The Westleigh School Behaviour and Relationships Policy

Applies to:	The Westleigh School
Staff member responsible	Deputy Headteacher Character and Culture
Approval by:	Academy Council
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1. Vision and Aims

The Westleigh School's behaviour policy is founded upon fostering a safe and supportive environment where every student can thrive academically and emotionally.

The maintenance of a purposeful, positive learning environment is the most essential factor in the achievement of successful learning and teaching and is fundamental to our policy on discipline and behaviour.

Our aim is to establish clear guidelines for the behaviour we expect within our school community. We strive to create an environment that is both stimulating and nurturing, where young people can thrive and develop into well-rounded individuals equipped to succeed in an ever-changing global landscape. Central to this endeavour is fostering relationships built on trust and respect between students and staff and peer to peer alike.

This policy framework serves as a tool for determining appropriate responses to instances of unacceptable behaviour, ensuring a fair and constructive approach to maintaining a positive school culture.

Any action, event or pattern of events which undermines the good order of the school community, also undermines the learning process and comes, therefore, within the scope of this policy. This includes not only

events which occur in the school but also those events which occur outside the school or on the way to and from the school, but whose origins and effects are felt within the school community

To summarise, The Westleigh School behaviour policy aims to;

- Encourage a constructive culture rooted in fostering strong relationships, acknowledging achievements, and offering rewards.
- Provide a much greater understanding of the behaviour process for students, parents, staff, and governors; It is important, therefore, that our expectations of appropriate behaviour are widely shared and stressed, so that all individuals know what is expected of them and what behaviour is and is not acceptable.
- Support staff in developing positive relationships in the classroom, ensuring that students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made.
- Build healthy communities, improve communication and increase social capital through restorative practice.
- Provide a framework for determining the appropriate response to incidents of unacceptable behaviour.

One of the most important influences on students' values, attitudes and standards are those of family and home. We aim, therefore, to work in close partnership with parents / carers to encourage all students to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment.

Staff must understand the importance of operating consistently within the recognised framework in term of both rewards and sanction process. If the system is to be successful, the following must be understood by all concerned:

- Consistency in approach to both rewards and consequences within the classroom is essential.
- Once the response has taken place it is up to the member(s) of staff concerned to ensure restorative work takes place to rebuild any break down in relationships.
- Positively celebrate students who get it right and those who correct their behaviour.

2. Links with other Policies and Leglislation

This policy has a significant impact on the 'daily life' around the school, and as such, is linked to several policies. Throughout this policy, there is reference to the following Department for Education (DfE) documents, which should be read in conjunction with this policy:

- School suspensions and permanent exclusions - GOV.UK
- Use of reasonable force in schools - GOV.UK
- Searching, screening and confiscation: advice for schools 2022 (DfE, 2022)
- Behaviour in Schools Advice for headteachers and school staff February 2024
- Keeping children safe in education 2023 Statutory guidance for schools and colleges 1 September 2023

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice January 2015.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Westleigh School will not tolerate bullying of any description. All members of the school, teaching and support staff, will never accept or ignore any form of bullying and will always see that appropriate action is taken against the perpetrator/s. Staff will listen and act whenever an alleged case of bullying is brought to their notice and record incidents appropriately using school systems.

Our aim is to prevent bullying through promoting a caring atmosphere across the school. Where bullying occurs, our aims are:

- to support the victim, and to restore his or her self-esteem and confidence;
- to deal with the perpetrator(s) in a non-bullying way, unravelling the issue so that he or she is less likely to bully again;

In reported cases, an appropriate member of Pastoral team will be involved from the beginning of the process, and parents/carers will be involved too. The Senior Leadership Team may also be involved in more serious incidents.

Strategies we will employ to lessen the likelihood of bullying include:

- Raise awareness of bullying through the curriculum, Form time, the behaviour curriculum and assemblies;
- Regularly encourage the idea that the right thing to do is to tell – that this is not "grassing" or "snitching" – to ignore is to condone;
- Patrol key areas of the grounds and buildings through the duty system;
- A member of staff monitoring our CCTV system throughout the school day.
- Promote student self-esteem;
- Ensuring staff are role models of caring behaviour.

For detailed guidance please see the school's Anti-Bullying Policy

4. Core Values

At The Westleigh School, we expect all students to follow our core values.

- Ready – Be ready to learn.
- Respectful – Be respectful self and others. Always.
- Safe – Behave in a manner that is safe and appropriate and does not cause harm to self or others.

5. Westleigh Expectations:

In lessons, students should follow the procedures set out below.

At the start of lessons students should:

- Arrive on time – apologise if late, providing a reason/and or note.
- Enter the room sensibly and go straight to workplace.
- Remove and put away any outdoor wear.
- Get out all necessary equipment ready for work, including their iPad and ready to learn pack, placing this on their desk.
- Remain quiet while the teacher takes the register.
- Remain focussed on the starter activity.

During the Lesson, students should

- Be silent when the teacher requests silence.
- Never distract classmates.
- Not shout out answers to teacher questions
- Only raise a hand to attract the teachers' attention, when questions or problems arise, and not call out
- Remember that eating, chewing or drinking anything but water is not allowed.
- Remain seated according to the seating plan unless required to move by the teacher.
- Leave the class only when given permission and a pass by the teacher.

At the close of lessons, students should

Around school

- Be polite and well mannered.
- Follow instructions first time and without questions or argument.
- Wear your school uniform with pride.
- Eat and drink in the right places at the right time.
- When moving about the school walk sensibly and quietly on the left – avoid causing congestion – never run or shout.
- Only play safe games at break or lunch-time, and never hurt, threaten or embarrass others – treat people with respect.
- Put litter in a bin. Respect your school environment, never drop or leave litter
- Smoking / Vaping on school premises is strictly forbidden.
- Remove hoods and hats when inside the school building.
- Do not consume/bring to the school any energy drinks
- 'Watch your Words' – use appropriate language at all times

Behaviour off site:

- When students are not on the premises and not under the lawful control or charge of a member of the school staff, for instance when clearing students from the site at the end of the day, the staff retain the authority to impose sanctions, as stated in the Education and Inspections Act 2006. Section 89(5) of the Education and Inspections Act 2006 is relevant.

- Furthermore, the school will make staff, students and parents aware of the fact that the law empowers Headteachers, to such extent as is reasonable, to impose sanctions for the poor behaviour of students when they are off the school site (which is particularly pertinent to cyberbullying).

- The behaviour of students outside the physical site can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the Behaviour Policy.

6. Roles and Responsibilities

Teachers and staff will…

- 'Meet and Greet' with a corridor presence
- Ensure lesson entry and exit expectations are followed
- Not allow students out of class
- Deploy behaviour intervention strategies to promote positive behaviours for learning and to celebrate those students meeting expectations quickly
- Never ignore or walk past students who are behaving badly
- In the event of removal of a student from lessons, make a telephone call home at the end of the day to inform parent and hold a restorative meeting with the student in advance of the next lesson
- Place students on subject report on Tier 1 and refer to Head of Faculty if early intervention strategies yield no progress
- Promote a culture of reward and recognition by making a minimum of 3 'feel good' positive calls home each week
- Promote a culture of reward and recognition by distributing green achievement cards per lesson.
- Logging positive points for students who are getting it right

Form Tutors will

- Collect phones off the students to store in the phone lockers each day
- Carry our equipment and uniform checks each day and make necessary follow-ups with parents when expectations are not met
- Prepare students for the day ahead by ensuring iPads are fully charged and students are ready for the day of learning with the basic minimum equipment
- Keep accurate records of students working through the tiered report system
- Monitor behaviour points on Arbor including lesson punctuality, and intervene swiftly, liaising with subject teachers and DOS
- Place students on report at Tier 3 and conduct daily contact with parents where appropriate, following the graduated approach (See appendix 5).
- Promote a culture of reward and recognition and champion Positive behaviours and attendance and celebrate with students
- Follow the Form time programme including the Westleigh Edge and the Westleigh Way, Tracker Tuesday themes through the bulletin and follow the assembly protocol for student entry and teacher protocols

Heads of Faculty will…

- Monitor the number of positive calls home by each member of their team and celebrate these with colleagues
- Ensure all teachers are following positive behaviour intervention strategies in their classrooms
- Support supervision of lunchtime detentions and monitor and track students placed in detention
- Ensure that work is set by the classroom teacher and accessible for students who are isolated/excluded
- Contact home to re-establish relationships where there has been an issue with a student and a student has accumulated more than 3 detentions in their faculty and support staff and students where behaviour points flags a concern.
- Place students on subject report on Tier 2 and refer to Directors of Standards and/or SEND if early intervention strategies yield no progress
- Ensure that the areas around their faculties support the positive learning environments through the celebration of students work
- Ensure the oversight of the buddy system within their faculty.

Directors of Standards will….

- Work proactively with the Heads of College and DHT - Culture and Character to provide early intervention for students with emerging behavioural issue and implement appropriate targeted support.
- Set up and monitor Early Help Plans.
- Work with HOFs and Heads of College proactively to reduce behavioural incidents and improve the behaviour data
- Improve communication with parents regarding both positive and negative behaviour logs and proactively remove barriers for students who are struggling with behaviour and attendance in lessons
- Supervise, monitor after school detentions and ensure full attendance where a detention is set
- Meet with parents when dealing with behaviour related matters
- Be the first point of contact for the local community with regard to student behaviour outside of school
- Place students on report on Tier 4 and refer to Head of College if intervention strategies yield no progress
- Promote a culture of reward and recognition by organising and running a weekly reward shop for students
- Promote a culture of reward and recognition by delivering weekly praise assemblies and half-termly certificate assemblies
- Promote a culture of reward and recognition by ensuring the weekly bulletin is full of positive messages

- Promote a culture of reward and recognition by ensuring Form Tutors are handing out green slips and delivering the form bulletin and key messages
- Lead, develop, and monitor the practice of Form tutors as integral to the positive culture of the school

The Heads of College will….

- Support staff to achieve whole school consistency on all aspects of behaviour management
- Assist DOSs with major disciplinary issues and oversee PSPs at Tier 5 where necessary
- Lead re-integration meetings following a suspension
- Support DOSs in picking up issues related to their year group including overseeing reports
- Place students on report on Tier 5 report and refer to Head of College if intervention strategies yield no progress
- Take decisions over students referred to the reflection room
- Track, monitor and evaluate the behaviour data for their college looking at trends
- Lead a weekly behaviour detention
- Promote a culture of reward and recognition through celebrating positive phone calls home
- Promote a culture of reward and recognition by ensuring staff are distributing green slips and following the school's positive behaviour strategies
- Promote a culture of reward and recognition by scheduling events and processes that celebrate success
- Ensure total visibility around school and hotspot areas including being on the corridors in lesson changeovers

Parents

- When parents accept a place for their child at Westleigh, they agree to our Westleigh Expectations and Behaviour for Learning Policy
- Parents are expected to support the school in the implementation of all aspects the Behaviour for Learning Policy

We expect parents to:

- Support all the policies and strategies that the school uses to keep a positive working atmosphere.
- Ensure that their child(ren) attend school daily, on time, providing the school with a message to cover any absence.
- Not book holidays during term time; recognising the incurrence of a fine for term time holidays.
- Ensure that full school uniform is worn and that the correct equipment including a pen, pencil, ruler and rubber is brought in daily.
- Accept that if a mobile device is found to be in use in the school buildings it will be confiscated and retained. This also applies for inappropriate clothing and jewellery. These items will be placed in the pupil office and will need to be collected by parents/guardians.
- Inform the school of any issues, including medical needs or allergies that might affect the wellbeing, work, achievement, behaviour or attendance of their child(ren).
- Treat staff and students with courtesy and respect at all times.
- Support the school by monitoring their child's use and access to social networking sites.
- Our contact with parents/carers should be frequent, supportive and helpful. Individual instances of misbehaviour need on occasions to be relayed to parents/carers, but so too must be the more frequent instances of good behaviour. This helps to foster a positive relationship with parents and carers.
- Every encouragement is given to parents to attend the regular parents' consultation evenings, but they should also be encouraged to contact the school whenever necessary. A relevant member of staff will make themselves available. A professional and welcoming approach is vital if the partnership is to flourish.
- Whenever contact is made relevant, accurate and detailed information on the individual concerned will

be used to arrive at the best solution for all concerned. It is important that parents ensure the school has the most up to date contact details for their child.

Students

- Students are expected to take responsibility for their own behaviour in school and on the way to and from school
- Students can expect a sanction if they fail to follow any aspect of our behaviour for learning policy
- Students can expect to be rewarded and celebrated for meeting expectations quickly and displaying our Westleigh Core Values of Ready, Respectful, and Safe

We expect students to..

- Arrive to school every day and be punctual for the start of the day/lessons.
- Bring their ready to learn pack containing the correct equipment (black pen, green pen, pencil, rubber, ruler) and place this on their desk each lesson. Also, PE Kit and any books/additional equipment for specialist subjects.
- Charge their iPad at home overnight and ensure it is fully charged bringing it every day.
- Work to the best of their ability.
- Wear full school uniform and take pride in their appearance.
- Tell the truth about any incident and be helpful when teachers ask for support.
- Show consideration for all members of the school community and respect for their property, including litter.
- Not to use any mobile devices or device which can access the internet once on the school site
- Not to use any form of social networking to abuse or cause distress to others within the school or community.
- Refrain at all times from bringing the school into disrepute.

7. Failure to Meet Expectations

Most students behave well most of the time, but they must be aware that if they do misbehave, it will not be ignored. Staff will always take appropriate action. This action will vary according to the seriousness of the misbehaviour (see appendix 4 for behaviour tariffs).

At the end of each day the College Team staff will look at the negative behaviour events for all students in their year group and will focus on those students who have received negative behaviour points in that day. The team will ensure that appropriate sanctions have been put in place for these students and will liaise with parents via the phone if necessary.

8. Behaviour for Learning Framework

Our restorative approach with students is underpinned through our core values of Ready, Respectful and Safe and our pivotal model of practice. The pivotal approach provides a solid ethos around behaviour and relationships through five pillars of practice ('Calm, consistent adult behaviour', 'First attention for best conduct', 'Relentless routines', 'Scripted difficult interventions' and 'Restorative Follow up'). Students will be educated about our core values through our Form curriculum. This includes weekly College assemblies and daily Form time.

All students feel safe and secure when they know the boundaries for behaviour. At The Westleigh School, we have high expectations of behaviour, and we are relentless in applying these.

Teachers will deploy a range of behaviour interventions in addition to the following steps. (Appendix 2- Behaviour Toolkit).

Where students fail to meet key expectations in a lesson, the following systems will be implemented. (Appendix 1 Student Blueprint)

Stage 1	First Warning
Stage 2	Final Warning
Stage 3	20 Minute same day Detention issued. Student stays in the class at this stage.
Stage 4	Student removed to a buddy room (within the faculty)

Once Stage 3 is reached, a student can still correct behaviour and receive a green card and verbal praise for the behaviour correction.

It is also expected that for the students whose behaviour for learning is deemed to be unacceptable, only a small minority will move beyond Stage 2. It is essential that all students, parents, and teachers understand this framework and its continuum of sanction/responses.

For the system to work it is essential that all staff consistently apply the behaviour system when responding to undesired behaviours and that the on-call team's response is consistent and follows the processes described in this document.

If On call is used to remove the student, the student is taken to a buddy room. If non-compliant, the student is taken to the Reflection room and will remain there for the remainder of the lesson plus one social time (break or lunch) or if after lunch for 30 minutes at the end of the day.

Stage 1: First Warning

- Student disturbing other children.
- Student off task.
- Talking over others including the teacher.
- Calling out without permission.
- Slow to start work or to follow instructions.
- Leaving seat without permission.
- Answering back.
- Showing disrespect to others.
- Eating in lesson.
- Uniform breach.
- Inappropriate use of language.
- Refusal of reasonable requests from adults
- iPad misuse

Stage 2– Final Warning

Continued low level disruption as above

Stage 3 - Detention

Stage 4 - Remove

Following further low-level disruption or more serious behaviour.

- Verbal abuse of staff or students.
- Dangerous behaviour where safety of yourself or others is compromised.

- Refusal to hand over items not allowed in school and mobile phone or related items including headphones.
- Leaving classroom without permission.
- Threatening behaviour towards others.
- Wilful damage to others or school property.
- Physical aggression or intimidation of others.
- Sexual misconduct including harassment of others.
- Inappropriate touching of others.

Any other behaviours that cause significant destabilisation of learning

Please note: Staff reserve the right to escalate through stages for very serious incidents.

If negative behaviour still continues students may be involved in one of or a number of the following interventions:

- Put on report, with parents' involvement.
- Become the subject of a detailed subject-by-subject enquiry held by the Director of Standards.
- Attend a meeting in the school between College Staff and the students' parents.
- Attend a meeting in the school between a Senior Member of Staff and the students' parents.
- Attend a meeting in the school between Academy Council and the students' parents where they may be directed offsite for a period of time.
- Referred to another professional or external agency (e.g. an educational psychologist or a mentor) to try to discover the cause of the problem, with an outcome deemed appropriate for that child.

Immediate placement in 'Reflection' including 'out of classroom behaviours'

Any high-level behaviours described in previous section.

- Use of a mobile device
- External or internal truancy, and deliberately being in the wrong lesson.
- Deliberately unruly behaviour that compromises the safety of others.
- Any behaviour which disrupts the good order of the school.
- Physical altercation with another student.
- Vaping/ smoking or associated vaping/ smoking.
- Theft.
- Bullying including homophobic, racist or other discriminatory behaviours

9. Rewards, Recognition and Sanctions

To create a positive culture and ethos within our schools we place a large emphasis on recognising students who follow our school code of Ready, Respectful, Safe.

As we aim to promote good behaviour rather than just prevent or punish poor behaviour, extensive use will be made of praise. Students must not sense or feel that we are only 'catching' them when they are misbehaving. We have whole school strategies for ensuring that good behaviour and achievement is promoted. This is through College assemblies, the Meet and Greet policy, a rolling programme of classroom observations, learning walks and drop-ins by Senior Leaders and Middle Leaders. Routine good behaviour should not be taken for granted, but regularly recognised and commended.

For example individuals and groups should be praised for:

- Good work.
- Considerate or thoughtful behaviour.

- Good effort.
- A positive approach to their learning
- Overcoming difficulties.
- Showing resilience.
- Being determined to succeed.
- Having excellent attendance/improving attendance.
- Going above and beyond

Recognition by staff within lessons takes place in several forms, including:

- Name on the recognition board.
- Green Cards handed out or placed on the desk.
- Positive behaviour points
- Phone call/text message home.
- Verbal praise and written comments in exercise books.
- Work being displayed.

In addition to these rewards within lessons the school also implements some additional strategies to recognise student achievement (see appendix 1 for student blueprint):

Positive Points

The main rewards system that runs across the school is our positive points system.

- Students will be issued positive points in lessons and around school for displaying a variety of positive behaviours, for example a subject point can be awarded in a lesson to those students who show good behaviour, punctuality, effort and make the required progress within lesson. Subject points are logged on Arbor via the class register.
- Students' points will be totalled up throughout the year.
- Any incidents of poor behaviour will lead to negative points being deducted from their total
- Parents/guardians can check their child's points on Arbor and a weekly email will be sent to them which will highlight their behaviour points (positive and negative) for that week.
- In addition to this those students with the highest number of positive points within their year group will be rewarded at the end of each term. This may be in the form of a year group disco, a pizza and movie session or a trip outside of the school to a Theme Park such as Alton Towers.

<u>Green Cards</u>

Every member of staff is expected to award Green Achievement cards to students who go above and beyond within lessons including effort, behaviour and engagement. Students collect their green cards and spend them at a weekly Rewards Shop. A green achievement card equates to one point on Arbor.

<u>Rewards Hut</u>

Students can save up their green slips and spend these in our weekly reward hut. Prizes at the Reward Hut range from, footballs (80 slips) to lunch queue jump passes and pens (6 slips). College Teams run the shop at break times.

<u>A 'Feel Good' phone call home</u>

Staff are encouraged to make phone calls home every Friday, for students that they feel deserve recognition. The recognition could be for a number of reasons, such as completing an excellent piece of home learning, attending an extra-curricular club or helping a peer.

In addition to these rewards, students will also be recognised and rewarded during:

- Half termly / termly assemblies for showing excellent behaviour, attendance, punctuality, effort and for being Ready, Respectful, Safe.
- End of year Rewards Evening.

To cultivate a positive culture, students are celebrated through regular on the spot rewards in the form of pop-up events such as a cinema afternoon, ice cream drop-down lesson, or a sports game. This can be for 100% attendance, helping out at an event or during exam season to recognise effort and hard work.

Celebration Assemblies

Every Half-term Faculties nominate students for certificates for excellent effort and progress. These are presented in Reward assemblies with the Head of College.

Attendance Rewards

The Westleigh School actively promotes and rewards students who achieve good attendance and punctuality.

There are a variety of rewards for excellent and improved attendance. For example, rewards are issued to three students in each year group with 100% attendance each week. Queue Jumping passes are issued to the student in each Form group with the best overall form attendance each week. Weekly Arbor messages are sent home to all parents of students that have achieved 100% attendance.

Sanctions

Detentions

Where a detention is issued, this will be served at lunch time the same day (or next available day) and is staffed by Heads of Faculty.

Where a student fails to meet our key expectations on a corridor, or at a break and lunchtime, the member of staff challenging the behaviour will inform the student that a detention has been issued.

P2 Teachers will escort students to detentions at lunchtime.

If a student fails to attend at lunch, there will be an escalation to 30 minutes after school the same evening and this is staffed by SLT. If a student fails to attend this, this will escalate to an hour the next day and the students will be collected by a member of the pastoral team.

A student who fails to comply will complete a day in Reflection and still complete the detention at the end of the day.

Reflection

For a more serious incident, students will be booked in the Reflection room (see appendix 4 for behaviours that may lead to time in the Reflection Room). This sanction is designed to reduce the number of one day fixed term suspensions from the school, where a student will miss a day of learning and aims to ensure that students are still completing worthwhile learning, whilst also having an opportunity to reflect on their behaviour.

The Reflection Room will run from 8.30am until 3.00pm.

Students will initially complete a reflective piece of work before completing subject based work. All students will be provided with relevant work linked to the subjects they are studying. This, therefore, minimises lost work time. The length of time in the Reflection Room will be decided by the Deputy Headteacher and/or the pastoral team. Parents/guardians will be informed if their child is going to have time in the Reflection Room.

- Students are expected to attend in full uniform and be properly equipped for work.
- Mobile phones must be turned off and handed in at the Main Reception for the entire duration of the time in the Reflection Room.
- When working in the Reflection Room, students are supervised at all times and are not allowed to socialise with other students. They are expected to work in silence throughout the duration of their period in the reflection.
- Each student completes a restorative reflection sheet and is expected to apologise where appropriate to individuals that their behaviour may have affected.
- Students will be provided with a limited choice of hot meals at lunch time and a snack at break.

Any student who fails to meet one or all of our three key expectations in Reflection and as such disrupts the learning of others, will receive two warnings, before being removed by a member of the school's Senior Leadership Team to refocus the student.

At this stage, the student and their parents or carers will be informed that if their behaviour continues, they will receive some form of suspension from school, either through Direction to another school's Internal Suspension Facility or a Fixed Period Suspension.

Some students with additional needs around learning, safeguarding or mental health and well-being will be offered additional support as a reasonable adjustment.

Mobile Phones

Our approach to electronic devices including mobile phones, smart phones, and other similar devices is simple

Students will be fully focused on their learning, and enjoying the varied experiences the school offers. We recognise the use of these devices when a student is travelling to and from school, but if a student chooses to bring a device into school it is their responsibility and at their own risk.

Parents/carers and students should be aware of the following:

- If a student is seen using any device during the day, it will be confiscated immediately and the student will be placed in reflection.
- Parents will be informed and be required to pick up the device from the Pupil Office at their convenience.
- The Pupil Office is staffed until 4pm.
- If a student refuses to hand in a mobile phone, parents will be contacted immediately, and this will be treated as an example of 'serious inappropriate behaviour'. (See School non-negotiables).
- Any prohibited or permitted item utilised in a dangerous manner (such as taking images on electronic devices) will be dealt with as part of the school's non-negotiable behaviours.
- Speakers/headphones are included within all of the above guidance.
- The school accepts no responsibility for the loss or damage to confiscated items.

Please refer to the mobile phone policy for further information.

Uniform and Equipment

- The wearing of school uniform correctly is part of the school expectations. Uniform promotes equality across all students and sets the standard for high expectations for all. Students with incorrect uniform will have the opportunity to correct their uniform on arrival to school. If students are unable to correct their uniform, they will be placed in Reflection
- When students arrive to school their uniform will be checked by a member of staff on the gate. If they have incorrect uniform, they will enter the school via the Orchard Gate and be escorted by a member of staff to the pupil office. In the pupil office they will be issued uniform to borrow for the school day. They

will exchange a personal item for this item of uniform and will exchange the items at the end of the school day.

- If a student arrives to Form wearing incorrect uniform the Form Tutor will have a conversation with the student and make a relevant input on Arbor, and the student will be asked to wait for the Director of standards to attend to resolve the uniform breach.
- Ongoing issues around incorrect uniform will be monitored by the Form Tutor and if necessary, contact home will be made to discuss ongoing issues and sanctions will be applied.
- Coats, jackets and hats must be plain with no excessive logos / branding and hats/hoods are not allowed to be worn inside the school buildings.
- Hoodies, caps and balaclavas are not allowed on the school site and these items will be confiscated by staff and taken to the pupil office. Parents will be contacted and a time to collect the item will be arranged.
- Jewellery is not allowed and will be confiscated if seen
- Makeup, fake tan, false eyelashes and nails are not permitted
- Skirts – Should be of an appropriate design and length, below the knee and should not be rolled up.
- Hairstyles considered extreme are not acceptable. This includes, for example, shaved heads, patterned shaving, mullet-style cuts, and unnatural or two-tone colours.
- Haircuts shorter than a No. 2 blade are not permitted.
- We recognise that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific care and styling. We therefore welcome Afro-textured hair worn in styles such as afros, locs, twists, and braids.
- In addition to the above, the following updates have now been introduced:
- Hair should not extend beyond the lumbar region of the back. Where a student's hair exceeds this length, it must be securely tied back at all times to meet health and safety requirements.
- Hair may be worn in no more than one natural colour combined with one other natural colour, including subtle blended tones, highlights, or lowlights, provided the overall appearance remains natural and not extreme. Natural colours are defined as shades that occur naturally in human hair, including black, brown, blonde, auburn, and natural red tones. Artificial or non-natural colours (such as blue, green, pink, purple, or other vivid dyed colours) are not permitted.
- Artificial or non-natural colours (for example, blue, green, pink, or purple) are not permitted.
- There should be no Jewellery in hair.
- Students need to bring a bag to school each day. Students without a bag will be in breach of our uniform policy.
- Students must have their 'ready to learn' pack with them each day. If they lose an item from this pack then it must be replaced.
- Form Tutors will carry out regular equipment checks and will flag any concerns to the College Team.

Truancy

Students who truant lessons are not only missing key parts of their learning, but also cause significant disruption to the rest of the school, through the disruption to the learning of others, and the disruption to the staff who have to support students back into lesson.

The school will take a hard line on internal truancy and there is a clear procedure that all staff follow for any student found truanting.

The school response to internal truancy will be for students to be placed in Reflection until the end of their next social time, or until 30 minutes after the end of the school day if the incident occurs after lunch.

Walking out of lesson without permission, arriving 5 minutes after the lesson has started and deliberately being in the wrong classroom are all examples of internal truancy.

Repeated instances of internal truancy will result in the student being suspended.

Key pastoral staff at the Westleigh School monitor CCTV throughout the day and will identify students deliberately not attending lessons.

Punctuality to lessons

Students are expected to arrive to lessons on time and apologise to the member of staff, providing an explanation for their lateness. It is also an expectation that students move about the school sensibly, quietly, on the left-hand side, avoiding causing congestion, never running or shouting to ensure they arrive to their lessons on time.

- If a student arrives to a lesson late without a valid reason or note from another member of staff, their teacher will input the number of minutes late onto the register.
- The Form tutor will check punctuality to lessons data during Tracker Tuesday Form sessions.
- The Form Tutor may place the student on a Form Tutor Punctuality report and may also contact home.
- If punctuality to lessons does not improve whilst on Form Tutor Punctuality Report, Directors of Standards will become involved and may put in place a number of interventions (parental contact or meeting, report, daily student contact, lesson drop-ins).
- If these interventions do not help to see an improvement in punctuality to lesson, sanctions such as the Reflection room or suspensions from the school may be used. (see appendix 4).

Walking or running away from staff.

Respect is one of our core values and all staff model these behaviours when interacting with others. If a student refuses to engage with staff when there has been negative behaviours displayed, the student will be placed in lunch time detention, placed in Reflection, or may face suspension from school, depending on the severity and/or persistency of the defiance.

Serious behavioural incidents

Serious incidents of behaviour will result in students being placed in Reflection, pending further investigation, if necessary, which may lead to a suspension, Direction offsite to another school, or permanent exclusion.

These include (not exhaustive)

- Truancy
- Persistent and relentless breaches of the school policy.
- Threatening behaviour/ Verbal abuse towards an adult.
- Physical assault of an adult or young person
- Dangerous behaviour, including arson.
- Drug or Alcohol related incident.
- Smoking and/or vaping.
- Possession of an offensive weapon.
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct.
- Child on child abuse/ Bullying, including online. (Please refer also to the Anti-Bullying policy)
- Making knowingly, untrue accusations against adults in school.

If it is deemed necessary to search a student for dangerous items, or items relating to drugs or alcohol, the Westleigh School Search Policy will be followed.

Toilets

Students are encouraged to use the toilets at break or lunchtime. As students are not allowed out of lessons during lesson time, 'On call' will be used to escort a student to the toilet, if it is an emergency.

Students who have a medical pass are allowed to visit the toilet unescorted.

For safety reasons, students are not allowed in the same toilet cubicle together and any students found breaching this rule, will be given a sanction.

10. Supporting Students with their Behaviour

The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short-term placements.

Identification of need and progress will be monitored via the SEND team, Directors of Standards, and Heads of College with the involvement of parents.

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

The school deploys graduated interventions that are used to support students when they are persistently misbehaving in lessons, such as the use of student reports. (Appendix 5).

When students have time in our Reflection room, they will complete a reflective piece of work and will have an opportunity to discuss their views on their misbehaviour. In addition to this, parents may be invited in for a meeting.

Following a suspension from school there will be a reintegration meeting with the Head of College, the student and the parent/guardian.

Additional support will come through varying channels, such as referrals for mentoring and other external agency support. Examples of our external agency support are, Early Help Assessments, Educational Psychologist, TESS, and Alternative Provision, Steer.

There are a team of staff that will support students following a sanction and these staff include the Deputy Headteacher Character and Culture, Heads of College, Directors of standards, and Key Stage Leads. Additional staff that may help provide extra support are the Reflection Room manager and the SENDCO.

Reconnect is a short-term, structured reintegration provision for pupils returning following suspension or significant absence/illness where additional support is needed to access mainstream learning. It is not an internal exclusion room, a routine lesson-removal destination or an alternative long-term timetable. It is not the school's dedicated EBSA provision.

11. Responding to misbehaviour from students with SEND

Adjustments can be made to routines for students with additional needs, where appropriate and reasonable to ensure all students can meet behavioural expectations. Staff will be aware of all students with additional needs and staff will follow individual student passports to ensure appropriate support is in place for all students. When a student is identified as having additional needs (SEND), a graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we

recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

If a student 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

Ways in which the school will anticipate and remove triggers of misbehaviour are as follows:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload
- Ensuring recommendations in the student passport are being applied consistently

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist advisory teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan

12. Suspension (previously identified as 'Fixed Term Exclusions').

The school will use suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions will also be used when the good order of the school is threatened and/or student behaviour could potentially damage the reputation of the school.

The Deputy Headteacher (at the discretion of the Headteacher) may suspend for the following reasons:

- Serious incidents where school expectations are breached
- Persistent and relentless disruptive behaviour.
- Refusal to engage with school processes.

Any refusal to engage with school processes such as Reflection will result in suspension and a subsequent placement in Reflection following the readmission after suspension. Students will be expected to complete the work set on Showbie by their classroom teacher during their time suspended. Failure to do so will result in a longer period spent in Reflection upon their return. The number of days students are suspended for will be at the discretion of the Headteacher (or Deputy, on his behalf). The length determined could be between 0.5 days to 5 days. Suspensions for repeat behaviours will escalate in their duration.

The Headteacher also retains the right to permanently exclude a student for persistent disruptive behaviour or a single, one-off, serious incident.

Offsite direction and Respite placements.

Off-site direction may be considered as an alternative to suspension. Schools within the locality work with each other so that students can spend time off site in other school's inclusion provisions and mainstream lessons. This may be used to avoid prolonged suspensions and ensures that good order is maintained, a consequence is issued but a student can remain in supervised care.

It is through a governors panel that a student can be directed offsite and this will initially be for a period of six weeks.

Managed Moves

Westleigh School works in partnership with other schools in the locality to support positive behaviour.
A Managed Move is used to initiate a process which leads to the transfer of a student from our school to another school permanently. Managed moves will only occur in the best interests of the student and where it is to avoid a permanent exclusion.

Any decisions about offsite direction placements and managed moves will be discussed with parents and students.

Permanent Exclusion

9. 'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school'. - *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE September 2023)*

The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or an adult in school
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.*
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of our community. The Headteacher may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including child on child abuse, which would include racist or homophobic abuse. (Please refer also to the Anti-Bullying policy.)
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.

- Any serious incident which the school deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

*Offensive Weapons – Definition: The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. In addition to knives, axes, BB guns, air guns, GATT guns, push daggers, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The pivotal model of behaviour practice
- Restorative approaches
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The use of Arbor to enter behaviour events

Behaviour management will also form part of continuing professional development. (Appendix 2- Behaviour Toolkit).

14. Monitoring

Monitoring and evaluating school behaviour.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspensions
- Use of off-site directions placements and managed moves.
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, parents, the academy council and other stakeholders on their perceptions and experiences of the school behaviour culture

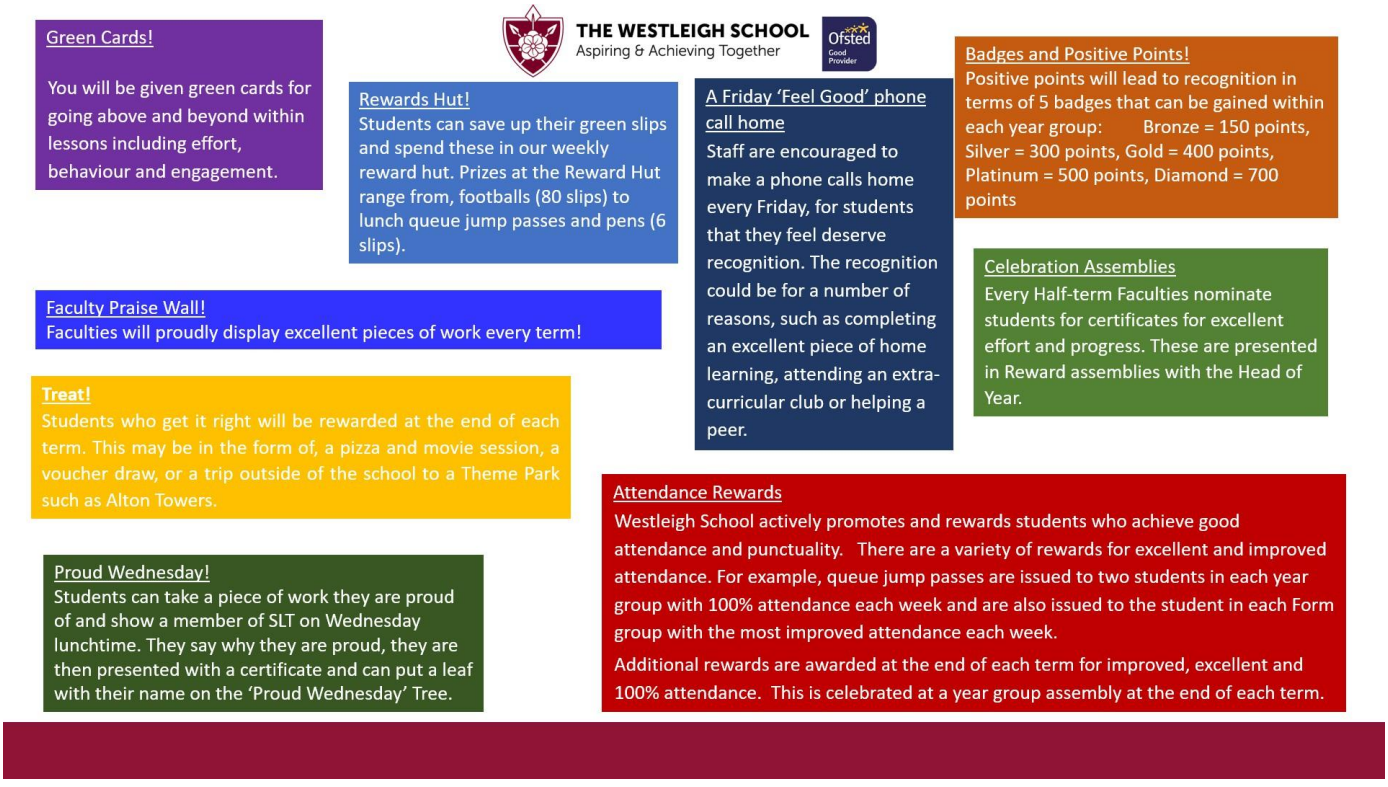
The data will be analysed every month by Heads of College, the Deputy Headteacher and Directors of Standards and Key Stage Leads.

- The data will be analysed from a variety of perspectives including:
- At school level
- By college group and year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Appendix 1 – Student Blueprint





Appendix 2: Behaviour interventions Toolkit for Teachers

Closed requests	Assume the request will be completed rather than asking. Use of "thank you" rather than "please".
Non-Verbal communication	Visual reminders to prompt behaviour without the need of using your voice
Silent activities	The ability to ensure students can work in silence in your classroom on request if needed. This is developed through the imposition of explicitly taught routines within the lesson.
Front Loaded Expectations	Rather than just state the consequence, remind students of what they have done to lead to that consequence.
Keeping your promise	Always ensure that you do what you say – it's better to under promise and over deliver.
Regular communication home	You run your room. You can communicate home for any reason necessary not just when the policy dictates.
Rapid fire Praise	Quickly highlighting desired behaviours in the classroom to promote others to replicate.
Tone and Pitch	Varying your tone and pitch to maintain engagement.
Focus on Primary Behaviour	Always relating back to the primary behaviour when giving a sanction and not being sidetracked by secondary issues
Drive by	Process of speaking to a student 1 to 1 on their level for no longer than 30 seconds
Student Passport	Using additional information to ensure a successful learning experience – consider the seating plan and the resources provided for students
Deliberate Pauses	Allowing a few seconds of silence to bring back attention to the teacher (use sparingly).
Tactical Ignorance	Provide whole-class instructions and ignore the deliberate behaviour by one student – pick this up privately later.
Seating Plan	A well-planned seating plan shows you're prepared and in charge. Do not be afraid to change when necessary.
Seating Change	Physically moving a student's learning space can sometimes have a big impact on their choices
When and Then	"When you have… (done a task/sorted a behaviour/etc), "Then you can (move onto next task/have the reward/etc)."
Be that as it may	A choice of language to redirect someone's attention without necessarily agreeing with them.
Giving Students choice	Inform students of the choice that they have to make, and identifying the sanctions or rewards that would follow depending upon their choice.
Praising the desired behaviour	Making an explicit effort to praise the behaviour you want to see more of in lessons.
Student Responsibilities	Giving students responsibilities in lessons can make them feel ownership and belonging to the lesson and class teacher.
Countdown	Use of a verbal or visual countdown to remind students of when you want their attention.
Breaking the plane	Within the first 5 minutes of the lesson, ensure high circulation within the room, moving off the centre line of the classroom. Let students know you can access the space that they are learning in.
100% strategies	Framing language to discuss wanting 100% to do something. Use small percentages as a reminder can be tangible for students
Position for Power	Ensuring that you are always in a position of power so that you can see the classroom and behaviours - even when speaking 1 to 1. Don't turn your back on the room and reposition your seat if needed.
Live marking	Circulate mid-lesson to correct learning and give 1 to 1 feedback if possible
Fogging	Passive agreement with how they feel in a situation, which allows you to move the conversation forward. "Your right, I can tell your annoyed" "I agree, I can see your are upset'
Praise Board	Highlighting the names of students getting it right or who may be in line for further rewards for all to see.

Appendix 3 – Restorative Approaches

The Westleigh School advocates a whole school focus on Restorative Approaches, including the use of restorative language and restorative conversations. The emphasis of all restorative approaches is active participation in a positive and meaningful way, therefore encouraging students to take responsibility for their actions. This leads to:

- A happier and safer school experience
- Mutually respectful relationships
- More effective teaching and learning
- Reduced exclusions
- Improved attendance
- Development of emotional literacy
- Reduction in bullying
- Raised morale through a culture of inclusion and belonging

Aims of Restorative Approaches

To develop:

- An understanding of how a community works to bring about positive relationships
- An understanding of our responsibilities to the communities that we are part of to confront unacceptable behaviour
- A culture where acceptable behaviour is acknowledged and praised
- Models of restorative behaviour which students can learn from
- Self-regulating communities
- An understanding of the skills needed to communicate with each other and a commitment to developing these
- A shared language across the school
- Emotional literacy and improved relationships as a result

Types of Restorative Approaches

- Dialogue - listening, exploring, discussing and responding
- Peer mentoring, mediation, facilitation, peer panels, support partners
- Whole school
- Co-constructing classroom agreements or "norms"
- Restorative conversations/statements
- Restorative Meetings/Conferences

Restorative Meetings seek to achieve agreement and reparation through dialogue between those involved in an incident where relationships have been affected or broken down. Restorative Meetings have a structured format and certain phrases and styles of language are used to help the student reflect on how his/her actions have impacted on others and how amends can be made. The aim is to facilitate communication and dialogue which restores and promotes reconciliation.

It can be used as a support tool in all aspects of the consequence system with clear agreements being made. Examples of incidents: Bullying, verbal abuse, theft, criminal damage, assault, inter student conflict, teacher—student conflict, an incident leading to a Stage 3 or 4. It can also be used following a suspension to resolve the issue and ensure that there is no recurrence of the incident which led to suspension.

Full Restorative Conference

A trained facilitator may feel that a conference could be beneficial in resolving conflict. Relevant information is gathered and the facilitator decides if a conference is appropriate. If so, the format of the conference is explained and a date is then arranged: participants are seen by the facilitator who will also see parents/carers if necessary. At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

Important features of restorative conferencing:

- The facilitator remains neutral
- Admittance should be made that harm has been caused.
- The "wrongdoer" is given a chance to put things right.
- Emphasis is placed on restorations and reparations.
- Some form of reparation made.
- It is seen as a positive experience.
- An agreement is drawn up, all present sign it and are given a copy.

Short Restorative Conference

A short meeting can be used in less formal situations—usually two students or a student and a teacher and the facilitator. The above principles apply.

- It is briefer than a full conference.
- The incident is discussed and the questions asked follow the format of the full conference.

Restorative Language

The language of restorative conferencing can be used in many situations in and around the school with a student whose actions have impacted adversely on another. It can challenge the student to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Key restorative questions are:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix 4 Behaviour Tariffs

Please note that the following tariffs do not constitute an exhaustive / prescriptive list and the school reserves the right to vary the sanction applied accordingly. All sanctions may be increased or decreased at the discretion of the Headteacher. Persistent defiance towards school rules or a severe one-off incident may lead to a permanent exclusion from school at the discretion of the Headteacher. *Please note that if a student has any outstanding detentions then they may be set for following days and will therefore not be a same day sanction.*

Incident	Typical Consequences
Jewellery	Confiscation of necessary items to Pupil Office.
Late to school	Further intervention such as contact home via letter, phone call or email and punctuality report may be issued. If these interventions do not help to see an improvement in punctuality to school, sanctions such as detentions, the Reflection room or a suspension from the school may be used at the discretion of the Headteacher.
Late to lessons	Negative behaviour point issued. If arrival at lesson over 10 minutes late, same day detention issued. Intervention such as contact home via letter, phone call or email and punctuality report may be issued. If these interventions do not help to see an improvement in punctuality to lesson, sanctions such as the Reflection room or a suspension from the school may be used at the discretion of the Headteacher.
Inappropriate language 'Watch your Words'	Negative behaviour point issued. Detention may be issued and in the case of further use of inappropriate language, reflection and intervention to support.
Mobile phones	Confiscation. Parents must collect and student placed in internal isolation. Further issues will result in parental meetings.
Defiance towards a member of staff (out of lessons)	Same day 20-minute detention at lunchtime if before lunch. At discretion of Deputy Headteacher, students can be detained same day after school if defiant or delayed compliance results in wasted teacher time. This will be for 30 minutes. Persistent defiance entries will result in sanctions that may include time in the Reflection Room and a suspension at the discretion of the Headteacher.
Deliberate Failure to attend lesson/ Truancy	Entry on Arbor that will tag college teams. College Teams follow up as appropriate. Reflection room and loss of social time initially. Persistent Deliberate failure to attend lesson entries will result in sanctions that may include time in the Reflection Room and a suspension at the discretion of the Headteacher.
Failure to attend Detentions	If a student fails to attend a detention then an hour detention will be set for the following day. If a student repeatedly fails to attend detentions then parental contact will be made and sanctions, such as time the Reflection Room will be issued. If these sanctions do not see a change in the student's attitude towards detentions and there is further persistent failure to attend then a suspension from the school at the discretion of the Headteacher may be put in place.
Verbal abuse to staff	Sanctions may include time in the Reflection Room and a suspension at the discretion of the Headteacher. Directly swearing at a member of staff will result in a suspension at the discretion of the Headteacher.
Verbal abuse to a peer	Sanctions may include detentions, time in the Reflection Room and a suspension at the discretion of the Headteacher.
Vandalism	Sanctions may include time in Reflection Room and a suspension at the discretion of the Headteacher. Parents may be asked for a contribution towards damage costs and potential police involvement depending on the severity of the vandalism.
Physical abuse towards others	Sanctions may include time in the Reflection Room, a suspension at the discretion of the Headteacher up to a permanent exclusion.
Theft	Reflection Room or a suspension at the discretion of the Headteacher.

Bullying (racist, cyber, homophobic, physical, verbal)	Contact with parents/carers Escalating sanction ranging from time in the Reflection Room up to a suspension at the discretion of the Headteacher.

Child on child abuse and sexual abuse and sexual harassment	Sanctions may include time in the Reflection Room, a suspension at the discretion of the Headteacher or a permanent exclusion. These incidents will be inputted onto CPOMS.
Use of a banned substance within school or the community	Sanctions may include a significant suspension or a permanent exclusion.
Weapon on school site	Sanctions may include a significant suspension or a permanent exclusion.
Breach of examination rules	Letter home or meeting with parents. Possible disqualification at the discretion of the relevant examination board.
Misuse of IPad/ICT	Same day detention depending on severity. Deliberate Damage falls under vandalism and where there is misuse, the school's ICT policy will be followed.

Appendix 5 Graduated approach to student support

