



The Westbourne Way

GUIDANCE FOR ALL COLLEAGUES

September 2020

Vision Statement

Westbourne Academy is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

We pride ourselves on delivering a broad and balanced curriculum, where all students can discover the diversity of different subjects and experiences, both within and outside of the academy. We encourage our staff to make teaching and learning engaging and challenging.

We believe that a curriculum, which meets the needs and aspirations for all young people, leads to strong academic progress. Qualifications are important but they need to be accompanied by other skills. We achieve this through our STAR and LORIC values.

STAR is the fundamental ethos, which forms the basis of our expectations for all students and staff. It is what we are aspiring to achieve here at the academy on a daily basis.

Be Safe Be Thoughtful Be Accountable Be Respectful

We strive for our students to have the knowledge and understanding to stay **Safe** and to be able to make the right decisions in a rapidly changing world of technology, risk and social media.

We want our students to be **Thoughtful** towards one another, our staff, our local community and our global community.

We need to prepare students to be **Accountable** for their decisions and choices. That is why we put such high value on 100% attendance and punctuality. Students should take pride in their uniform, the presentation of their work and their commitment to home learning. Our duty is to create an appreciation that through accountability and hard work, students are rewarded and can “reach for the stars.”

We expect our students to be **Respectful** and courteous, not only to our staff and each other, but to the diverse and mixed community that Westbourne serves. Being polite, holding doors open and showing compassion for others through charity work, are qualities that we hold in high regard.

Our **LORIC** values, included within our rewards system, core curriculum and co-curriculum, teach our students the skills necessary for adult life and employment.

Leadership Organisation Resilience Independence Communication

Supporting Staff

We aspire to support staff to strike the balance between organisational health and the changing educational landscape, whilst achieving the academy's core STAR values and pursuing its aspirational values.

We believe the rigorous endeavour of creating an 'organisationally healthy' academy means that there will be minimal politics and confusion, high degrees of morale and productivity and low turnover among staff at all levels.

We believe that if staff are encouraged to pursue the aspirational values of embracing **vulnerability**, engaging in **cooperative challenge** and ensuring **smart communication**, that this will lead to a positive work environment and culture.

Managing Student Behaviour

All adults at the academy are responsible for managing student behaviour.

We believe that in order for our students to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life, is essential. Each member of staff is responsible for upholding standards of behaviour within the classroom, around the academy site and whilst supervising students off site. Staff are responsible for implementing our behaviour policy both fairly and consistently.

We believe that children and young people's behaviour and attitudes are intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage student behaviour most effectively when they are **warm but firm**. They encourage students to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the student's viewpoint. Authoritative teachers engage in discussions and debates with the student, although ultimate responsibility lies with the teacher. In this way, students learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/firm philosophy to behaviour management, that students are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to students, staff and parents in the relevant sections of this document, 'The Westbourne Way'.



Relationships

“Friendly, not friends”

We believe that getting to know the students at the academy is a vital part of our job. Building strong relationships means students trust us with their education. We take the approach of ‘friendly, not friends’.

We ensure that students always refer to staff by their surname or ‘Sir/Miss’ and ensure they know where the boundaries in the student/teacher relationship are. We learn about our students but ensure that they know their education is our utmost priority.

We firmly believe that rewarding positive student behaviour is one of the most important aspects of our work.

Westbourne Academy Praise and Rewards

Westbourne Academy encourages a praise culture.

Studies show justified praise and recognition promotes learning, expectations, motivation and aspirations.

All outstanding schools have praise cultures both inside and outside of the classroom and, at Westbourne Academy, all students receive praise on a continuous basis, which is:

- justified
- personalised, in that it is based on knowledge and understanding of individual students
- delivered sensitively in ways which the individual student prefers
- backed up by communicating this to parents/carers and family at every opportunity

Students are praised appropriately for good work, leadership, behaviour, community or charity work, extra-curricular involvement or attendance and for other appropriate actions.

Praise is given in a variety of ways:

- feedback given on written work
- celebration assemblies
- a letter from the Principal
- annual Academy Awards evening
- curriculum letters, postcards, emails or phone calls home
- subject badges through the LORIC student leadership system
- PIPS at Key Stage 3
- Westbourne Academy Progress Board
- Year 11 Reward Trip to Thorpe Park
- Reward Trip invites throughout the year
- being nominated for the role of prefect
- Westbourne Academy newsletters
- recognition by their Head of House

Rewards System

STAR - Our Ethos

At Westbourne, STAR is the core ethos, which forms the basis of our expectations for all students and staff:

- be **S**afe
- be **T**houghtful
- be **A**ccountable
- be **R**espectful



STAR is widely promoted to staff through briefings, and to students through every assembly, displays around the academy, student notices and through discussions during student voice groups. It is also a prominent feature of our home/academy agreement and in the extensive work completed with Year 6 pupils through our transition process.

LORIC – Our Aspirational Values

At Westbourne Academy, students can achieve tangible rewards through LORIC Points. This scheme is designed to reward students for various successes, both inside and outside of the academy, in line with the praise culture. The scheme is based on gaining LORIC points for:

- **L**eadership
- **O**rganisation
- **R**esilience
- **I**ndependence
- **C**ommunication



LORIC traits are also taught through the Enrichment curriculum and points are available in a range of different areas, which include:

- service to the academy community
- supporting others
- excellent lesson participation
- showing leadership
- extra-curricular participation
- excellent attitude to learning
- academic achievement

LORIC points are recorded in SIMS and can be seen by students in weekly tutor time discussions, through their Contour login and by parents through the MyEd app.

Fortnightly and half-termly analysis is completed through automated reports, to show the breakdown of rewards across the academy, subjects and individual student groups. This information is used to guide leaders and staff in ensuring that praise and rewards are being used consistently and appropriately, as well as helping to inform areas that need further attention or promotion.

LORIC Badges

Each subject area has developed criteria for LORIC badges. These badges are handed out to students when they have met the criteria over a sustained period of time. Badges are then worn on the lapel of student blazers.

The LORIC character qualities that the subject criteria is derived from are shown in the table below.

Leadership	Organisation	Resilience	Independence	Communication
Compassion	Pride	Discipline	Volunteering	Cooperation
Risk awareness	Planning	Loyalty	Self-regulation	Writing
Versatility	Time management	Persistence	Independence	Debating
Inspirational	Delegation	Determination	Motivation	Presentation
Strategic	Punctuality	Stamina	Aspiration	Equality
Ambition	Problem solving	Tenacity		Comprehension
Role model		Growth mindset		Empathy
Achievement		Reflective		
			Flexibility	

PIPS

At the end of each year, students are able to earn STAR PIPS for meeting the following criteria:

- excellent attendance (97% or better)
- excellent behaviour in lessons and around the academy
- consistently handing in home learning on time
- Head of House recognition of significant improvement throughout the academic year

Reward Trips

At the end of each academic year, students who have earned their PIPS get the opportunity to sign up for a subsidised reward trip. The venues are decided upon in consultation with student voice groups. Year 11 are able to attend the annual subsidised Thorpe Park trip if they have met set criteria and been approved by certain subject teachers.

Golden Tickets

The Westbourne Golden Ticket is for students in Year 11 who have shown outstanding dedication to their studies. They are nominated by their subject teacher and, as a result, are entered into a weekly draw for a free Prom ticket or leavers hoodie.

Reward Assemblies

At the end of each term, each House recognises the achievements of its students through a rewards assembly. Furthermore, at the end of the autumn and summer terms, students are recognised for their efforts in a range of areas, including attendance and reading; and, in addition, they are also awarded their PIPS for these.

Consistency

“We become what we want to be by consistently being what we want to become each day” - Richard G. Scott

It doesn't matter what we do, it matters that we all do it. If you allow students to listen to their headphones, then the next member of staff who challenges this will seem unreasonable.

Students will be confused as to why they can do it in one classroom and not another.

They will challenge the teacher who upholds the academy expectations, and this may damage their relationship with that student.

Being inconsistent undermines our culture and shows students that some adults do not care as much as others. This in turn creates a perception with students that some adults are more important than others.

It is therefore critical that we apply sanctions in a consistent way.

Sanctions

Sanctions may be necessary for the following reasons:

Within the classroom:

- arriving late or non-attendance at lessons
- not having the correct or relevant equipment for the lesson
- being disruptive and/or inattentive
- not following the STAR values, which will negatively impact others
- home learning being submitted late, of poor quality or not produced
- not complying with deadlines for work and coursework
- serious breaches of academy rules leading to a serious incident being recorded

Outside the classroom:

- poor attendance and/or punctuality at assembly or tutor time
- not having the correct or relevant equipment
- not following the STAR values, which will negatively impact others
- uniform – not complying with school regulations
- serious breaches of academy rules leading to a serious incident being recorded
- unacceptable behaviour whilst taking part in extra-curricular activities
- abusing other people's property within the academy
- abusing other people's property within the community, whilst going to and from the academy

These sanctions include:

Disciplinary Action	By Whom	Further Detail
1 SIMS negative points	Any teacher or support staff	Where a student misses deadlines, fails to have the correct equipment etc, then SIMS negative points are recorded by the staff member. Negative points are also attributed alongside each sanction listed below.
2 Subject break or lunchtime detention	Any teacher	Short 10 minute detention with the classroom teacher.
3 Level 1: Verbal warning	Any teacher or tutor	Where a student does not meet the expectations for learning and conduct in the classroom, escalation can increase to Level 4.
		Warning displayed on the board.
4 Level 2: Send out	Any teacher	Students will be asked to stand outside the classroom for a short period of time to reflect on their actions before being invited back in by the teacher.
5 Level 3: Department isolation	Any teacher	The student is moved from the classroom to the Curriculum Leader/designated departmental support room.
6 Level 4: Student removal	On call staff	If the student fails to comply with Levels 2, 3 or 4 then the student is removed from the classroom by the on-call member of staff and taken to the ReSTART room.
7 Student removal – serious incident	Any teacher	This action will be taken for serious breaches of academy rules. Students will either be removed and placed in the ReSTART room for the remainder of the lesson, or the student is removed for some, or all of their lessons, whilst any serious incident is investigated for further sanction. The length of removal would be at the discretion of the Principal.
8 ReSTART room	On call staff	Used for lesson removals for single periods where students will be tasked to reflect on their actions.
9 Pastoral/Leadership detentions:	Pastoral Lead, Head of House, Senior Leadership	
15 minute lunchtime and afterschool		Level 2 sanctions.
30 minute after school		Lateness to the Academy or missed home learning deadlines.
60 minute after school, Senior Leadership		2 x Level 2 sanctions in a day or failure to attend 30 minute detention.
120 minutes after school, Principal detention		2 x Level 3 sanctions in a day, or a Level 4, or failure to attend 60 minute detention.

		Although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may set a detention for other breaches of academy rules.
10 Report cards:	Assistant Principal	
Tier 1 - Form Tutor		Low level disruption, occasional Level 2's.
Tier 2 - Pastoral Lead		More persistent lower level disruption.
Tier 3 - Head of House		Periods in Inclusion Room/academic concerns.
Tier 4 - Senior Leadership Team		Further periods in Inclusion Room.
Tier 5 - Suffolk Pupil Support Programme		Ahead of a potential managed move. Although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may put a student on report where it is believed that it is in the best interests of the student.
11 Inclusion Room	Principal, Vice Principal, Assistant Principal	Students will work in the Inclusion Room for a period of time determined by the Principal where: <ul style="list-style-type: none"> - there has been a history of unacceptable behaviour - too many pastoral set detentions - or for a more serious offence that does not result in an external fixed term exclusion. Students will follow their normal curriculum and engage in programmes of support, where necessary, to promote positive behaviour and attitude. Where appropriate, restorative conversations will take place. The student will attend the academy from 9:00 – 15:20 instead of the normal academy hours. There is a reintegration meeting held, by the Pastoral Lead and Head of House, with parents/carers at the end of the period. The length of time in the Inclusion Room is usually 3 to-5 days or until the student has successfully completed their allotted days and/or the reintegration meeting has taken place.
12 Managed Move	Principal, Vice Principal, Assistant Principals	The 'In Year Fair Access Panel' will be used to arrange a "fresh start" in a local school to prevent a permanent exclusion situation from arising.
13 Alternative Provision	Vice Principal or Assistant Principals	Students may spend time in alternative provision to modify behaviour and prevent permanent exclusion.
14 Contract	Principal or Vice Principal	A contract (verbal or written) is the final attempt to change behaviour before further exclusions. This will involve a parent/carers.

<p>15 External Fixed Term Exclusion / Permanent Exclusion</p>	<p>Principal after consultation with the Chair of Governors</p>	<p>Persistent disregard of school rules and expectations or for a single serious incident. In exceptional circumstances, it may be necessary to permanently exclude a student for a first or 'one off' offence if, in the Principal's judgement, it is appropriate. Exclusions for a "one off" or first "serious misbehaviour offence" may have involved either threatening verbal behaviour or physical actions towards students or staff. This includes instances when a serious act has been committed, ie assault, being equipped to deal in illegal substances or in possession of illegal substances or illegal articles or being involved in arson.</p>
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Expectations of Conduct in Lessons

Student Expectations:

- we wear correct academy uniform with pride
- we demonstrate the STAR ethos in all that we do
- we do as we are asked, when we are asked to do it
- we follow academy rules at all times
- we always work to the best of our ability, asking for help as and when required
- we pack away when we are told to
- at the end of the lesson we stand behind our desks in silence
- we wait to be dismissed

Routines for Staff and Students:

- members of staff must be standing at their doorway to greet students and to ensure they are ready to learn
- students arrive on time to lessons and are not to wait outside classrooms but enter promptly with teacher supervision
- students' books should be available at the front of the classroom and students should collect their book and get to their allocated seat quickly
- students put lesson equipment on their desk and complete the starter task, which is to be displayed with date and learning objective, in silence
- bags are to be placed under desks, or in the designated space (Science)
- teacher to take the register
- students are to respond with 'Yes Sir/Miss' without deviation (except in MFL)
- any student arriving after the main body, without an acceptable reason, is to be marked as late

To be the very best role models for our learners:

1. Staff avoid being ambiguous with their instructions and don't ask unnecessary questions such as:
 - "Why are you still talking?"
 - "How many times do I have to tell you?"
 - "Does everyone understand?" (students nodding does not mean you have checked for understanding)
2. Staff are clear on what they want students to do by giving direct prompts such as:
 - "Begin the task now, you have 3 minutes"
 - "Pens down, eyes on me"
 - "Turn to page 23 now and fingers on the first paragraph"
3. Staff at the academy will be acutely aware of their position as role models for the students in our care and custodians of the principles and processes in this policy.
4. Staff build positive relationships with students and their families; enforcing high expectations of uniform, behaviour and attendance.

5. Staff will model positive behaviours explicitly and be mindful of students needing to have processes modelled step-by-step. This applies to every part of the academy building and local community.
6. Staff understand that an academy's behaviour policy is only ever as robust as the manner in which it is being applied in the classroom the furthest distance from the Principal's office.
7. Staff never try to teach when students are talking, they insist on 'one voice' in the classroom for instructions, explanations and discussions, and silence for reading, writing and, when necessary, practise.
8. Staff are clear about what their expectations of good manners are and consistently reinforce these with students (please, thank you and apologising).
9. Staff understand that their jurisdiction doesn't end when they leave their classroom and invest in the culture of the academy by challenging anything that doesn't fit with our STAR ethos.
10. Staff set positive examples and consistently demonstrate the behaviour and language they want to see from others.

Staff manage behaviour through applying consequences consistently and logging these via SIMS:

Level 1 – Verbal Warning

A verbal warning given and displayed on the board.

Level 2 – Sent Out

Student will be asked to stand outside the classroom for a short period of time, 3 minutes, to reflect on their actions, before being invited back in by the teacher. This is recorded on SIMS as a Level 2 sent out. (Students should not be ejected and left to stand in the corridor or wander around unsupervised).

Level 3 – Department Isolation

The student is moved from the classroom to the Curriculum Leader/designated departmental support room.

Level 4 – Student Removal

If the student fails to comply with 1, 2 or 3 then the student is removed from the classroom by the on-call member of staff and taken to the ReSTART room, after the on call button has been pushed.

Recording and reporting Serious Incident:

A serious incident is a breach of the academy rules; it will lead to the alert button being pushed and the student being removed (note: pressing the SIMS alert button twice in quick succession is necessary for: physical aggression; intimidation; swearing; safety risk; fight). The teacher will complete a serious incident report (SIR) form as soon as practically possible and email this to the relevant Head of House and Pastoral Lead.

Expectations of Conduct around the Academy

“The standards you walk past are the standards you accept” - David Hurley

Whilst using the corridors and surrounding area of our academy buildings, students must act in a responsible and respectful manner, as would be expected in a classroom, and demonstrate the academy’s STAR values at all times, by being:

Safe

- keeping to the left of corridors and stairs
- observing the exit and entry rules of each block (A, B, C, H & S)
- moving in a calm and orderly manner, never running
- in the event of a fire alarm:
 - leaving the building in accordance with the class exit plan in the first instance or by the nearest exit when moving between lessons
 - making sure to leave all belongings behind, wherever possible
 - moving in silence and in a calm and orderly manner

Thoughtful

- keeping noise to a minimum and observing areas of total silence (for PREs and summer examinations)

Accountable

- following staff instructions at all times

Respectful

- showing consideration for others, their property and the academy property
- being polite to other students, staff and visitors

If a student fails to follow staff instructions then a SIR will be completed and sent to the Pastoral Lead in the normal way; and an appropriate sanction will be applied.

Pastoral Responsibility

SENDCo Maxine Abbott	Assistant Principal Behaviour & Attitudes (including Attendance) Cathy Cook Designated Safeguarding Lead (DSL)		
SENDCo Administrator Lea Pepperill	Attendance Officer Roz Wiernicki	Deputy DSL Carol Clarke	Heads of House: Charlotte Goode (Churchill) Chris Arrow (Ennis) Matt Agate (Nightingale) Danny Payne (Ramsey)
Oasis Room Caz Gallagher	Attendance Administrator Bev Marlow		Pastoral Leads: Kim Anderson (Churchill) Carol Clarke (Ennis) Cleo Lambert (Nightingale) Kim Jacobs (Ramsey)
Teaching Assistants			Inclusion Room Coordinator Amanda McKenzie
			Pastoral Administrator Adam Thorpe
			Principal Tutors and Associate Tutors



Duty Protocol

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered.

Staff need to:

- wear their high visibility jacket and get to their duty area as soon as possible, collecting a pre-prepared drink from the staff kitchen on the way (putting off seeing a student until later, if necessary)
- ensure that students follow the STAR values and uphold high expectations; orderly queuing; sensible behaviour; no pushing/shoving, no dropping of litter
- arrange a swap with a colleague if they are to be absent on a duty day and inform the SLT lead - this is the responsibility of the member of staff
- remain on duty until the end of the break period
- remain vigilant; no duty is paired, so staff should not stay in one position, unless this is the Food Hall or student toilets
- make sure they are familiar with their duty area, as detailed in the academy map
- challenge uniform infringements and bad language by sending students to The Hub (H6) and logging bad language via SIMS
- at the end of break, ie at the first warning bell or whistle, begin to encourage students to their lessons, so that they are there ready by the time the second bell goes

Note for outside duties:

- if on duty outside do not stay in one position but move around and interact with students within your specified area
- take/report anyone that you observe smoking to The Hub or report to the Pastoral Lead to follow up
- in very wet weather discourage students from going on to the field
- stay alert for unwelcome visitors – challenge all persons on the premises without the appropriate badge/lanyard

Note for corridor duties:

- ensure that no food is eaten in the corridors or classrooms
- students with food and drinks in the corridor should be directed either to the first available exit outside or to the Food Hall
- instruct students to pick up any litter they have dropped and dispose of it in the bins provided
- after the bell/whistle, move students away from the toilets/water fountains

Note for Food Hall duties:

- students should sit on chairs and **not** on tables, including the outside picnic benches
- move around the area to ensure good behaviour and encourage students to put litter in the bins
- support the Midday Supervisors and catering staff with the queues, being vigilant for pushing in and students taking food without paying

- just before the bell, make sure that students put their litter in the bins
- the catering staff must cease serving food 5 minutes before the end of morning break
- as the Food Hall empties, move over to the Speedy Bar to prevent purchases

Note for gate duties at the start of the day

- ensure you take a radio handset with you and report any problems - call for assistance, if needed, immediately
- the Food Hall duty follows the same expectations as for break time, the area is to be calm, tidy and free from students running around
- direct any students with uniform issues to The Hub and confiscate any fizzy or energy drinks
- stand at the entrance to encourage students to arrive at the gate before you lock it at the first bell

Note for gate duties at end of the day

- ensure you take a radio handset with you and report any problems - call for assistance, if needed, immediately
- student entrance gates are locked 10 minutes after the end of the academy day



Leading by Example

***“Setting an example is not the main means of influencing others, it is the only means”
- Albert Einstein***

‘The Westbourne Way’ guidance for staff outlines the ways in which we put our values into practice, with the aim to engender and foster exemplary behaviours, which enable our staff to be the very best role models for our learners.



“Being a role model is the most powerful form of educating. Youngsters need good models more than they need critics” - John Wooden

We are unwavering in our commitment to put our people first and, in our endeavours to do so, our Institute was born! We make no secret of our expectation that all colleagues must be “accepting of the professional obligation to improve their practice” - Tomsett et al 2020

Our Institute offers a wide range of people development activities and career pathways designed to support our colleagues in their professional obligation and to be the best role models for our learners.



The Westbourne Way Professional Code

1. Introduction

The following ATT Code of Conduct is written to assist staff and should be considered alongside all appropriate ATT Policies and Procedures, specifically the Disciplinary Procedure, Safeguarding Policy, e-Safety Policy, Social Media Policy and Whistleblowing Policy.

All our staff who are employed under the Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the Teachers' Standards.

2. Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct, including safeguarding children and young people, may result in disciplinary action, including dismissal. Staff should be aware of ATT Disciplinary Procedure.

3. Purpose, Scope and Principles

A Code of Conduct is designed to give clear guidance on the standards of behaviour all academy staff are expected to observe, and the academy should notify staff of this code and the expectations therein. Academy staff are in a unique position of influence and must adhere to behaviour that sets a good example to all the students within the academy. This code helps all staff to understand what behaviour is, and is not, acceptable.

This Code of Conduct applies to:

- all staff who are employed by the academy, including the Principal
- all staff in units or bases that are attached to the academy

This Code of Conduct does not apply to:

- peripatetic staff who are centrally employed by the local authority
- academy catering staff employed by Chartwells
- employees of external contractors and providers of services (eg contract cleaners).

(Such staff are covered by the relevant Code of Conduct of their employing body). However, we do expect these people to have regard for our Code of Conduct when working on our premises.

4. Setting an Example and Promoting an Inclusive Work and Learning Environment

All staff who work in the academy set examples of behaviour and conduct which can be copied by students. Therefore, all staff need to demonstrate high standards of conduct in order to encourage our students to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

All staff must embrace and promote an inclusive work and learning environment, where our differences are valued and respected, and we treat each other with mutual respect and dignity.

5. Dress and Personal Appearance

All staff act as ambassadors for the Trust and its academies, and are role models to students. They must, therefore, maintain a professional standard of dress and appearance that is appropriate or required for the workplace and to the work being undertaken. Staff must be clean and tidy and ensure good personal hygiene. The Westbourne Academy dress code is in the Staff Handbook and on page 22 of this document.

Where particular clothing is provided for health, safety and hygiene and/or uniform purposes it must be worn, this includes name badges.

6. Safeguarding Students

Staff have a duty to safeguard students from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect

It is important to note the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if they do not teach the child.

The duty to safeguard students includes the duty to report concerns about a student to the academy's Designated Safeguarding Lead (DSL).

The academy's Designated Safeguarding Lead is Cathy Cook (DSL) and the Deputy Designated Safeguarding Lead is Carol Clarke (DDSL).

Staff should be provided with copies of ATT's Safeguarding Policy, e-Safety Policy, the Academy's Child Protection Procedures and Whistleblowing Procedure. Staff must be familiar with these documents and be able to carry out the duty as outlined in the Keeping Children Safe in Education statutory guidance and Working Together to Safeguard Children document. All staff should be aware of ATT Health and Safety Policy.

Staff must not seriously demean or undermine students, their parents/carers or colleagues (this includes online) and must take reasonable care of students under their supervision with the aim of ensuring their safety and welfare.

7. **Student Development**

Staff must comply with academy policies and procedures that support the well-being, safety and development of students and must co-operate and collaborate with colleagues and with external agencies, where necessary, to support the development of students.

Staff must follow reasonable instructions that support the development and safety of students.

8. **Honesty and Integrity**

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of academy property and facilities.

9. **Conduct Outside Work**

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the academy or the employee's own reputation or the reputation of other members of the academy community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff should adhere to ATT e-Safety and Social Media Policies.

Staff may undertake work outside the academy, either paid or voluntary, provided that it does not conflict with the interests of the academy nor be to a level which may contravene the working time regulations or affect an individual's work performance.

10. **Confidentiality**

Where staff have access to confidential information about students or their parents or carers, staff must not reveal such information, except to those colleagues who have a professional role in relation to the student.

All staff are likely at some point to witness actions, which need to be confidential. For example, where a student is bullied by another student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate academy procedure. It must not be discussed outside the academy, including with the student's parent/carer, nor with colleagues in the academy, except with a senior member of staff with the appropriate role and authority to deal with the matter.

Staff must **never** promise a student that they will not act on information that they are given by the student.

The Westbourne Way Dress Code

Westbourne Academy upholds high expectations with regards to students being correctly attired and prepared for learning. The way in which Westbourne staff dress and present themselves plays an important part in the image that the academy portrays to students, parents and the general public.

There might be occasions when it may be appropriate to dress in a more casual way, ie when on educational trips and visits. If staff are in any doubt, they should discuss this with their Line Manager.

Staff are expected to dress in smart office wear:

- a suit or smart tailored trousers and a shirt and tie for men
- a dress or smart skirt/trousers of a reasonable and discrete length for women
- clean, smart, closed footwear that is appropriate and safe for walking around the school site (no trainers, unless for medical reasons)
- protective clothing for those working in practical areas, such as Science and Technology
- or an agreed 'uniform' for the area of the academy in which they work in, ie site team, PE staff (if not teaching PE for extended periods of time, staff should adhere to the more formal dress code)

The academy expects:

- shoulders to be covered
- fashion accessories to be minimal
- make-up to be subtle
- hair colour to be natural subtle shade
- no visible body piercings (other than discreet earrings)
- no denim or denim style materials
- tattoos should be discreetly covered
- modest hemlines and necklines

Religious and Cultural Dress

It is Westbourne's policy that the wearing of religious and cultural dress is allowable. The exception to this protocol is where health, safety and welfare will be compromised.

Protective Clothing

For staff who require a uniform and/or protective clothing, the academy will provide these. Please speak to your Line Manager in the first instance.

“We are always accountable for our actions. It is our responsibility to be informed about the requirements of the professional standards by which we measure ourselves”



“Our reputation is our most valuable asset. We earn it every day with the choices we make, and we all share the responsibility to preserve and protect it”



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