

Behaviour Policy



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Responsible Colleagues

Education Directorate

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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Statement of Intent

We believe that for our pupils 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 has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is 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 pupil behaviour most effectively when they are **warm but strict**. They encourage pupils 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 consider the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible, and autonomous.

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

1. | Aims of this Policy

1.1 This policy has due regard to statutory legislation, including, but not limited to:

- The *Education and Inspections Act* (2006)
- The *Health Act* (2006)
- The *Equality Act* (2010)
- The *Education Act* (2011)
- The *Education (Independent School Standards) Regulations* (2014)
- The *Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations* (2012)
- The *Immigration Act* (2016)
- The *General Data Protection Regulation* (GDPR)
- The *Data Protection Act* (2018)
- *School Discipline (Pupil Exclusions and Reviews) (England) Regulations* (2012)

- 1.2 This policy also has due regard to DfE guidance, including, but not limited to
- *Behaviour in Schools (2022)*
 - *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement – Guidance (2022)*

2. | Scope of this Policy

- 2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.
- 2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of *The Education and Inspections Act (2006)*). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- 2.3 For the purposes of this policy, references to **teachers** include all paid staff responsible for the supervision of pupils. The principal can limit the power to apply punishments to certain staff and/or extend the power to discipline to adult volunteers- for example, parents who have volunteered to help on an academy trip.
- 2.4 For the purposes of this policy, references to **pupils** include all learners in our academies.

3. | Academy Curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. Pupils should be taught about the behaviour culture of the Academy. This includes teaching about mutual respect for all and an understanding of the importance of democracy, the rule of law, individual liberty, and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. This is reinforced with the academy routines and habits.
- 3.3 Pupils are taught about healthy relationships, looking at bullying and forms of child on child abuse.

- 3.4 Pupils are taught how to stay safe both in and outside of the academy
- 3.5 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient, and independent, and to develop strength of character.
- 3.6 Teaching styles and approaches to managing behaviour reflect our commitment to *the warm but strict* philosophy. Pupils respond better to praise and encouragement than punishment.
- 3.7 Every pupil is taught and is supported to achieve the behaviour standards of the academy. This is provided through an induction process regardless of their entry point into the academy. The induction aim is to familiarise and outlines the expectations and behaviour culture of the academy. This is regularly reviewed throughout the academic year.

4. | Pupil Transition

- 4.1 The academy will support incoming pupils and various entry points, into the academy, to meet the behaviour standards by offering an induction process. This will familiarise them with the behaviour policy, expectations, sanctions and rewards process and the wider culture of the school.
- 4.2 To ensure that behaviour is continually monitored and supported, information related to pupil behaviour will be communicated to relevant staff, at standard and nonstandard transition points throughout the term or year.

5. | Roles and Responsibilities

- 5.1 **The Governors and Trustees will:**
- Be responsible for monitoring this behaviour policy's effectiveness and hold the Principal to account for its implementation
- 5.2 **The Principal and senior leadership team will:**
- Review and approve the behaviour policy
 - Ensure this behaviour policy is reviewed and implemented effectively within the Academy
 - Develop and install the behaviour principles for the Academy ([Appendix 1](#))
 - Ensure that the academy environment encourages positive behaviour

- Ensure that the academy promotes a culture where everyone is treated with dignity, kindness and respect
- Ensure staff effectively deal with poor behaviour
- Monitor the implementation of this policy and ensure that sanctions and rewards are applied consistently to all groups of pupils
- Ensure that all staff and pupils understand the behaviour expectations and the importance of maintaining them
- Ensure that pupils, regardless of their entry point, receive an induction that covers the behaviour expectations and routines at our academies
- Provide new staff with a clear induction into the academy's behaviour culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate and bespoke training in behaviour management, and the impact of special educational needs, disabilities and mental health needs on behaviour, to all staff who require it in order to carry out their duties effectively
- Correlating this policy in conjunction with the Safeguarding and Child Protection Policy, ensuring that pupils are offered support when necessary
- Regularly review the behaviour data, ensuring that no groups of pupils are disproportionately impacted by the issue of sanctions or rewards.

5.3 Staff members will:

- Always follow this behaviour policy, both inside and outside of the classroom
- Maintain a positive and well-managed learning environment
- Always be positive ambassadors for our academies, consistently role-modelling high expectations through their professional behaviour and conduct
- Use our reward system and hierarchy of sanctions to promote good behaviour and establish healthy boundaries
- Use the rules and consequences outlined in this policy clearly and consistently
- Develop a pupil's individual potential both inside and outside the classroom by recognising and celebrating personal milestones
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop them to their full potential
- Undertake comprehensive planning to provide challenging, interesting, and relevant lessons, which are appropriate to the age, ability, and individual needs of pupils
- Intervene promptly when they encounter poor behaviour or unexplained absence
- Record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- Raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them to implement effective behaviour management

- Support other members of staff with behavioural issues involving individual pupils or groups of pupils
- Contact parents/carers regarding their child's behaviour where necessary
- Monitor the attitude, effort, and quality of pupils' work
- Provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- Make referrals to external agencies where deemed appropriate/advised by other agencies
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

5.4 Pupils will:

- Always abide by the *Home-Academy Agreement* and the *Behaviour Policy*
- Act as positive ambassadors and representatives of our academies through their exemplary behaviour
- Be polite and respectful of others in their academy and surrounding community
- Work to the best of their ability and effort, completing all the work assigned to them
- Cooperate with other pupils and members of staff to create a positive learning environment
- Be ready to learn by ensuring regular attendance and punctuality in all lessons, arriving with the correct equipment
- Correctly present themselves in academy uniform
- Respect and value the environment and their surroundings, as well as each other
- Not act in a manner which is disruptive to the learning of others
- Under no circumstances put the health and safety of others at risk
- Be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Be supported to develop an understanding of the academy's behaviour policy and wider culture
- Be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5.5 Parents/carers will:

- Abide by *the Home-Academy Agreement*, ensuring the attendance and punctuality of their children, as well as reporting any absences
- Encourage good behaviour and ensure that their children are always ambassadors of our academies by reinforcing our rules, promoting the positive behaviour culture of the academy
- Share any concerns they have regarding their children's education, welfare, behaviour, and any other issues with staff at our academies
- Support their children's independent learning
- Support our decisions in relation to behavioural issues, whilst maintaining the right to scrutinise our decisions regarding their children's behaviour
- Ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code
- Take part in any intervention work following misbehaviour (for example, attending review meetings)
- Discuss any behavioural concerns with the class teacher or tutor

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

6. | Classroom Behaviour

- 6.1 Expectations and standards for behaviour are clearly displayed in all classrooms ([Appendix 1- Academy Behaviour Principles](#))
- 6.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 6.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in [Appendix 2 - Procedure for Rewards](#).
- 6.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out [in Appendix 3 – Procedure for Sanctions](#).

7. | Pupil Conduct Outside of the Classroom

7.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

7.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community **is not tolerated** and this behaviour policy will be followed when:

- Pupils are taking part in any academy-organised or academy-related activity
- Pupils are travelling to or from our academies
- Pupils are wearing academy uniform
- Pupils are in any other way identifiable as a pupil at one of our academies
- Pupils' behaviour could have repercussions on the orderly running of our academies
- Pupils' behaviour poses a threat to another pupil or member of the public
- Pupils' behaviour could adversely affect the reputation of our academies.

8. | Responding to Good Behaviour

8.1 Rewards are issued when a pupil's behaviour meets or exceeds expectations

8.2 Staff will recognise good behaviour with rewards and recognition, in order to reinforce the Academy's culture and ethos

8.3 Positive rewards and reinforcements will be applied clearly and fairly, to reinforce the expectations, routines and Academy behaviour culture.

8.4 Positive behaviour will be rewarded, as outlined in [Appendix 2- Procedure for Rewards](#).

9. | Responding to Misbehaviour: Use of Sanctions

- 9.1 Academy staff will respond to misbehaviour predicably, promptly and assertively in accordance with the academy behaviour policy. Staff will respond in a consistent, fair and proportionate manner and will use a range of de-escalation techniques, from their training, to restore a calm safe environment, in which pupils can learn and thrive. Some of our academies may use pre-agreed scripts or phrases to help restore calm.
- 9.2 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, to help them to develop a sense of right and wrong.
- 9.3 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will issue a proportionate sanction the pupils in question.
- 9.4 For a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is:
- made by a paid member of staff, or a member of staff authorised to do so by the principal
 - made on the academy premises or whilst the pupil is under the charge of a member of staff
 - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per *the Equality Act (2010)*, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- 9.5 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.
- 9.6 Sanctions:
- relate to a specific task or action and will be applied clearly
 - are issued consistently, proportionately and fairly, ensuring that the recipient is clear about what they are being reprimanded for
 - reinforce **our** core values and ethos
 - do not focus repeatedly on the same issue without progress
 - do not have a negative effect upon others.
- 9.7 The aim of issuing sanctions is to correct the behaviour. Work follows to support pupils enhance progress, prevent recurring issues, and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

- 9.8 We **always** consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 9.9 We take a **graduated response** to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- an assessment to establish a clear analysis of the pupil's needs
 - a plan setting out how the pupil will be supported
 - the required action to provide the support
 - regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 9.10 We consider a pupil's special educational needs when dealing with their behaviours.
- 9.11 Where points 9.8, 9.9 or 9.10 apply the need for multi-agency assessments will be considered where necessary.
- 9.12 There is a clear expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy, and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 9.13 The full set of sanctions that we use are set out in [Appendix 3- Procedure for Sanctions](#).
- 9.14 Where sanctions have been issued, the academy will use strategies to support pupils in understanding how to improve their behaviour. This may include but is not limited to:
- A targeted discussion with the pupil around the impact of their actions and how they can improve in the future
 - Phone call with parents/carers or the Virtual School Head for looked after children.
 - Inquiries into the pupils conduct around the academy with staff involved in teaching or supporting the pupil
 - Inquiries into circumstances outside of school, including at home, which may influence the pupil's behaviour/

10. Responding to Misbehaviour:

Use of Suspensions (Fixed Period Exclusions and Permanent Exclusions)

- 10.1 Only the principal or, in the absence of the principal, the member of the Senior Leadership Team (SLT) who is acting in that role, can exclude a pupil from our academy.
- 10.2 The principal can rescind an exclusion up until the point when it is put before the relevant committee. An example of an appropriate use of this might be; where a managed move is brokered after a permanent exclusion has been given and when this move is in the best interests of the pupil.
- 10.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as “the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”
- 10.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 10.5 The decision to exclude a pupil is a serious one and will only be taken:
- In response to serious or persistent breaches of this policy, **and**
 - If allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 10.6 Where a pupil breaches this policy, the principal may decide that it is appropriate to exclude them for a fixed period. This is known as a *Fixed-Term Exclusion* (FTE). An FTE is a serious sanction.
- 10.7 With regards to persistent breaches of this policy, any decision to **exclude permanently** will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.
- 10.8 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or

intended for distribution, and being found in possession of “prohibited items” listed in 11.8 or other banned items. Where a pupil is involved in breaking the law the Police will be informed.

- 10.9 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 10.10 **Before** deciding whether to exclude a pupil, either permanently or for a fixed period, the principal will:
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events and express their views (with the support of an advocate if appropriate)
 - consider if the pupil has special educational needs (SEN).
- 10.11 All fixed term exclusions and permanent exclusions will be communicated, without delay, to:
- The pupil
 - The parents/ carers of the pupil
 - The governing body
 - The Local Authority (when the suspension exceeds 5 school days, or if the pupil is permanently excluded)
 - The pupil’s social worker, if they have one
 - The Virtual School Head, if the pupil is a looked after child
- 10.12 All suspensions (fixed period exclusions and permanent exclusions) are managed in line with the Department for Education’s latest on the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.
- 10.13 The DSL will be informed and when appropriate, consulted, in all cases where a decision on a fixed term exclusion or permanent exclusion is being made.
- 10.14 Please see our *Suspensions and Permanent Exclusions Procedures* for more information.

11. | Responding to Misbehaviour: Use of Detention

11.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.

11.2 In setting a detention outside normal academy hours, we adhere to the following statutory legislation. A detention can be given on:

- any academy day where the pupil does not have permission to be absent
- weekends - except the weekend preceding or following the half term break
- non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’

11.3 Whilst parental consent is not required for detentions, we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents via a text message and a phone call where possible. Students in after school detention will be required to remain for up to 60 minutes at the end of the school day. No notice will be given for detentions up to 30 minutes however, we will endeavour to notify parents/carers in advance of detentions that are longer than 30 minutes. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention, held outside academy hours, is reasonable; staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

11.4 With lunchtime detentions, staff allow students ten minutes for the pupil to use the toilet. They are given the opportunity to eat and drink towards the end of the detention.

11.5 Detailed guidance can be found in the [Searching Screening and Confiscation at School](#) document from the DFE

Confiscation of inappropriate items

- 11.6 Members of staff may confiscate, retain, or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely (Insert local procedure here).
- 11.7 Members of staff can exercise their power to search **without consent** for "prohibited items" including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - vapes
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 11.8 Weapons, knives and child pornography are given to the police as soon as reasonably practical and where appropriate; parents/ carers will be informed.
- 11.9 Other items which are confiscated are returned to parents at the end of the academy day via reception.
- 11.10 A log is kept which records all confiscated items (see [Appendix 5](#))

Reasonable force

- 11.11 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence.

- 11.12 Incidents of reasonable force must:
- Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents (see [Appendix 5](#))

11.13 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Please refer to our *Use of Reasonable Force Policy* for further details.

Searching a pupil

11.14 Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

11.15 The authorised member of staff carrying out the search will be of the same sex as the pupil (Unless the pupils request otherwise), and there will be another member of staff present as a witness to the search. A search will not be conducted without the presence of another member of staff to act as a witness.

11.16 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

11.17 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

11.18 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

11.19 Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

11.20 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

11.21 Members of staff can seek pupil consent to search for items that are not listed as banned but where having these items are against our behaviour policy. Force **cannot** be used to search for these items.

11.22 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching, or break academy rules.

11.23 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

11.24 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our *Safeguarding Policy*.

11.25 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should either call the police or isolate the pupil until such time that the police can carry out the search. Or the authorised member of staff may then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

11.26 An appropriate sanction may be issued by the academy if a pupil refuses to agree to a search.

11.27 The authorised member of staff can use reasonable force to search for any prohibited items identified in the list of prohibited items in 11.8, but not to search for items that are only identified in the academy rules. Please read our *Use of Reasonable Force Policy*, for more information.

11.28 The authorised member of staff may use a metal detector to assist with the search.

11.29 An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

11.30 Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots.

Searching pupils' possessions

11.31 *Possessions* means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bag

11.32 A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

11.33 An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

11.34 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

- 11.35 The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 3
 - If they believe that a search has revealed a safeguarding risk.
- 11.36 All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy's safeguarding system. **Informing parents**
- 11.37 Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

- 11.38 Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 11.39 If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

- 11.40 The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).
- 11.41 Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

11.42 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

11.43 Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

11.44 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

11.45 The pupil's parents will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on academy premises, and monitor them for any trends that emerge.

Who will be present

11.46 For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

11.47 One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

11.48 No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

11.49 The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Principal

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

- 11.50** After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.
- 11.51** As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 11.52** Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 11.53** Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Logging Searches of any kind (See [Appendix 5](#)).

- 11.54** We keep a log of any strip searches that take place, detailing:
- The date, time and location of the search
 - Which pupil was searched
 - Who conducted the search and any other adults or pupils present
 - What was being searched for
 - The reason for searching
 - What items, if any, were found
 - What follow-up action was taken as a consequence of the search.

12. | Responding to Misbehaviour:

Lesson Removal, Seclusion and Isolation Rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our reSTART or inclusion rooms. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 Lesson removal is a response to a serious misbehaviour and will only be utilised when other behaviour strategies have been attempted first, unless the behaviour is so extreme as to warrant a removal.
- 12.3 Lesson removal will be used for the following reasons:
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
 - allow the pupil to regain calm in a safe space.
- 12.4 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.5 [Appendix 3 – Procedures for Sanctions](#) specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.6 It is very important that pupils are given suitable and meaningful academic work to undertake whilst spending time away from their peers, but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion.
- 12.7 Our reSTART and Inclusion rooms will be separate to our AP provisions (such as Aspire, Oasis, Thrive, etc.) and there will be a distinguished difference made between our support as a non-disciplinary approach and our intervention for lesson removal.
- 12.8 The staff supervising our reSTART and Inclusion rooms are suitably trained for the role and its requirements.

12.9 Pupils may be removed from lessons for planned responses to their individual needs, this will not be considered a disciplinary approach. For example, a pupil with an identified sensory need may need planned time outside the classroom, in order to regulate their emotions.

12.10 Pupils in isolation are given time to eat or use the toilet.

12.11 The Principal will:

- Monitor lesson removals
- Communicate reasons for lessons removals to all staff
- Outline the appropriate length of time for lessons removals and ensure this is communicated to staff and is adhered to
- Ensure the inclusion room is well stocked with appropriate resources and is a suitable place to learn and refocus, monitored by trained staff
- Design and ensure that there is a clear process for reintegration for any pupils that has been removed from lessons, when safe and appropriate to do so
- Where pupils are subject to a S47/ S17 plan or are a looked after child, ensure that removals are communicated to the Social Worker and/or Virtual School Head for the pupil, where appropriate. Principals should ensure that looked after children have a review of their Personal Education Plan made, after lesson removals.

12.12 The academy will monitor lessons removals to:

- Make data-based decisions on whether frequently removed pupils would benefit from additional and alternative approaches to support or may need an SEND assessment.
- Identify patterns relating to pupils sharing the same protected characteristics and ensure lesson removal is not having a disproportionate effect on pupils sharing particular protected characteristics

13. | Responding to Misbehaviour: Bullying

13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation

- 13.3 Please refer to our *Anti-Bullying Policy* for further detail about how we endeavour to prevent and deal with bullying.

14. | Responding to Misbehaviour: Drugs, Tobacco, Vapes, Alcohol, and Illegal Substances

- 14.1 Pupils are not allowed to bring vapes, tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, vapes, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, vaping, drugs, alcohol, illegal or 'legal high' substances.

15. | Responding to Misbehaviour: Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to a person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks
 - Those where objects are adapted for the purpose of causing injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid

- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharp nail scissors or a baseball bat.

15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.

15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.

15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

15.6 Confiscated weapons are given to the police as soon as reasonably practicable.

15.7 Parents are informed of their child's involvement in any activity related to weapons.

16. | Responding to Misbehaviour: Online Misbehaviour

16.1 The academy has the same expectations of behaviour online, as it has offline. Pupils should treat everyone with kindness, respect and dignity.

16.2 The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

16.3 Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

16.4 Pupils who are found to have behaved inappropriately online, including but not limited to:

- Bullying
- Inappropriate language
- Soliciting and sharing of nude or semi-nude images and videos

- Sexual harassment
- Posing a threat or harm to another pupil

16.5 Will be sanctioned in accordance with the Procedure for Sanctions ([Appendix 3](#))

16.6 In situations where pupils have misbehaved online, for any of the reasons listed above, the academy *Safeguarding and Child Protection Policy* will be followed and the DSL will be informed.

17. | Responding to Misbehaviour: Mobile Phones

17.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day

17.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17.3 Pupils using mobile phones on the academy site, without express permission of the senior leadership team, will be confiscated and will be stored in reception until collected. The first or second offence in a half term, the student can collect and parents will be notified via text message. After that, parents/carers must collect at the end of the school day.

17.4 Where mobile phones are required for school activities, a clear plan will be formulated by the Principal, to mitigate the risks of allowing access to phones.

18. | Responding to Misbehaviour: Suspected Criminal Behaviour

18.1 If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

18.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

18.3 If a decision is made to report the matter to the police, the Principal or DSL will make the report.

- 18.4 The academy will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 18.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

19. | Responding to Misbehaviour: Malicious Allegations

- 19.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.
- 19.2 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 academy will consider whether to discipline the pupil in accordance with this policy.
- 19.3 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.
- 19.4 The academy will also consider the pastoral needs of staff and pupils accused of misconduct.
- 19.5 Please refer to our *Safeguarding and Child Protection Policy* for more information on responding to allegations of abuse against staff or other pupils.

20. | Responding to Misbehaviour: Sexual Harassment and Sexual Violence

- 20.1 Child-on-child Abuse, **sexual harassment** and **sexual violence** are **never acceptable and will not be tolerated**.
- 20.2 The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- 20.3 Any disclosures made by pupils will be believed and responded to in line with the Anti- Child-on-child Abuse and Bullying Policy and pupils will be kept safe and never made to feel that they are creating a problem by reporting the abuse, sexual violence or sexual harassment.
- 20.4 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 20.5 The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 20.6 The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
- 20.7 Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of Child on Child Abuse including sexual harassment and sexual assault.

21. | Responding to the behaviour of pupils with Special Educational Needs/Disabilities (SEND)

- 21.1 The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- 21.2 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.

- 21.3 When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
 - Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
 - If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 21.4 As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 21.5 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- 21.6 When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
 - Whether the pupil was unable to act differently at the time as a result of their SEND?
 - Whether the pupil is likely to behave aggressively due to their particular SEND?
- 21.7 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- 21.8 The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
- 21.9 Where pupils have an EHC Plan, the academy will set out to secure the provisions set out in the Plan and the academy will co-operate with the local authority and other bodies.
- 21.10 If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

22. | Child Protection and Safeguarding

- 22.1 We take the promotion of children’s wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see our *Safeguarding and Child Protection Policy*).

23. | Preventing the Reoccurrence of Misbehaviour

- 23.1 At our academy, we adopt a range of strategies to help pupils manage their behaviour and to reduce the risk of suspension and permanent exclusion.

- 23.2 Some pupils need help to understand and meet behavioural expectations.

At Westbourne, we take a restorative approach to behaviour to support students to reflect on their actions, what their thoughts were, who was affected and how things can be put right. However, at times further intervention is needed and we use a range of strategies including but not limited to: report cards, mentoring, personalised interventions etc.

24. | Reintegration

- 24.1 Following any form of lesson removal, suspension, planned managed move or time spent in the Inclusion room, the school will follow their reintegration procedure as outlined in [Appendix 6](#).

25. | Managed Moves, Offsite Direction, and Pupil Support Units

- 25.1 The academy may use a managed move, as part of a strategy used to support a pupil with their behaviour. A managed move will be used to initiate a process which leads to the transfer of a pupil to another mainstream school, permanently.
- 25.2 We will ensure that a managed move is discussed with the pupil, the pupils' parents/ carers and any associated agencies working with the pupil.
- 25.3 We will only orchestrate a managed move, when it is in the best interests of the child.

26. | Outside Agencies

- 26.1 Our academy is part of a wider community of support, and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 26.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.
- 26.3 The academy will work with the Virtual School Headteacher to ensure that the Personal Education Plan is tailored to the needs of the pupil, including their behaviour support needs.

27. | Staff Training and Support

- 27.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

- 27.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 27.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.
- 27.4 Staff are offered training on the proper use of restraint, the needs of the pupils in the school and how SEND and mental health can impact behaviour.

28. | Record Keeping and Data Protection

- 28.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 28.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by:
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability
 - Age
 - Religion
 - Sexuality
 - Children Looked After.
- 28.3 We monitor 28.1 and 28.2 above to provide regular information on how effectively this behaviour policy is working.
- 28.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our *Data Protection Policy*.

Appendix 1- Academy Behaviour Principles

<p>BE SAFE </p> <p></p> <p>Keep yourself and others safe, by:</p> <ul style="list-style-type: none">• following the one-way system• moving around the academy in a calm and orderly way• always reporting any concerns to a member of staff	<p>BE THOUGHTFUL </p> <p></p> <p>Show you are considerate, by:</p> <ul style="list-style-type: none">• not raising your voice• not interrupting others• never using bad language
<p>BE ACCOUNTABLE </p> <p></p> <p>Show you are responsible, by:</p> <ul style="list-style-type: none">• arriving to lessons on time and prepared for learning• focussing on your work and trying your best• taking responsibility for your actions and attitude	<p>BE RESPECTFUL </p> <p></p> <p>You should always:</p> <ul style="list-style-type: none">• do as asked by staff, without argument• raise your hand to ask questions and not call out• show gratitude to others by saying please and thank you

Appendix 2- Procedure for Rewards

At Westbourne, we look to foster a positive culture across our academy, in which praise and rewards are fully accessible to every pupil – on a daily, weekly, termly or annual basis. We aspire to develop character, personal pride and the highest of moral standards in their five years with us.

Classroom Rewards

We are preparing our pupils for employment and life, and therefore impress upon them the academy STAR values are the minimum expectation of any workplace. Each pupil starts the academic year with 1000 STAR points – one for each lesson they will attend, and in which we expect they will display these values as a starting point.

Staff are then encouraged to further reward students with LORIC points – as they meet our aspirational academy values - and show that they have gone ‘above and beyond’, in terms of their behaviour, attitude and contribution in lessons.

LORIC points are also awarded to students for going ‘above and beyond’ in terms of involvement with and contribution to extra-curricular activities, committees, clubs and teams.

- At the end of each week, the ten students from each house who have gained the highest number of LORIC points are rewarded with a queue jump pass for the Food Hall
- At the end of each week, students who have no negative behaviours logged, are awarded 5 LORIC points each
- At the end of the academic year, the house who have amassed the highest number of LORIC points in total, will receive VIP lunchtime access to ‘Inflatable Reward Day’ (see STAR cards)

Attendance Rewards

- Each week, the tutor group with the highest attendance is awarded a prize by their Head of House in assembly
- Five students per week in each house with the highest attendance, are recognised as ‘Attendance VIPs’ and receive a free meal ticket and queue jump pass for the academy Food Hall
- At the end of each week, students who have had 100% attendance are awarded 5 LORIC points each
- At the end of each half term, all students in each house who have achieved 100% attendance for that period, are entered into a draw to win a £20 gift voucher
- At the end of each half term, those students who have shown the largest improvement in terms of their attendance are also recognised and rewarded.

Attendance & Behaviour Rewards

- At the end of each half term, every student who have achieved 100% attendance for that period, in addition to having 100% positive behaviour, are rewarded with a pizza party.

STAR Cards

Westbourne pupils carry a STAR card, which staff can sign when they have displayed a behaviour or action that is in line with the academy core values.

- At the end of each half term, every student who has completed at least one STAR card (with five staff signatures) and has a minimum of 95% attendance, is rewarded with a free lunch ticket
- At the end of each half term, all students in each house who have achieved the above, are entered into a draw to win a £20 gift voucher
- At the end of the academic year, each student who has a minimum of 95% attendance and three completed cards, is given access to the academy 'Inflatables Reward Day'.

Progress Board

Every pupil in the academy has their name on our Progress Board. Following each data drop (completed three times annually) they have the opportunity to move up the board from the previous time they were assessed. In line with our academy STAR values, pupils are striving to achieve their personal excellence target, by reaching the 'Exosphere'.

- Every pupil who progresses up the board, regardless of starting position, is rewarded with a doughnut
- Every pupil who achieve 'Exosphere' status, is rewarded with a free lunch, hosted by their Head of House and Pastoral Lead
- Every pupil who remains in the Exosphere following the next data drop, is rewarded with a cinema or bowling trip.

Subject Awards

Each subject team is asked on a termly basis to nominate one pupil per year group as their 'Student of the Term'.

- Pupils awarded 'Student of the Term' by curriculum areas, are presented with a subject badge for their blazer in house assemblies
- They are further rewarded with LORIC points, and a letter and certificate sent home to parents/carers.

Student PIPS

Towards the end of the academic year, the data for behaviour, attendance and LORIC points for each student is considered against a set criteria for each year group.

- All pupils who meet the criteria, are presented with a PIPS badge for their blazer in a year group assembly, taken by the Principal

- The achievement is also acknowledged with a letter and certificate sent to parents/carers.

Student Leadership Team

At the start of the academic year, pupils are invited to apply to become part of the Student Leadership Team at the academy.

Pupils in years 8 & 9 can express an interest to be considered for the role of Junior Prefects. In order to apply, pupils must meet the criteria of being awarded their PIPS badge for the previous academic year, and complete the application and interview process.

Pupils in years 10 & 11 can express an interest to be considered for the role of Senior Prefects. In order to apply, pupils must complete the application and interview process.

- Each pupil who is appointed to a prefect role is presented with a badge for their blazer in a house assembly, by the Principal
- They are further rewarded for their efforts in the role by a termly cinema or bowling trip, and pizza.

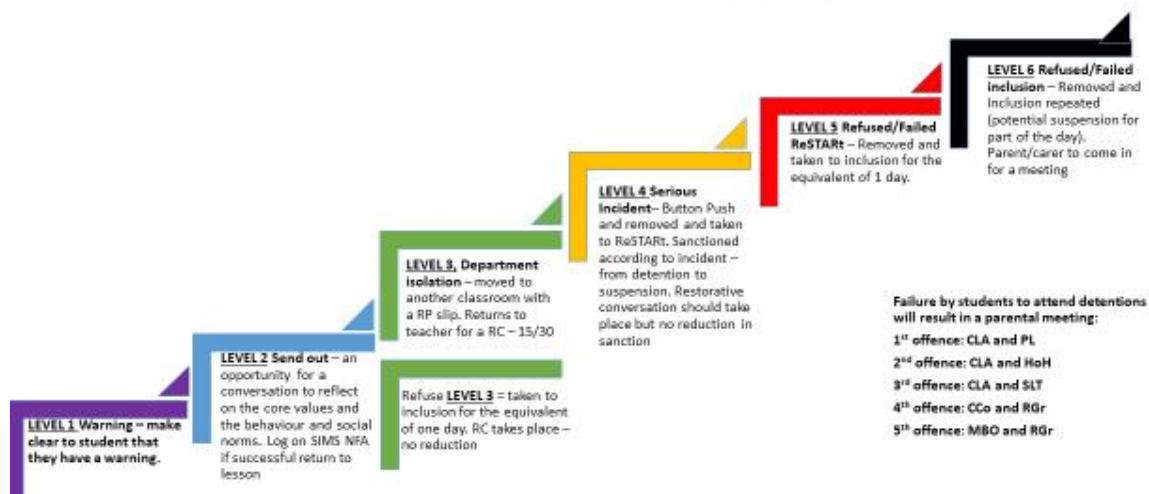
Westbourne House Trophy

In our end of year assembly, the Westbourne House Trophy is awarded to the house who have amassed the highest number of points over the course of the year. The categories that contribute towards the trophy award are as follows:

- Attendance
- LORIC points
- STAR cards
- Sports Day
- Literacy
- Organisation
- Extra-curricular involvement
- Charity fundraising
- Inter-house competitions

Appendix 3- Procedure for Sanctions

Lesson disruption behaviour steps.....



In addition to lesson disruption, students who misbehave around the Academy will be referred to their tutor who will discuss the incident, outline expectations and, where appropriate issue a 15 or 30 minute sanction, facilitating a restorative conversation if appropriate and contacting parents when suitable.

Where a student is not demonstrating behaviour for learning in a subject, a referral will be made to the curriculum leader who will discuss with the teacher an appropriate sanction, a restorative conversation will take place (with the support of the curriculum leader if needed) and the teacher will call home to update parents.

Disciplinary Action	By Whom	Further Detail
1 SIMS behaviour	Any teacher or support staff	Where a student misses a deadline, fails to have the correct equipment etc. then this will be logged on SIMS. They will also lose their STAR point for that lesson.
2 Restorative conversation	Any teacher	Student recalled to the teacher to take part in a restorative conversation
3 Level 1: Verbal warning	Any teacher	<i>Where a student does not meet the expectations for learning and conduct in the classroom, escalation can occur to Level 4.</i>
		Following a reminder, using the 30 second intervention, a warning is given privately.
4 Level 2: Send out.	Any teacher	Students are asked to stand outside the classroom for a maximum of 3 minutes 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 where the previous 2 levels have been unsuccessful. They will be given a form with when and where the restorative will take place. Refusal to comply results in a session in Inclusion.
6 Level 4: Student removal.	On-call staff	If the student disrupts the learning in the DI, they then fail this and removed by on-call to the reSTART room
7 Student removal – serious incident	Any teacher	This action is taken for serious breaches of academy rules. Students are either; 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 this is at the discretion of the Principal.
8 ReSTART room	On-call staff	Used for lesson removals where students are tasked to reflect on their actions. Length of time in room, up to 2 periods (where double lessons occur otherwise 1 period). Failing reSTART results in a session in Inclusion
9 Pastoral/Leadership detentions:	Behaviour Lead, Pastoral Lead, Head of House, Senior Leadership	
15-minute breaktime		Late to Academy before registration closes, CL/Tutor detention
15-minute lunchtime		Lateness to afternoon registration, CL/Tutor detention
30-minute lunchtime/after school		Level 3 sanction (reduced to 15 minutes if successful RC takes place), CL/Tutor detention
60 minutes after school SLT detention		Level 4, failure/refusal to attend detentions, serious incident sanctions <i>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.</i>

10 Behaviour plans:	Assistant Principal	
Tier 1 - Form tutor		Low level disruption, frequent level 2s, occasional Level 3s, multiple pupil referral forms
Tier 2 - Pastoral team		More persistent lower level disruption/Academic Concerns/Period in Inclusion Room
Tier 3 - Senior Leadership Team		Further periods in Inclusion
Tier 4 – Suffolk Pupil Support Framework		Ahead of a potential managed move.
		<i>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 is in the best interests of the student.</i>
11 Inclusion Room	Principal, Vice Principal, Assistant Principal	Students work in the Inclusion Room for a period of time determined by the Principal where: 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 follow their normal curriculum and engage in programmes of support, where necessary, to promote positive behaviour and attitude. Where appropriate, restorative conversations take place. Students in KS4 will normally be in inclusion from 8:30 until the end of break, going to lesson 3 as normal. Students in KS3 will go into inclusion at the start of lesson 4, remaining there until the end of the day. Students who truant lessons or refuse to go to a DI or reSTART will immediately be in Inclusion for 5 lessons. If they refuse, parents will be asked to come in to escort them there. Failing reSTART will mean a session in Inclusion.
12 Managed Move	Principal or Assistant Principal	In Year Fair Access Panel used to arrange a “fresh start” in a local academy to prevent permanent exclusion.
13 Alternative Provision	Vice Principal or Assistant Principal	Students may spend time in internal or external 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/Carer.
15 External Fixed Term Exclusion / Permanent Exclusion	Principal after consultation with Chair of Governors.	Persistent disregard of academy 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 and in instances when the student is found to be equipped to deal in illegal substances.

Appendix 4- Banned Items

- Vapes
- Chewing Gum
- Mobile phones
- Small blades

Appendix 5 - Search and Confiscation Log

Date:			
Pupil Name:			
Searched Y/N			
Reason for Search:			
Searched by (Confirm 2 staff members present):			
List Items Found (Or state nothing found):			
List Items Confiscated:			
Confiscated by:			
Follow up action taken:			
Where Items are Stored:			
Police Informed Y/N (Record date, time and person making report)			
Date Item Returned: (If collected, record who by)			

Appendix 6- Reintegration procedure

Following a suspension, readmission meetings are conducted with the parent/carer and child by the pastoral team and/or a member of the Senior Leadership Team to agree a course of action moving forwards. Please see below for the intervention flow diagram with the range of interventions we offer.

When a student is put into Inclusion on three occasions, parents/carers will be called in for a meeting with the pastoral team and/or a member of the Senior Leadership Team to discuss the reason for these admissions and look at how to prevent further occurrences.

Where a student is put into Inclusion, they will be given a reflection sheet to complete to support them in understanding what has happened, why it has happened and who has been affected. Their pastoral lead (or Head of House if not available) will then come to see them in Inclusion to discuss their reflections and assist them in understanding how they can ensure this is not repeated, facilitating a restorative conversation with staff members involved in the incident where appropriate.

Westbourne Academy Behaviour Intervention Flow Diagram

