspension or



further sanctions. 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.

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 A below in this policy.

8. Internal and External Truancy

Internal truancy (avoiding lessons and wandering the school site) is not permitted in school for several important reasons. Firstly, students who choose not to go to lessons miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential. Secondly, students miss out on the development of key skills developed in class such as teamwork and communication. Thirdly, students who choose to avoid lessons can disturb the good order of the school community as well



as having a negative impact on the education of other students. Finally, students who truant and ignore staff instructions pose a significant safeguarding risk to themselves and others.

If a student chooses to internally truant, sanctions will be imposed. These may **(although the list is not exhaustive)** include:

- detentions (break time / lunch time / after-school / on a staff development day)
- time in the Consequence and Intervention Room (CIR)
- alternative timings to the school day, spent in CIR
- time at another local school
- fixed Period Suspension from school

Should students persistently disrupt the school community through truancy, further sanctions included within this policy may be imposed. Where appropriate, the school will contact parents to inform them of a student's truancy so that they are aware.

Whilst we appreciate that truancy and other associated behaviours may be linked to a student experiencing difficulties, and will do our best to support, we will maintain our high expectations for all.

External truancy (truancy in the local community) will also be dealt with by applying sanctions that form part of this behaviour policy.

9. Attendance and punctuality

At Westlands School, we expect every student to have a 100% attendance. We want all our young people to attend regularly and arrive to lessons on time, in order to take full advantage and access the full-time educational opportunities they are entitled to. Barriers such as poor attendance will hinder, delay or stop their progress. Students are expected to arrive on site by 8.30am each day. If a student arrives late (after 8.35am), they will be required to sign in at the late room where they will be issued with a late slip and a lunch time detention. The late slip will include the time the student signed in. Students will then have 4 minutes to get to their period 1 lesson without a further consequence being issued. If a student arrives at their period 1



lesson later than 4 minutes after leaving the late room, the student will be required to go to the RESET room. Persistent lateness may result in further sanctions being issued.

For all other lessons during the day, students are also expected to arrive on time. If students arrive to a lesson after 5 minutes, they will receive a 'late call' and be taken to the-RESET room.

For full details on attendance at Westlands, please refer to our [Attendance Policy](#).

10. Anti-Discrimination, Racism and Bullying

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, however, this could be escalated for repeat or more serious incidents. 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 parents or carers. 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.

Students who experience unkindness or bullying should report this to a staff member either in person or through our school website. The year group community team or safeguarding team will investigate the situation and provide support to the student who has experienced this. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion. Please refer to our Anti-Bullying policy for further information and guidance.



11. Threatening, aggressive and sexualised behaviour

Sexual harassment and assault

Westlands School is committed to providing a safe environment free from the risk of sexual violence or harassment. 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). Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

Aggressive, threatening and violent behaviour

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at Westlands School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

12. 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.

13. Suspensions and Exclusions

Whilst every effort is made to support student behaviour and conduct at Westlands School, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2026).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2024).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. 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 the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed 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. This can include online platforms such as Google Classroom or Oak Academy. Students will re-integrate through the CIR/IPSP, completing intervention, and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. 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.

The reasons below are examples of the types of circumstances that may warrant a suspension: **(It is important to note that this list is not exhaustive and is not limited to the school site.)**

- Verbal abuse against an adult
- Physical assault against a pupil
- Encouraging and participating in a physical assault against a pupil
- Verbal abuse or threatening behaviour against a pupil
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school
- Child on child abuse, including various forms of bullying, including cyber-bullying
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic



- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations
- Creating, generating, manipulating, uploading and sharing of images and videos which would cause distress and embarrassment to members of the school community or bring the school into disrepute

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

A decision to permanently exclude a student will be taken only:

- in response to serious or persistent breaches of the school's behaviour policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of others

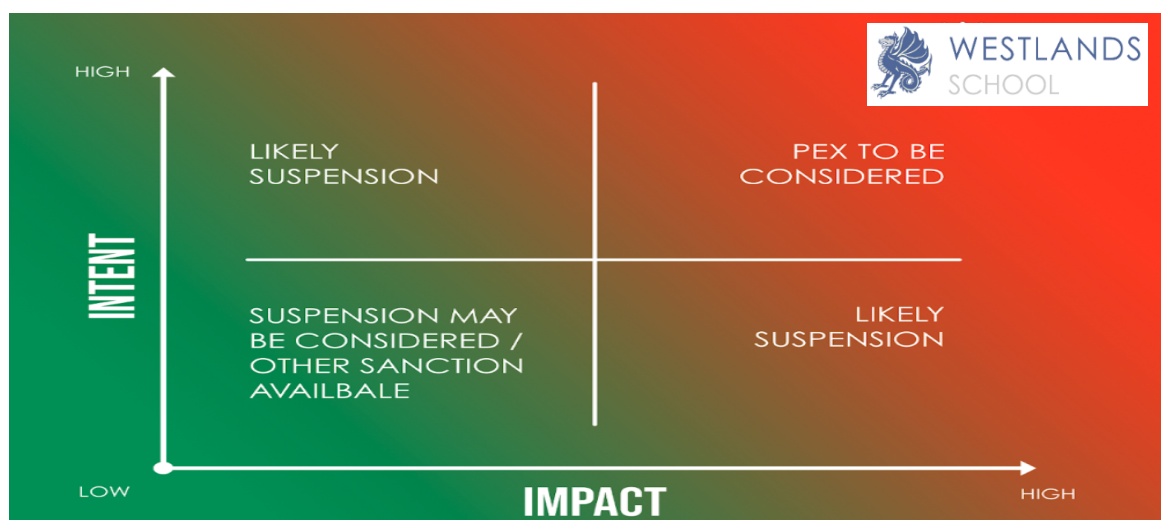
The reasons below are examples of the types of circumstances that may warrant a permanent exclusion: **(It is important to note that this list is not exhaustive and is not limited to the school site.)**

- Persistent breaches of the school's behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies. It is important to note that a school can only use suspensions up to a maximum of 45 days in a single academic year. At this point, a permanent exclusion is highly likely
- Violent assault against a pupil causing significant harm or discomfort
- Physical assault or threatening physical assault against an adult
- Using, threatening to use, or distributing an offensive weapon
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community
- Extreme incidents of child on child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-consensual sharing of nude/semi-nude images and upskirting



We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour.



Alternatives to a suspension from school may be used, such as the Intensive Pupil Support Provision (IPSP) or Off Site Directions and Managed Moves.

Off-Site Direction

When a pupil is required to attend another education setting temporarily, to improve their behaviour when interventions or targeted support have not been successful.

An off-site direction is used as a temporary preventative measure to permanent exclusion. The pupil might be placed at another mainstream school or an Alternative Provision. Timescales are suggested at the outset and review meetings are held at regular intervals. Detailed information about the off-site placement should be sent to parents at least two days before the placement, which includes the reasons for, and objectives of, imposing the requirement. Under the law the Local Governing Body is responsible for an off-site direction and will comply with the relevant requirements.



Managed Move

When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the pupil. The school should be able to evidence that previous interventions have occurred and that relevant assessments and referrals to agencies have taken place. Pupils are encouraged to share their views. Managed moves do not allow for a 'trial', unlike an off-site direction. Managed moves cannot bypass normal admissions rules. If agreed by all parties then the school should ensure that any plans (such as a Personal Education Plan) are reviewed and amended.

[Suspension and Permanent Exclusion - DfE guidance 2026](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

14. Separation for Safeguarding purposes

The Headteacher and Lead Designated Safeguarding Officer can temporarily forbid a pupil from attending the premises if two or more pupils need to be separated for safeguarding purposes. This would not be considered a suspension on disciplinary grounds. It should only be used in rare circumstances and only when:

- separating pupils is essential, and
- there is not a practical way to allow one of more pupils involved to remain on school premises.

An example of a situation such as this could be because of an allegation of harm by one pupil against another which requires physical separation.

The Lead Designated Safeguarding Officer will inform and seek support from external agencies such as children's social care and the police, as required. Parents/carers will be informed about the reasons for using this protocol and the Local Governing Body and Local Authority will be informed. The Local Authority will arrange for the education of the pupil unless the school and parents choose to do so. The school will support the pupil upon their re-integration.



15. 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. Extensive research has evidenced that 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 RESET 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.

As students are required to keep their books with them, transporting them from home to school, they are required to have a school bag, large enough to carry an A4 folder and that is suitable for carrying school equipment, such as a set of books and stationery/equipment. Students who arrive at school without their bag, will receive a detention in the first instance. Any further instances of a student arriving at school without a bag will result in further sanctions, increasing in severity for each instance. This may include time in the Consequence and Intervention room (CIR) and parental meetings. Sanctions will also be issued to students who do not bring the required books or equipment to school.



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 summer 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 the main office 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 parental 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.

Essential Uniform Expectations

Below is a list of the essential school uniform items. A more extensive list is available on our school website.

Uniform	Expected	Supplier	Not acceptable
Blazer	Navy blue with navy buttons and a school badge on the breast pocket. Pupils must carry blazers with them at all times. It is not an optional item.	Forsters or Eastenders	Students are not permitted to wear their blazer with the sleeves rolled up.
School trousers	Plain grey or black, formal straight leg, regular fit.	Any uniform retailer	Skinny, bootleg or kick flare trousers are not permitted.
School skirt	Plain grey, not black, stitch-down pleat skirt and	Any uniform retailer	Straight skirts, stretch skirts, skirts that are worn rolled at the



	must be worn unrolled. Skirt length sits on or below the knee. Girls may wear either a school skirt or school trousers.		waistband or skirts which cannot be worn to or below the knee are not permitted. If any student repeats these uniform infringements they will only be permitted to wear trousers to school.
School shirt or blouse	Plain white, standard collar with a top button, which should be worn tucked into the waistband of skirt or trousers. It is not an optional item.	Any uniform retailer	Any clothing worn under the shirt or blouse must not show above the collar or have logos or wording that are visible through the material of the shirt or blouse.
School shoes	Formal, leather or leather style, black with low heels, suitable for school. Shoes are not an optional item.	Any uniform retailer	Shoes, which are backless or have open toes, sling-backs, high heels or boots are not allowed. Shoes should not be decorated in any way. Trainers must not be worn in place of shoes.
School tie	Community or Year group (Y7-10) colours and worn in a formal style, properly knotted and tied to an acceptable length showing at least five stripes below the knot and done up to the top button of the shirt. Year 11 have a plain blue tie with Wyvern logo. Ties are not an optional item.	Forsters or Eastenders	Ties must not be tucked into shirts or blouses, have the threads pulled nor be coloured in.
School bag	Large enough to hold an A4 folder.	Any uniform retailer	Handbags or small fashion bags which cannot hold an A4 folder.
Outer coat	Plain navy blue or plain black preferred (no sweatshirt/hoodies to be worn). This should be a formal coat, suitable for school wear. Coats are optional but recommended for winter	Any uniform retailer	Sweatshirts, jumpers, hooded fleeces, sports jackets or similar items, which are clearly not intended to be worn as a coat, are not permitted. If a suitable coat does have a hood, at no time during the



	months.		school day must the hood be used inside of school buildings.
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Sixth Form Dress Code

There are high expectations regarding the conduct of Sixth Form students, including the dress code. Sixth Form students are expected to dress smartly in business wear, including:

- a suit or tailored trousers, skirt or dress
- a shirt, blouse, or business style top
- if wearing a collared shirt, a tie is recommended
- formal shoes or ankle boots

Tops, skirts, shorts or dresses should be of a reasonable length and shoulders/midribs must not be visible.

The following items are not permitted:

- denim or leather clothing
- halter neck, off the shoulder, strapless or crop tops
- sports clothing, leggings, cargo style trousers or hoodie
- large logos, text or branding
- trainers, flip flops or crocs style shoes
- shorts (unless otherwise advised in hot weather) or hotpants

The Sixth Form Team will act as the final authority in the interpretation of the dress code. Individual reasonable adjustments may be made based on needs (such as medical needs, SEND or educational specific clothing).

If unsure, parents and students are advised to contact the Sixth Form Team for clarification before purchasing an item. If a student does not comply with the dress code, they may be sent home to change clothing or footwear and they may also receive a detention.



16. 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. Valuable items should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

Westlands School is a cashless school. It is unsafe for students to bring large amounts of money to school. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items are not to 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 only, but may not be used once on the school site. 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, they may be issued with a CIR punishment and/or will no longer be permitted to bring a mobile phone onto school site.

17. 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/carers 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.



18. 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.

Restrictions:

- Students should use only their own designated toilets
- 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 Sixth Form 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
- The area outside of the Headteacher's office is out of bounds

19. 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 authorised staff 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:

Category A items (illegal items or those that may cause a danger to health and safety) may include:

- knives and other offensive weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- tobacco and cigarettes / cigarette papers / lighters / matches
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

and

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:

- energy drinks / sugary drinks such as Coca-Cola
- sugary sweets
- large quantities of unhealthy food
- jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes)
- electronic (including bluetooth) speakers
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, airpods, smart-watches, aerosols, water based sprays, water pistols, stink bombs, water balloons)



In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used.

Offensive weapons

At Westlands School, the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person.

For further information on offensive weapons will be dealt with by Westlands School, reference should be made to the [Swale Academies Trust Offensive Weapons Protocol](#).

Returning items

Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents/carers.

20. Use of Reasonable Force

In line with the April 2026 DfE Statutory Guidance on Restrictive Interventions, the school's primary goal is to prevent the need for physical intervention through proactive de-escalation and a "Professional Neutrality" approach.

However, all members of staff have a legal power to use reasonable force to prevent a student from:

- causing incapacitating injury (preventing a student from injuring themselves or



others)

- committing a criminal offence (or an action that would be an offence if they were of the age of criminal responsibility)
- causing severe damage to property (where that damage creates a further risk of harm or significant disruption)
- engaging in behaviour prejudicial to maintain good order

This is used only when all other non-physical strategies have been exhausted and the behaviour is causing a serious breakdown in the safe climate of the school.

Core Principles of the 2026 Framework:

1. Last Resort & Proportionality- Any force used must be proportionate to the risk, reasonable in the circumstances, and strictly necessary. It must be the "least restrictive" option available.
2. Prevention First- Staff will always seek to use "Non-Physical Restraint" (such as tactical positioning or environmental changes) to resolve situations.
3. Mandatory Recording & Reporting- Under the new statutory duty, every incident involving the use of force or restrictive intervention must be recorded on the school's MIS/CPOMS system.
4. Parental Notification- The school has a legal duty to inform parents/carers of any significant incident involving the use of force as soon as is practicably possible, and ideally on the same school day.
5. Post-Incident Support- Following any restrictive intervention, a "Restorative Reset" or debrief will be offered to both the student and the staff member involved to support the rebuilding of the professional relationship.

This policy is sanctioned under the Education and Inspections Act 2006 and updated in accordance with the 2026 Restrictive Interventions Regulations.

School remains committed to a trauma-informed approach where physical intervention is never used as a punishment or a disciplinary sanction.

[Restrictive interventions, including use of reasonable force, in schools - GOV.UK](https://www.gov.uk/government/publications/restrictive-interventions-including-use-of-reasonable-force-in-schools)

21. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and Discipline in School - guidance for headteachers', the school has the power to discipline students, for



their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

- repercussions for the orderly running of the school
- poses a threat to another student, member of staff or member of the public
- 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.

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

22. Equality

Westlands School is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

For more information on how Westlands School ensures all students can fulfil their potential, please refer to the school's [Equality Policy](#).

Useful links

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Searching, Screening and Confiscation](#)

[Part Time Timetable Protocols](#)

[Keeping Children Safe in Education, 2026](#)

[Restrictive interventions, including use of reasonable force, in schools - GOV.UK](#)



[Swale Academies Trust Offensive Weapons Protocol](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

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Appendix A

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 cooperate 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 team (SEND) 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 SEND Inclusion Advisor and Inclusion and Attendance Officers
- strategies recommended by professionals are consistently implemented
- referral to outside agencies such as: ISEND, Front Door Education Support, HFT Community of Schools, Behaviour and Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care

Behaviour Plans and Contracts

The leadership team may judge it to be necessary to construct an individualised behaviour plan/contract 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 a risk assessment in order to create an individual behaviour plan/contract. 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.

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