

Westwood College



Behaviour Policy

Implementation Date: 02.09.2026

Review Date: September 2027

V3

1. Ethos of the School

The Behaviour Policy at Westwood College supports the development and maintenance of high standards of behaviour and a positive, inclusive ethos grounded in our values of **Respect, Resilience, Ambition, and Pride**. We expect all members of the College community to contribute to an environment conducive to learning, where courtesy, mutual respect, and personal responsibility are fundamental. This policy underpins our commitment to safeguarding, ensuring all students learn in a safe, calm, and supportive setting free from disruption, bullying, and discrimination.

1.1 The School is committed to:

- Promoting high standards of behaviour, self-discipline, and respect.
- Ensuring that students complete assigned work and achieve their full potential.
- Safeguarding and supporting the welfare of students.
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and applying consequences for misbehaviour.

1.2 Positive teacher-student relationships are key to combating unacceptable behaviour. Westwood College focuses heavily on forming positive relationships based on **predictability, fairness, and trust** to enable teachers to understand their students and create a strong foundation for behavioural change. The school is working with the Local Authority Restorative and Relational Practice Officers to embed these approaches consistently across the school community.

2. Aims

The aims of this policy are:

- To support effective learning and teaching by fostering a calm and focused learning environment.
- To encourage students to adhere to agreed principles of behaviour that promote self-discipline, respect for others, and respect for authority.
- To contribute to high levels of mutual respect and personal responsibility among students.
- To prevent all forms of bullying, discrimination, and intimidation, ensuring every student feels safe and valued.
- To secure the agreement and ongoing support of teachers, non-teaching staff, governors, parents, and the wider community in promoting positive behaviour.

3. Implementation

The Behaviour Policy has been developed in consultation with teaching and non-teaching staff, parents, governors, and students to ensure it reflects the needs and values of our community.

- All rules and expectations are expressed constructively and include clear examples of appropriate behaviour.
- Reasonable adjustments will be made to support students with SEND and disabilities to meet behaviour expectations.
- Staff will receive ongoing training and support to apply the policy fairly and effectively.
- The policy will be accessible via the school website to ensure transparency and community awareness.
- Behaviour data will be regularly monitored to evaluate the policy's impact and guide continuous improvement.

4. The Framework

4.1 We believe every student deserves a calm, safe, and respectful learning environment. Equally, we value recognising positive behaviour as much as addressing behaviour that disrupts learning. Our behaviour framework is built around three core expectations:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

4.2 We feel that it is essential to work closely with parents/carers, staff, students, governors, trustees and the community to promote and facilitate positive behaviour. This approach applies to behaviour inside school and in the following circumstances:

If a student is:

- Taking part in any school-organised or school-related activity
 - Travelling to or from school, including on the school buses. Please be aware that if behaviour is negative on the school bus, consequences will be applied and it may be necessary for the student to find alternative transport to and from school if the behaviour is persistent. Some examples of behaviour which are considered unacceptable are: being rude to the driver or other students, not wearing a seatbelt at all times, continuously moving seats while the bus is moving, and being aggressive to other passengers and/or the driver.
- Wearing school uniform
- In some other way identifiable as a student at the school

Or concerning behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
 - Poses a threat to another student or member of the public. For example, if a student is being bullied on the way to or from school, on public transport, outside local shops, or in a town or village centre; or
- Could adversely affect the reputation of the school

4.3 The school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted using the following methods:

- **Culture, ethos and environment:** the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching:** the curriculum is used to develop students' knowledge about health and wellbeing. Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.
 - o The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson and outside on the school yard (legendary lines).
 - o Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made.
 - o Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.
- **Community engagement:** the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for students' health and wellbeing.
- All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education.
- Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

5. Roles and Responsibilities

5.1 All stakeholders (staff, students, parents and governors) have a significant role to play in supporting students to achieve the aims of this policy and the wider aims of the school.

"The standard we walk past is the standard we accept"

5.2 Students will be responsible for:

- Their own behaviour both inside school and in the wider community
- Reporting any incidences of poor behaviour to a member of staff

5.3 Parents will be responsible for:

- Supporting their child in adhering to this policy and reinforcing it at home
- Informing the school of any changes in circumstances which may affect their child's behaviour
 - Respecting the Behaviour Policy and disciplinary authority of school staff.
 - Attending meetings with staff if requested to discuss their child's behaviour.
- Ensure that the school is aware of any SEND or other factors which may result in serious concerns about their child's development.

5.4 Teachers will be responsible for:

- Positive classroom management and establishing clear and consistent classroom routines. They will do this by using agreed classroom management and behaviour strategies
- Planning and reviewing support for students with behavioural challenges in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Use the Westwood College Teaching Principles to engage students and create a positive classroom environment where students can thrive
- Praising the behaviours they wish to see throughout every lesson and reward those that go above and beyond
 - Seeking support from Middle Leaders and/or Senior Leaders in order to address more significant behaviour in line with the staged process.
 - Never ignoring or walking past learners who are not meeting the school's expectations.

5.5 Tutors will be responsible for:

- Being the first point of contact for students, parents and carers.
- Promoting high standards of: uniform, behaviour, punctuality and attendance.
- They are supported by Heads of Year, the Inclusion Team and the Senior Leadership Team.

5.6 Leaders will be responsible for:

- Being a regular presence around school to support staff and students with consistent application of this policy
- Heads of Year are responsible for leading the management of behaviour for the students in their year group
 - Senior Leader for Behaviour is responsible for reporting behaviour patterns to SLT and the Governors
- SENDCo is responsible for ensuring that reasonable adjustments are made for those with an identified need and supporting staff to implement them.

5.7 The Head of School (with support from the Executive Headteacher) is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

5.8 Governors will be responsible for:

- The Local Governing Body has a responsibility to endorse the principles underpinning the Behaviour Policy and to ensure that all aspects of the policy and its application promote equality for all students
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Strategic oversight of the whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

6. Communication

The aim of the school is to have an open and positive relationship with parents. To facilitate this, the school communicates with parents/carers in a range of ways:

- Via the Arbor app, text message, e-mail or letters sent home, including behaviour and reward notifications where appropriate
- Via the telephone
- Meetings with form tutors, teaching staff, key pastoral staff or the Senior Leadership Team
- Drop-in sessions with key pastoral members of staff
- Parent workshops/information evenings
- Coffee Mornings
- Open Days

If you wish to speak to someone regarding your child's behaviour, you should contact the Form Tutor in the first instance. Please be aware that Form Tutors have a full teaching commitment and may not respond immediately. If your concern is urgent, please contact the school via telephone, where you will be directed to the most appropriate person.

7. Expectations of Behaviour at Westwood College

These are some examples of expected behaviour. This list is not exhaustive, and we will use our three values to describe expectations.

	<i>Ready</i>	<i>Respectful</i>	<i>Safe</i>
Examples of Expected Behaviour	Setting personal learning goals and working towards them. In the correct uniform with the appropriate equipment Punctual to school and lessons Persevering through difficult tasks without giving up. Trying new things even when they feel unsure. Completing a project or piece of work to a high standard. Celebrating the success of others.	Speaking politely to peers and staff. Respecting different opinions, backgrounds, and beliefs. Being kind and supportive to others. Helping someone who is upset or struggling. Taking pride in the appearance of the school. Following the school expectations first time, every time.	Using equipment safely and responsibly. Reporting unsafe behaviour or hazards to staff. Supporting other peers in making safe choices. Taking care of school property and resources. Walking around the site

7.1 Rewarding students who meet these expectations:

The school encourages excellent behaviour, especially where it is regulated by the students themselves. This is achieved through a mixture of high expectations and clear guidelines for staff, students, parents, governors, and trustees. Our inclusive ethos aims to engender discipline and mutual respect between students, and between staff and students. We seek to celebrate the effort and achievements of students and reward them in a range of ways appropriate to their age and contribution.

7.2 Staff will log rewards through Arbor as behaviour incidents. The following awards will be used:

- Recognition Award (+1) - for recognising improvements and efforts.
- Value Award (+2) - for displaying the school values: Respect, Resilience, Ambition or Pride.
- Leadership Award (+4) - for excellent work or wider contribution referred to a subject leader, Head of Year or SLT.
- Headteacher Award (+5) - for outstanding work deserving the highest praise.

A short, personalised teacher comment should be added where appropriate. Parents and carers will receive an Arbor notification when these achievements are logged, enabling celebration at home.

7.3 Examples of recognition/ reward (not an exhaustive list):

- Use of a tangible rewards system, which students can use to earn prizes
- Certificates for achievement and effort

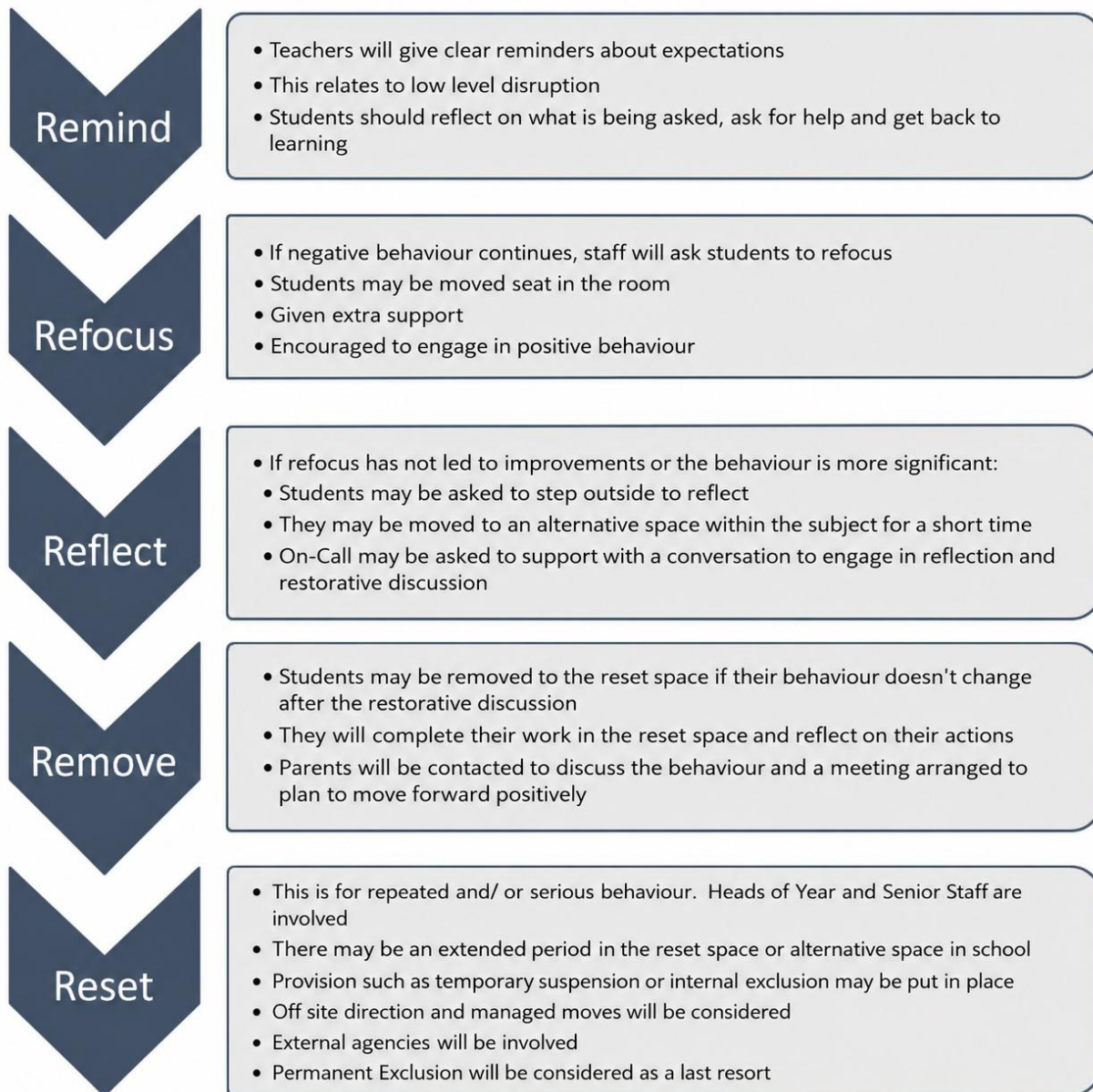
- Certificates for excellent attendance
- Presentation Assemblies
- Messages through the school app/ certificates/School newsletter/praise letters/postcards/text messages to parents
- Positive feedback on written work
- Rewards Trips
- Class recognition boards

8. Supporting students with additional needs and/ or LAC

We take our responsibilities to more vulnerable young people seriously and adopt a holistic approach to looking after the students in our care. We will make reasonable adjustments, within the scope of this policy, to ensure that students are treated fairly and equitably. Where a young person is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the support being offered. The school will also liaise with and refer to outside agencies, as appropriate, to support a young person. These agencies may include:

- The Local Support Team
- The Local SEND and Inclusion Hub
- Educational Psychologists
- The counselling service available at the school
- The School Nurse
- The Education Welfare Officer
- The Youth Offending Team
- The Dove Counselling Service
- Social Services
- The Virtual School

9. The Westwood College approach to managing behaviour



10. Expectations for Student Behaviour at Post 16

10.1 The Westwood College Behaviour Policy will continue to be applied to students in Post-16, with the expectation that our students follow our values of **Respect, Resilience, Ambition, and Pride**. Students in our P16 programme will also be expected to be *“Ready, Respectful and Safe”*. Students are expected to always adhere to the statements outlined in the Code of Conduct and follow the Post-16 Dress Code. In cases where this does not happen, the same staged approach to behaviour consequences applies as outlined in this Behaviour Policy.

Attendance to school is expected to be at 95% or above. It is expected that our older students are role models; therefore, attendance at Personal Tutor Time is essential. Please see the Westwood College Attendance Policy for further details relating to Post-16.

10.2 Additional Privileges:

Due to the age of the students in Post16 there are some additional privileges given to them. The statements below clarify some key points:

- **ID lanyards**

ID lanyards that include student photos will be distributed to all Post-16 students in September. For safeguarding reasons, they must be worn at all times.

- **Post-16 Wi-Fi and Printer**

Post-16 students have access to a designated P16 Wi-Fi account and P16 printer. This must be used solely for the purpose of study and is monitored by our web filtering system. Students are permitted to use their own laptops, tablets and headphones for personal study; however, WWC takes no responsibility for these devices when on school site or on the journey to/from school. Mobile phone use by Post-16 students must follow the Westwood College Mobile Phone and Connected Devices Policy. Where sixth form students are permitted access to mobile phones, this will be limited to specified times and locations determined by the college and must not take place in front of younger students. Misuse will be dealt with under this Behaviour Policy.

- **Leaving site**

The school day for Post-16 students is the same as the rest of the school. During lunchtime, students in Post-16 are permitted to sign out of site, and back in again when returning to school. They must return to school at least 10 minutes before the start of their lesson to ensure they are punctual. It is essential that students understand they are still representing Westwood College when off site.

- **Students' Vehicles**

When reaching the legal driving age if students have personal use of their own vehicle, they are permitted to park it in the school car parks, and not in the surrounding housing estates. They should use the parking spaces appropriately and take full responsibility for their own keys and vehicles. Westwood College accepts no responsibility for vehicles parked on the school site. It is the student's responsibility to ensure their vehicle is roadworthy with the correct insurance.

- **Study Periods**

Post-16 students will all have some study periods on their timetables where they may not be supervised directly. To be academically successful, it is key that these are used effectively. The main rooms used for Study Periods will be the Sixth Form House, including the bookable Quiet Study spaces. The Quiet Study spaces must solely be used for this designated purpose and all study spaces treated with respect and kept tidy.

If a student at P16 does not meet our expectations with regards to the additional privileges, we reserve the right to withdraw them on a temporary or permanent basis.

11. Consequences for not meeting expectations

As outlined in section 9 above, there are a range of consequences available if a student is not meeting expectations.

11.1 Issues will be logged on Arbor using the agreed behaviour categories so that parents/carers are informed of behaviour issues. Staff must add a concise teacher comment to the Arbor communication home, linked to Ready, Respectful and Safe, so that the behaviour, intervention and next steps are clear. Stage 4 incidents require a phone call home from the class teacher and Stage 5 incidents require contact home from on-call, the Head of Year, SLT or another appropriate member of staff.

Mobile phone and connected device incidents will be managed in line with the Westwood College Mobile Phone and Connected Devices Policy. Phone use that is resolved when the phone is handed to the teacher is recorded at Stage 2; phone use where the device is handed to on-call is recorded at Stage 3; refusal to hand in a device is recorded at Stage 4; serious or persistent misuse may be escalated to Stage 5.

Stage 5 should be issued by SLT for serious one-off incidents that breach Ready, Respectful or Safe, or for persistent disruptive behaviour following repeated Stage 4 logs. Stage 5 behaviour types are aligned with suspension categories, but a Stage 5 log does not automatically result in a suspension.

11.2 Detention

In line with the [Behaviour in Schools Guidance from the DfE](#), we are not required to give notice to parents, however, we will do so via Arbor as a courtesy to reduce inconvenience and distress. We choose to do so whilst pointing out that we do not require parental consent for these reflections

- Students may be required to attend a detention at lunchtime or after school
- They are expected to attend promptly
- There is an escalation process if students do not attend

11.3 Suspension and Permanent Exclusion

11.3.1 Westwood College will follow the current Department for Education statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Suspension and permanent exclusion are serious decisions and will only be used where they are lawful, reasonable, fair and proportionate. Suspension may be used where warranted as part of maintaining a calm, safe and supportive school environment. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of this Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

- The Head of School, acting as the headteacher for the purposes of this policy, has the authority to suspend or permanently exclude a pupil. This authority may be exercised by the Executive Headteacher. In the absence of these, this responsibility is delegated to the Deputy Headteacher. The school will use the staged approach to put support strategies in place to ensure a student is not in danger of permanent exclusion.
- Through consultation with the teaching and support staff, interventions and strategies will be put in place for those who may have behavioural difficulties in order to support the student and their family.

11.3.2 Suspensions from lessons and/or suspensions from school are used:

- As a sanction for inappropriate behaviour
- To enable others to learn, free from disruption
- To remove a child from the school to protect other children and/or staff
- To reinforce the high expectations of WWC
- To improve students' behaviour

Before making a decision to suspend or permanently exclude, the Head of School will consider all relevant circumstances including safeguarding factors, SEND, Disability Equality Act duties, reasonable adjustments, LAC, previously LAC and children with social workers.

11.3.3 Suspension is a serious sanction and is intended to have an impact on others as well as on the student who misbehaved, in that it serves as a warning.

11.3.4 On occasion, students may be suspended from lessons but remain in school. They may be expected to follow a different timetable for the day or work with staff/external agencies on intervention programmes to ensure the suspension is effective in changing behaviour.

11.3.5 Suspension from school is most effective when:

- Students are supported to complete the work set at home.
- Parents reinforce the suspension with other sanctions at home, for example withdrawal of privileges.
- Parents ensure that their child is not in a public place during school hours (as this may incur a Police referral or penalty notice from the Local Authority).

11.3.6 It is not always possible to follow all the steps in our staged approach and, in a serious situation, albeit a first-time or one-off offence, it may not be possible to avoid a permanent exclusion.

11.4 Return from Suspension Meetings

11.4.1 When a student returns from a suspension a reintegration meeting will take place. In this meeting, the Head of Year and/or Senior Leader will talk to the student and his/her parent about the event or events that led to the suspension. Parents are an important part of the reintegration process to reduce the risk of behaviours which would cause further sanctions.

11.4.2 Following a reintegration meeting, if the student does not demonstrate that they are meeting the expectations of this policy, additional sanctions may be considered in accordance with this policy and statutory DfE guidance. An action plan will be agreed with the student and their parent to ensure that targets are set which focus the student on improving their behaviour. This will be reviewed after two weeks. The student will be expected to commit to changing their behaviour and to meet the targets agreed on the monitoring form.

11.5 Off-site Direction

11.5.1 Purpose of Off-Site Direction

Off-site direction may be used where:

- A range of school-based interventions have not achieved the desired improvement in behaviour.
- Additional support in an alternative setting is considered likely to improve behaviour and support future success in mainstream education.
- It is considered an appropriate alternative to repeated suspension or permanent exclusion.
- There is a need for a time-limited intervention to address specific behavioural needs.

Off-site direction will not be used solely because the school is unable to meet a student's special educational needs, disability, medical needs or other vulnerabilities.

11.5.2 Decision Making

The decision to direct a student off-site will be made by the Head of School or Executive Headteacher following consideration of:

- the student's individual circumstances;
- previous interventions and support provided;
- safeguarding considerations;
- SEND, disability and Equality Act duties;
- the views of the student;
- the views of parents/carers; and
- whether an off-site placement is likely to improve behaviour.

Where a student has an Education, Health and Care Plan (EHCP), the school will liaise with the local authority and other relevant professionals as appropriate.

11.5.3 Parental Communication and Written Notification

Prior to an off-site direction commencing, parents/carers will be informed of:

- the reasons for the placement;
- the objectives and intended outcomes;
- the location of the provision;
- the start date and expected duration;
- arrangements for attendance, transport and safeguarding; and
- review arrangements.

The school will provide written confirmation of the placement and maintain regular communication with parents throughout the period of off-site direction.

11.5.4 Review Arrangements

All off-site directions will be subject to regular review to ensure that:

- the placement remains appropriate;
- the intended outcomes are being achieved;
- the student's welfare and educational progress are being monitored; and

- plans are in place for reintegration wherever appropriate.

Review meetings may include representatives from the school, parents/carers, the student, the alternative provision and any relevant external agencies.

11.5.5 Registration and Attendance

Where a student attends another educational setting as part of an off-site direction, Westwood College will maintain responsibility for the student and will ensure all statutory registration requirements are met, including dual registration where required. The governing body will be informed of the use of off-site directions as required by statutory guidance.

11.6 Managed Moves

Westwood College recognises that, in some circumstances, a managed move may provide a student with the opportunity for a fresh start in a different educational setting and may be an alternative to permanent exclusion. In line with DFE guidance, this is a permanent move to an alternative setting.

11.6.1 Purpose of a Managed Move

A managed move is a voluntary and planned transfer of a student from one school to another, undertaken with the agreement of all parties and in the best interests of the student. Managed moves are intended to:

- support continued access to education;
- improve behaviour and engagement;
- reduce the likelihood of permanent exclusion; and
- secure better outcomes for the student.

A managed move is not an exclusion and will not be used as a means of removing students from the school roll without proper process.

11.6.2 Considerations Before a Managed Move

Before a managed move is proposed, the school will consider:

- all reasonable interventions already implemented;
- the student's wishes and views;
- parental views;
- safeguarding considerations;
- SEND and disability matters;
- the impact on the student's education and wellbeing; and
- whether the receiving school can appropriately meet the student's needs.

Where applicable, social workers, Virtual School representatives and local authority officers will be consulted.

11.6.3 Process

The school will ensure that:

- parents/carers are fully involved in discussions;
- students have the opportunity to express their views;
- all relevant information is shared with the receiving school;
- the move complies with statutory admissions requirements; and
- appropriate transition arrangements are established.

A student will not be suspended or permanently excluded solely because they or their parents decline a managed move.

11.6.4 Completion of a Managed Move

Once a managed move has been agreed and completed, the receiving school becomes responsible for the student's education and welfare in accordance with statutory requirements. Appropriate records and safeguarding information will be transferred in a timely manner.

11.7 Permanent Exclusion

Permanent exclusion will only be considered as a last resort, in response to a serious breach or persistent breaches of this Behaviour Policy and where allowing the pupil to remain at Westwood College would seriously harm the education or welfare of the pupil or others in the school.

12. Child on Child Abuse

Please see the [Whole School Safeguarding Policy for Safeguarding Including Child Protection](#) for further information on Child on Child Abuse.

- This refers to allegations of abuse made against other children. This can also include sexting. Child on Child abuse can take many forms and will not be tolerated by the school or passed off as “banter” or “part of growing up”.
- Through the procedures and policies put in place, the school seeks to minimise the risk of child on child abuse and deal with any instances of it quickly and effectively.
- Child on child abuse will not be tolerated and is considered a serious breach of our expectations for behaviour

12.1 If an allegation of child on child abuse is made, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim

- make it clear to the 'alleged perpetrator' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the School will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'alleged perpetrator' will be told why it is being used
- consider an internal suspension or a suspension in cases of repeated child-on-child abuse or a serious incident of child-on-child abuse.

12.2 All staff are aware of their safeguarding responsibilities as set out in the *Whole School Safeguarding Policy for Safeguarding and [KCSIE 2025](#)*

13. Allegations and abuse towards a member of staff

13.1 Any allegation that a student may make about a member of staff is regarded most seriously and the investigation into such situations will be conducted by a member of the Senior Leadership Team and dealt with as appropriate in line with our Staff Discipline and / or Safeguarding Policies. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term suspension may be imposed depending on the nature, seriousness and impact of the malicious allegation. The student may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

13.2 Verbal and/or physical abuse towards any member of staff will not be tolerated. Any child using foul language or threatening behaviour at or around a member of staff will be in serious breach of this behaviour procedure. It will result in a suspension from school and could lead to permanent exclusion. Our staff deserve to work free from abuse.

14. Power to search

14.1 Power to search

Westwood College is committed to maintaining a safe, calm and supportive environment where students can learn and staff can work. The school has legal powers to screen and search students and to confiscate prohibited items where necessary to safeguard members of the school community and maintain good order and discipline. All searches will be carried out lawfully, proportionately, sensitively and with regard to safeguarding, equality and the welfare of the student involved.

Where appropriate, staff will consider the age, understanding, SEND needs, vulnerabilities and wellbeing of the student before undertaking any search.

14.2 Screening

The school may use screening arrangements, including hand-held or walk-through metal detectors, where considered necessary to maintain safety and security. Screening may take place on entry to the school site or at other appropriate times.

The school is not required to obtain consent from students before screening takes place. Any refusal to participate in screening will be managed as a behavioural matter and may result in further action being taken in accordance with this policy.

14.3 Searches With Consent

School staff may ask a student to consent to a search of their possessions, including bags, lockers and outer clothing, where there is a reasonable suspicion that school rules have been breached or where there is concern for safety or wellbeing.

Where consent is given, searches will be conducted respectfully and, wherever possible, in the presence of another member of staff.

14.4 Searches Without Consent

The Head of School, Executive Headteacher and authorised members of staff have the legal power to search a student or their possessions without consent where they have reasonable grounds to suspect that the student may be in possession of a prohibited item.

Searches without consent may be conducted for:

- knives or offensive weapons;
- alcohol;
- illegal drugs;
- stolen items and suspected stolen items;
- tobacco, cigarette papers,
- vapes and e-cigarettes as they are prohibited by school rules
- fireworks;
- pornographic images;
- articles that have been used, are being used, or are likely to be used to commit an offence or cause injury or damage;
- any item prohibited by school rules which has been identified in the Behaviour Policy as an item which may be searched for.

Where possible, searches will be conducted by an authorised member of staff of the same sex as the student and in the presence of another member of staff acting as a witness. Where this is not reasonably practicable, searches may be conducted in accordance with statutory guidance where there is a risk of serious harm if the search is delayed

Students are expected to cooperate with lawful searches. Refusal to do so may result in disciplinary action and, where appropriate, police involvement.

14.5 Conduct of Searches

Searches will be undertaken in a manner that preserves the dignity of the student and minimises disruption.

Staff may search:

- outer clothing;
- bags;
- lockers;
- desks;
- personal possessions brought onto the school site.

Staff will not carry out intrusive searches. Where concerns reach a level that may require a strip search, the matter will be referred to the police and managed in accordance with statutory safeguarding guidance. School staff will not undertake strip searches.

14.6 Prohibited Items and Confiscation

Any prohibited item found during a search may be confiscated, retained, disposed of or passed to the police as permitted by law.

Prohibited items include, but are not limited to:

- knives and offensive weapons;
- alcohol;
- illegal drugs;
- stolen items and suspected stolen items;
- fireworks;
- tobacco products;
- vaping devices and associated materials;
- pornographic images;
- any item likely to be used to cause injury or damage;
- any item prohibited under school rules.

Possession of prohibited items will be treated seriously and may result in suspension or permanent exclusion in accordance with this policy and DfE statutory guidance. Any decision regarding exclusion will be based on the circumstances of the individual case and consideration of statutory duties

14.7 Searching and Confiscating Electronic Devices

Where there is good reason to do so, authorised staff may examine, confiscate and, where permitted by law, delete data held on electronic devices.

This may include circumstances where the device is believed to contain evidence of:

- bullying or cyberbullying;
- child-on-child abuse;
- harassment;
- inappropriate images;
- safeguarding concerns;
- criminal activity;
- behaviour which breaches school rules.

Staff may search for and confiscate mobile phones where possession is contrary to the school rules.

Where material found on a device raises safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy and may refer the matter to the Designated Safeguarding Lead, Children's Services or the Police as appropriate.

14.8 Recording and Informing Parents

A written record will be made of searches for prohibited items, use of force, safeguarding concerns, police involvement or confiscation of high-risk items. Other searches may be recorded where appropriate.

The school will consider informing parents/carers following a search, particularly where prohibited items are found, safeguarding concerns arise or disciplinary action is being considered. The school reserves the right to decide the most appropriate timing and method of communication in accordance with safeguarding considerations.

14.9 Safeguarding Considerations

Searching and screening arrangements form part of the school's wider safeguarding responsibilities. Staff will consider whether the discovery of any item indicates that a student may be at risk of harm, exploitation, abuse, criminal involvement, county lines activity or other safeguarding concerns.

Where appropriate, referrals will be made to the Designated Safeguarding Lead, external agencies, Children's Services or the Police.

14.10 The school has zero tolerance for any dangerous items brought onto the school site. Possession of illicit substances, knives or weapons is regarded as a serious and significant breach of this policy and is likely to result in permanent exclusion, subject to statutory duties. The school will automatically contact the Police in any drugs-related incident.

14.11 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will where practicable be contacted on the same day in any drugs-related incident and safeguarding procedures will be invoked in drug-related incidents where a child is at risk.

14.12 Our ability to discipline students and maintain a calm and orderly environment may depend on the confiscation of items from students. Any item which is confiscated in these circumstances will be placed in a named envelope in the school safe. Dependent on the circumstances, parents may be contacted to collect the item from school. Any prohibited items may be disposed of at the school's discretion.

14.13 The Designated Safeguarding Lead and the Headteacher, or in their absence the Deputy Headteacher, will be informed of any prohibited items.

15. Reasonable Force

15.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

15.2 Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes grounds for a suspension.

15.3 When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

15.4 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

15.5 Reasonable force will not be used simply to search for a mobile phone or mobile device where the device is searchable only because it is identified in college rules. Where there is a wider safeguarding, criminal or prohibited-item concern, staff will follow the relevant statutory guidance and college procedures.

Appendix 1: Home School Agreement to be Included in the Behaviour Policy

The home-school agreement represents the aims and the values of the school. It highlights the responsibilities of the school towards its students, the responsibility of parents as well as what the school expects of the student. Please read this agreement carefully.

The school will commit to:	The Parent(s) will commit to:	The student will commit to:
- Implement the Behaviour Management Guidance document consistently and fairly. - Teach expected behaviours and develop positive relationships with students. - Take all reports of bullying seriously and respond to each incident accordingly. - Care passionately about the well-being of our students - Provide a broad, balanced and challenging curriculum, and enable students of all abilities and backgrounds to succeed and thrive - Set, mark and monitor extended learning and assessments - Provide a range of enrichment and extended learning opportunities - Provide reports on each student's progress and give opportunities for parents to discuss this with school - Inform parents of any concerns regarding attendance, behaviour and progress - Promote Equal Opportunities and Race Equality for all students	- Supporting the school's strategies to promote positive student behaviour and learning - Respect the policy and professionalism of the staff - Support the school when the Behaviour Management Guidance strategies are implemented. - Work in partnership with the school to encourage positive behaviour. - Maintain positive communication with the school and inform the school of concerns raised by their child. - Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way. - Monitoring their child's use of social media regularly if their child uses social media. - Ensure that their child attends school every day and is on time, and notify the school as soon as possible if there is a valid reason for them not to attend - Ensure that family holidays are not taken in term time - Ensure that my child attends school in the correct uniform and is properly equipped - Support my child in completing their extended learning.	Classroom Expectations: Ready, Respectful and Safe Ready - On time - With the right equipment - In the right uniform Work Hard - Remain focused and engaged - Complete all work to the best of their ability Uniform - Take pride in their school uniform by ensuring it is complete at all times. Respectful - Show respect – listen, participate and learn - Be polite to all members of the school community and to all visitors to the school. Manners matter! - Choose language carefully - Take pride in the school environment and keep it tidy. Always put litter in the bin. - Do not leave lesson without permission. - Eat and drink in designated areas only. - Represent the school with pride in the community to uphold and excellent reputation Safe Behaviour around the building and when representing the school. - Move calmly, quietly and without delay around the building - Not going into those areas which are known to be “out of bounds” - Not leave a lesson without permission – this will be considered as truancy - To only eat and drink in the designated areas

The school will commit to:	The Parent(s) will commit to:	The student will commit to:
	• Encourage my child to participate in the enrichment and extended learning opportunities provided • Attend consultation evenings and discussions about my child's progress. • Ensure that if their child is suspended/excluded from school, the child is not found unsupervised in a public place during school hours	

Westwood College

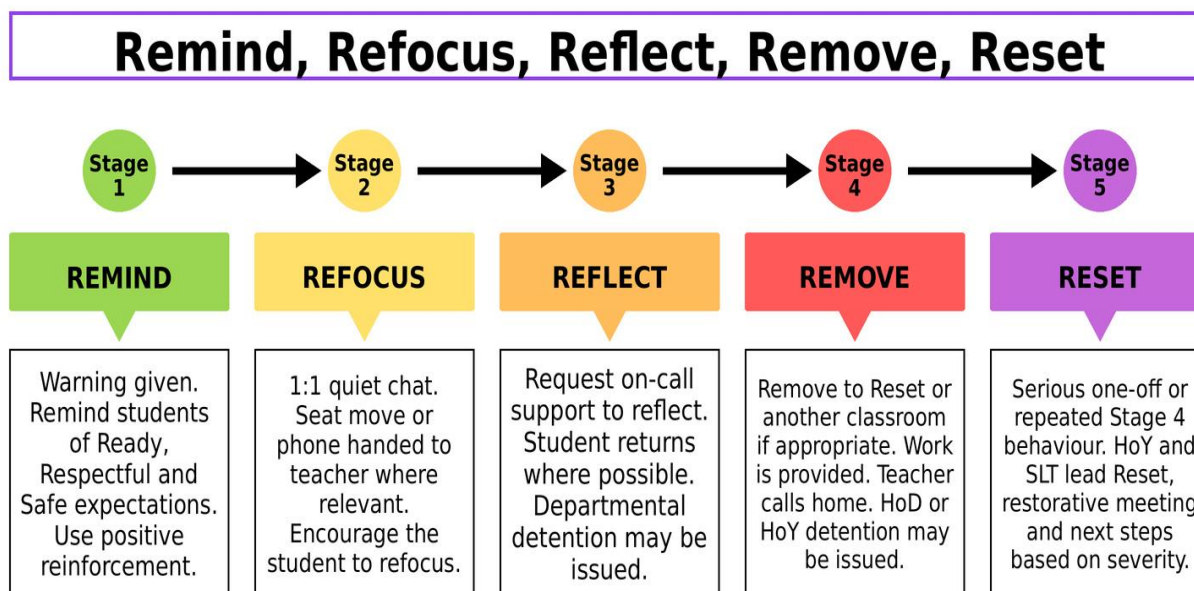


At Westwood College, we are committed to fostering a positive learning environment rooted in our school vision of Inspiring Students for Ambitious futures. Our aim is for every child to excel and fulfil their potential. This behaviour framework is underpinned by a restorative and relational approach, emphasising the importance of positive relationships, consistency and positive reinforcement.

The model is structured to guide staff through a staged approach — Remind, Refocus, Reflect, Remove, Reset — ensuring that all students are given the opportunity to reflect on their actions, restore relationships, and re-engage positively with their learning.

Before implementing this approach, teachers and staff must ensure that clear classroom expectations are in place and that, if appropriate, all SEND and inclusion considerations have been made. Please refer to our 'Teaching Principles' document.

Westwood College's escalation process is identified by the stages. This is in place to ensure all students are treated fairly and that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour may result in some 'stages' not being considered, depending on the nature of the incident. Therefore, in some circumstances, adjustments may be necessary. The following document provides examples of stages of behaviour, consequences and staff responsibility. Please note, this is not an exhaustive list and seeks to provide guidance and clarity.



Positive Behaviour - Recognising and rewarding positive behaviour and attitudes in line with our school values

Examples of Positive Behaviour					Actions
Ready	Respect	Safe	Resilience	Ambition	Creating a Positive School Culture Positive language and feedback Praise students verbally within the lesson and written feedback using positive language. Recognition of effort Acknowledge and reward students for their effort, improvement and positive choices. Recognition board Use a recognition board in each classroom to highlight and reinforce positive behaviour and achievements. Arbor Rewards Rewards should be logged as behaviour incidents in Arbor, not simply added as reward points. Recognition Award (+1) For recognising improvements and efforts. Value Award (+2) For displaying Respect, Resilience, Ambition or Pride. Leadership Award (+4) For excellent work or wider contribution referred to a subject leader, Head of Year or SLT.
Setting personal learning goals and working towards them. Persevering through difficult tasks without giving up. Trying new things even when they feel unsure. Completing a project or piece of work to a high standard. Celebrating the success of others.	Speaking politely to peers and staff. Respecting different opinions, backgrounds, and beliefs. Being kind and supportive to others. Including others in group work or social situations. Helping someone who is upset or struggling. Taking pride in the appearance of the school. Sharing ideas clearly and confidently in discussions or presentations. Listening actively and respectfully to others' contributions. Giving constructive feedback to peers.	Using equipment safely and responsibly. Reporting unsafe behaviour or hazards to staff. Supporting other peers in making safe choices. Taking care of school property and resources. Showing kindness and respect to visitors and members of the local community. Representing the school well on trips or in public	Using reading strategies to understand and interpret texts. Sharing book recommendations or participating in reading groups. Producing well-structured and thoughtful written work. Applying maths skills confidently in lessons and real life contexts. Showing clear working out and logical problem solving.	Starting tasks promptly without needing reminders. Completing homework or revision without being prompted. Bringing the correct equipment and materials to lessons. Trying to solve problems independently before asking for help. Reflecting on feedback and using it to improve.	

Examples of Positive Behaviour					Actions
	Working cooperatively in group tasks or projects. Helping others to understand or complete a task				Headteacher Award (+5) For outstanding work deserving the highest praise. A short, personalised teacher comment should be added where appropriate so parents/carers understand what is being recognised.

Remind - Stage 1

Remind students of classroom expectations linked to Ready, Respectful and Safe. Provide a reminder using positive reinforcement. Stage 1 Remind does not need to be logged on Arbor.

Examples of how expectations may not be being met are:

Ready	Respectful	Safe	Staff Responsible	Strategies
Not having the necessary equipment. Lack of focus. Failing to complete homework. Lack of effort in classwork or homework. Poor presentation of work.	Interrupting others while they speak. Low-level disruption, such as talking out of turn. Discarding others' opinions.	Failure to line up correctly on the yard. Not following routines or instructions first time. Low-level behaviour that needs gentle redirection.	Class teacher Form teacher	No Arbor log required at Stage 1. Encourage students to engage, ask for help and continue learning. Use proximity, eye contact or a gentle gesture to redirect attention. Use positive language, e.g. "I have noticed you are distracted; do you need some support?" Check resources and task understanding. Acknowledge and praise positive effort and engagement.

Refocus - Stage 2

If behaviour persists after a reminder, escalate to Refocus - Stage 2. This stage is used for behaviour that continues after a supportive warning. It may include a 1:1 quiet chat, a seat move, phone handed to the teacher where relevant, and further encouragement to engage in positive behaviour.

Examples of where expectations may not be fully met include (please note, this is not an exhaustive list):

Ready	Respectful	Safe	Staff Responsible	Strategies
Escalation of Stage 1 behaviours despite a warning. Lack of focus continuing after reminder. Phone use, handed to the teacher: ready.	Continued low-level disruption. Interrupting others or talking out of turn after reminder. Not responding to positive framing or redirection.	Continued failure to follow routines or reasonable instructions. Behaviour that needs a firmer refocus before it escalates.	Class teacher Form teacher	Log on Arbor as Refocus or phone use handed to teacher, where applicable. A teacher comment should reference Ready, Respectful and Safe. Use a 1:1 quiet chat with the teacher. Move seats where appropriate. Use reflective prompts, e.g. "What task are we on now?" Monitor whether behaviour improves and use a brief restorative conversation where needed.

Reflect - Stage 3

If behaviour persists or is more significant, escalate to Stage 3 - Reflect. Request on-call support where needed to talk to the student, support reflection and make clear that further escalation will result in Stage 4 removal. The student should return to the classroom where appropriate. A departmental detention and restorative conversation should be used as part of the intervention.

Examples of where expectations may not be fully met include (please note, this is not an exhaustive list):

Ready	Respectful	Safe	Staff Responsible	Strategies
Persistent lack of effort or engagement with work. Frequently forgetting homework. Consistently disengaging in class or disrupting the learning of others. Repeated poor presentation of work. Refusing to engage with supportive measures at Stages 1 and 2. Phone use, handed to on-call staff: ready.	Disrespecting school property. Showing aggression towards peers. Confrontational or aggressive behaviour.	Repeatedly using equipment inappropriately. Refusing to follow safety instructions despite previous reminders. Engaging in low-level dangerous behaviour.	Class teacher with support from on-call staff HOD and/or HOY/Pastoral Team where needed	Ask the student to step outside to reflect and follow up with a prompt conversation. Request on-call support to help the student reflect and make better choices. Student should return to the classroom where appropriate. Departmental detention is given at this level; ensure the student knows the day/time before leaving. A restorative conversation should take place before the next lesson. Teacher comment on Arbor should reference Ready, Respectful and Safe.

Remove – Stage 4

If a student's persistent behaviour continues to impact on the learning of others or breaches health and safety, escalate to Stage 4 - Remove. The student may be removed to Reset or an alternative supervised space for the remainder of the lesson, with work provided. The class teacher should call home at the end of the day and a Head of Department or Head of Year detention/intervention should be issued where appropriate.

Examples of where expectations may not be fully met include (please note, this is not an exhaustive list):

Ready	Respectful	Safe	Staff Responsible	Strategies
Refusal to complete work. Disrupting own and others' learning. Talking over the teacher. Repeatedly shouting out. Other behaviour linked to Ready, Respectful or Safe.	Unkindness to students. Use of inappropriate language: respect. Damage to property: respect. Confrontational behaviour after earlier stages.	Truancy: safe - only to be used by on-call. Phone use, refusal to hand in to staff: ready. Behaviour that breaches health and safety.	Class teacher with on-call support Head of Department and/or Head of Year SLT dependent on behaviour	If all other avenues have been exhausted, ask on-call to remove the student. Student may spend the rest of the lesson in Reset or an alternative supervised space. Make sure the student is given work to complete. The member of staff in Reset will support reflection on what has gone wrong and what needs to change next time. Class teacher to phone home at the end of the day. HOD/HOY detention or Reset; an intervention should be incorporated.

Reset – Stage 5

Stage 5 - Reset should be issued by SLT for serious one-off incidents that breach Ready, Respectful or Safe, or for persistent disruptive behaviour following repeated Stage 4 logs. Next steps will depend on severity, context and support already in place. Stage 5 behaviour types are aligned with suspension categories, but this does not mean a Stage 5 will always result in suspension.

Examples of where expectations may not be fully met include (please note, this is not an exhaustive list):

Ready	Respectful	Safe	Staff Responsible	Strategies
Persistent disruptive behaviour: ready, respect. Repeated Stage 4 behaviour. Complete disengagement from learning and repeated truancy. Other serious breach of Ready, Respectful or Safe.	Verbal abuse towards staff: respect. Verbal abuse towards students: respect. Discrimination: respect. Bullying: respect, safe. Sexual misconduct: respect, safe. Theft: respect.	Substance use: safe. Prohibited item: safe. Inappropriate use of technology: respect, safe. Extremely aggressive, violent or unsafe behaviour causing threat or harm.	Senior Leadership Team working with Head of Year	Stage 5 is issued by SLT for serious one-off incidents or persistent disruption following repeated Stage 4 logs. Contact home by on-call, SLT or HOY is essential. May include prolonged time in Reset, a restorative meeting and a tailored support plan. Depending on severity, next steps may include internal exclusion, off-site direction, external agency referral or suspension. Stage 5 aligns with suspension categories but does not automatically result in suspension. Permanent exclusion may be considered for serious or persistent breaches of this policy.