Westfield School
"The Westfield Way" Behaviour for Learning Procedure

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Westfield School

Chorus Education Trust

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1. Rationale

The “Westfield Way” Behaviour for Learning Procedure is a framework that inspires excellence and promotes high expectations of all students by valuing learning and creating a culture that allows “everyone to be the best that they can be.”

The shared language, consistent approaches to supporting students and also the systems outlined in this procedure are central to achieving our school vision to enable students to demonstrate exceptional conduct and Attitudes to Learning.

2. Aim

The aim of our Behaviour for Learning Procedure, which sits alongside our Trust-wide Behaviour Policy, is to support our students to self-manage their behaviour, taking responsibility for their choices. To support our students with this aim we recognise the importance of a consistent and thoughtful application of policy to ensure an equitable and inclusive experience for all students. We wish to provide a calm and purposeful environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students, or which leads to inequality within our school community.

2.1 Celebrating success:

Our tracking of behaviour and Attitudes to Learning proves that most of our students behave very well and show a positive attitude every day. It is for this reason that we aim to take a celebratory approach to supporting students to be self-managing.

This procedure establishes the process and practices for celebrating students’ successes and ensuring behaviour that impacts on the learning of others is dealt with effectively and in a timely manner. It was created in consultation with staff at all levels and students and is regularly reviewed.

Factors that may impact on student behaviour, including Special Educational Needs and Safeguarding Concerns, are accounted for as part of this procedure. The individual needs of these students, and thereby personalised interventions undertaken, are recorded in the relevant areas of the students’ files within school. (Linked policies: SEND Information Report, Safeguarding)

3. Our approach requires

- Teachers to reflect on assessment and plan lessons which respond to the needs of all learners.
- Consistent routines and expectations established in all classrooms.
- Consistency in how we celebrate success and sanction unwanted behaviours.
- Staff to be welcoming, supportive and positive always.
- A focus on the wellbeing of the students.
- Close liaison by all stakeholders, including staff and parents.

- Staff will feel supported by the behaviour processes and systems in order to teach effective lessons.
- Parents to understand the expectations of the "Westfield Way" and the processes that underpin our behaviour systems, and to support the school in the delivery of these behaviour processes to establish a calm and safe environment:

  "To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate."
  Department for Education, 2024

3.1 Parental engagement and communication:

All staff in school are committed to working closely with all parents/carers, as we know it is the most effective way of promoting student growth and development. Through the Arbor parental app, school email system, phone-calls and face-to-face meetings, we endeavour to communicate with parents and carers in a timely, efficient and effective manner.

We welcome all parents/carers making contact to discuss the progress of their child in school, a member of our pastoral team will be happy to discuss any issue so that we can provide the right support to all students. All staff in school have busy timetables, and thank you for your understanding of this, we are committed to making contact at our first available opportunity.

We respectfully ask that all communications are conducted in a professional, considerate manner always.

4. Establishing outstanding behaviour for learning

Praise, engagement, positive relationships and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines and relationships. When poor behaviour does occur, this must be dealt with consistently by all teachers with equity of sanction. It should be challenged and the appropriate response and outcome issued.

The principles of effective classroom management are **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

4.1 Classroom management strategies

The purpose of this procedure is not to direct teachers how best to manage the behaviour of students.

Teachers are highly skilled and trusted members of the school community. Their professional judgement and the need to individualise classroom management means a prescriptive list of techniques within this procedure would be inappropriate. Staff are encouraged to share techniques that work and develop their own practice through the Teaching and Learning mechanisms within the school. This procedure is to establish the processes and routines that support staff in ensuring consistency of expectation and outcomes to support positive behaviour for learning in all classrooms.

5. The Westfield Way

5.1 Westfield Way: Rules and Values

The Westfield Way consists of 3 rules that also form our school values; they have been carefully chosen to inform all students how to be successful in school daily. Our staff use these rules as a consistent shared language to guide all students how to be "ready", "respectful" and "safe" always in school.

5.1.1 Ready:

- Be on time and fully equipped
- Calmly sit in seating plan, planner and equipment on the desk
- Start work straight away and try hard all lesson

5.1.2 Respectful:

- Be polite and kind to all, never being discriminatory
- Meet expectations and follow reasonable requests first time, every time, everywhere
- Listen carefully to the person who is meant to be talking

5.1.3 Safe:

- Calmly move around school with pace and purpose
- Always keep hands and feet to ourselves
- Ensure phones and headphones are always switched off and, in our bags,

5.2 Westfield Way: Classroom Routines

We know that our students can learn best when they are in a calm, safe and predictable environment. Staff in school incorporate the following classroom routines into every lesson so that students know how to achieve success at the start and end of every lesson.

1. Staff will stand at the classroom door and meet and greet all students with a "good morning" or a "good afternoon".
2. A "Do Now" task will be provided for students to start working on straight away
3. Students are expected to place their planner and equipment on the desk.
4. A "respectful" silent register will be performed within the first 5 minutes of the lesson.
5. Staff will perform a safe, well-managed dismissal at the end of the lesson.

5.3 Westfield Way: Staff Principles

- **Positive**: We recognise the positives first and routinely celebrate successes.
- **Present**: We are united in our collective responsibility for creating a calm and safe school.
- **Persistent**: We consistently challenge non-negotiable behaviours, for example: Mobile phones, Uniform and disrespectful or unsafe behaviour.
- **Pro-active**: We are creative, innovative and forward thinking to promote a positive behaviour culture.

6. Punctuality

"Be on time and fully equipped" is an essential component of the "Westfield Way". Punctuality is vital to ensuring a calm and productive start to both school and lesson time, timekeeping is also an important lifelong skill to instil in all young people to ensure success in their future (Linked policy: Attendance and Punctuality).

6.1 Meet and greet

Students will be welcomed into school via 'Meet and Greet' every morning and for each lesson.

6.2 Punctuality – Arriving on Time to School

Students will enter Westfield School through the front gate. They will be welcomed into school by senior members of staff between 08.05 and 08.30. To support our safeguarding procedures, our school gate remains locked until 08.05 and from 08.30 until the end of the main school day at 15.00.

6.2.1 The Ready Gate (located at the swimming pool entrance to the school)

Any student who arrives in school between 08.05 and 08.30 wearing incorrect uniform, without their school planner or the necessary equipment, will be directed to our "Ready Gate". Staff are based here every morning to provide support and the resources necessary to ensure that students are "ready to learn", setting the tone for a positive and productive school day.

For students who arrive without a planner: a temporary planner is issued for that day.

For students who arrive without equipment: a pencil case will be loaned for that day.

For students who arrive wearing incorrect uniform: staff will supportively work through the following process:

1. Facilitate a phone call home to see if the correct uniform can be brought into school as soon as possible.
2. Provide a replacement item of uniform for the student to change into and then return at the end of the day.

If a student refuses to engage with this process, then this is treated as defiance, and this behaviour choice is attributed to the necessary sanction, as outlined in this policy.

6.3 Punctuality to lessons – Arriving on Time to Lessons.

All staff will 'Meet and Greet' students at their classroom door. This provides a positive welcome, a check of being 'Ready to Learn' and will encourage other students off the corridor and into classrooms to begin learning. A "Do Now" task is provided at the start of every lesson that students are expected to complete at the beginning of each lesson, helping them to settle into their learning.

"On-call" is a timetabled hour each period where a member of staff supports colleagues if requested. The "on call" members of staff, with support from the Senior Leadership Team and

Key Stage Teams, will staff corridors throughout each lesson period. Students will be recorded as late to lesson if they arrive 3 or more minutes after the start of lesson.

7. How we provide feedback to students on their behaviour

7.1 Positive feedback and celebrating success

We are proud that at our school celebration of student success is at the forefront of our approach to supporting exceptional behaviour and attitudes to learning. We celebrate the successes of our students in a range of ways and are committed to working closely with our student leaders to ensure the ways that we celebrate success are meaningful to our students.

Our celebration of student success includes, but is not limited to, the following:

- Verbal praise.
- 'Stamps' in planners.
- ATL commendations
- ATL postcards
- Raffle tickets for positive conduct around the school site
- Positive feedback in books.
- Departmental / Key Stage / Headteacher Certificates.
- Positive contact with home.
- Public display of work.
- Celebration assemblies.
- Acknowledgement through corridor/classroom display (e.g. 'Star of the Week').
- Invitation to celebration trips and events.
- Invitation to our 'Celebration Evening'.

All Westfield School staff carry with them a 'Stamp' that can be used to acknowledge students who have shown a great attitude to learning/school in or out of the classroom. Each student carries a planner with them each day, into which stamps are issued. Stamps are central to our 'Positive Discipline' approach to supporting exceptional behaviour and link to rewards that students can earn. We are committed to working closely with our student leaders to ensure students view rewards linked to stamps as meaningful.

7.2 Challenging behaviour that falls below the expectations of the Westfield Way

We support and expect all our students to adhere to the Westfield Way (see section 5).

When students do not meet the expectations outlined in the Westfield Way, staff have a clear and shared approach to supporting improvement or, if this is not effective, sanctioning unacceptable behaviour to ensure that school remains a ready, respectful and safe environment.

Student planners play a central role in our approach to managing behaviour. As well as being used for recording stamps they are also used for corrections relating to behaviour issues.

7.3 Behaviour corrections in lessons

Behaviour corrections are issued by teachers for behaviours that are not Ready, Respectful or Safe.

We operate a four-tiered system using a shared language that prompts students to improve their behaviour and provides the opportunities to do so at each level.

7.3.1 Tier 1: Proactive teaching strategies

A proactive stage where teachers ensure they have a welcoming approach that promotes and enables students learning. Teachers do this through good planning, clear expectations, routines, and knowing their students well. This is an important support strategy that teachers implement for the benefit of all students, but especially the most educationally vulnerable.

7.3.2 Tier 2: "Reminder"

This stage is a verbal reminder to a student whose behaviour is not Ready, Respectful or Safe. Staff will make direct reference to the Westfield Way, which in turn provides positively framed guidance as to how that student can improve their behaviour. The student in question will be provided with some "take-up time" to allow them to process the guidance given to them by their teacher and make the necessary adjustments in their behaviour that are required.

7.3.3 Tier 3: "Warning"

If a student does not respond to their verbal reminder and is still behaving in a way that is not Ready, Respectful or Safe, then the teacher will issue a "warning" and thereby provide further feedback to the student that their conduct remains below school expectations. A behaviour point is also logged on Arbor at this point.

7.3.4 Tier 4: "Removal"

If a student is persistently behaving in a way that is not Ready, Respectful or Safe, then the teacher will remove the student from their lesson at this point. To do this, an alert is sent to our "on-call" team who then collect the student and take them to the lesson remove room. In the lesson remove room, the student is expected to work silently whilst under the supervision of a member of staff. A second behaviour point is awarded on Arbor for a removal from lesson.

Students who are removed from a lesson are issued with a lunchtime detention for the following day.

Students who are removed from two lessons in a day will spend the following day working in our Behaviour Support Room.

7.4 Behaviour point thresholds

We hold high expectations of our students and expect them to be both accountable for their actions in school, and reflective of the choices they make.

We routinely monitor student behaviour points, and when students reach the following milestone then the following intervention is applied:

Reaching a threshold of 5 or 10 behaviour corrections in a week, for 3 consecutive weeks = Form tutor or Key stage intervention (This may constitute a parental meeting, report or alternative intervention)

7.4.1 Seclusion – Behaviour support

If a student presents a significant behaviour challenge in school, for any of the reasons listed below, they will be directed to work for a day in our Behaviour Support Room.

Reasons for a student being allocated time in behaviour support include:

- A significant incident that is disrespectful or unsafe
- Truancy
- Failing to engage with a behaviour intervention / report

This room is located in a quiet part of school away from mainstream lessons and provides students with an opportunity to reflect on the disruptive behaviours they have engaged in and an opportunity to re-set expectations prior to the student returning to lessons. Students arrive to begin working at 08.30 and finish their school day at 15.00.

8. Red-line behaviours

The Westfield Way is positively framed to ensure that students know how to be successful at all times in school. We also explicitly teach our students that there are some "red-line behaviours" that we do not accept in school. These are:

- Fighting
- Assault
- Swearing at staff
- Threats to others
- Bullying
- All forms of discrimination
- Refusing reasonable requests
- Possession of banned items on school site
- Dangerous behaviour relating to health and safety

All red line behaviours will be met with a significant sanction, which may include:

- Behaviour Support
- Off-site direction
- Suspension
- Permanent Exclusion
- Targeted education and/or intervention to prevent these behaviours from reoccurring (to be used in conjunction with one of the above sanctions where appropriate)

9. Escalation and support

At Westfield School we support students to modify their behaviour and meet our expectations through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, Faculty Leaders, Teaching staff, Key Stage Teams, Inclusion & SEND Team and the Senior Leadership Team.

9.1 Personal Development Time

Personal Development Time happens every morning between 08.20 and 08.55 and on Thursday morning from 8.30am to 9.20am. This is an essential part of life at Westfield School. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Personal Development Time supports behaviour via the following:

- Expectations of students and the rationale for our rules and routines as part of the Westfield Way are reinforced through PDT at regular intervals.
- Tutors celebrate success routinely each morning
- Tutors can provide a vital supportive intervention with their tutees focusing on their behaviour corrections/choices from the previous day.
- Uniform is re-checked and any issues missed at the Ready Gate can be addressed.
- Check for basic equipment for the day (Basic equipment – School bag, pencil case, 2x black or blue pens, a pencil, ruler and school planner)
- Year Group Assemblies to celebrate positives, mark specific events in the school calendar and reinforce the Chorus Trust Values (Ambition, Belonging and Integrity).

9.2 Key Stage Teams

Key Stage Leaders and Pastoral Managers play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Celebrating student successes as described in section 7.
- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour, attendance, punctuality and ATL over time.
- Applying sanctions and liaison with parents/carers regarding sanctions.
- Monitoring and supporting students on 'report'. For example: positive report; Pastoral Support Plan (PSP); punctuality reports.
- Alongside senior leaders, and supporting students at risk of suspension by: meeting with students; parents and SLT to discuss academic and pastoral progress; target setting, monitoring and reviewing progress and regular communication with parents or carers.
- Investigating and sanctioning serious incidents, in conjunction with senior leaders and other pastoral team colleagues.

9.3 Inclusion and SEND team

The Inclusion and SEND team provide interventions to support SEND. These are individualised and formulated by the team and agreed at the Key Stage Inclusion Panel meetings in liaison with Key Stage Leaders, Pastoral Managers and Deputy Headteacher for Inclusion.

Where these interventions require parent/carer involvement or communication the relevant member of the team will inform parents.

9.4 SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- Deputy Headteacher for Inclusion undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and QA, leadership of Key Stage Teams.
- Deputy Headteacher for Teaching and Curriculum: policy review, climate for learning strategy and curriculum planning.
- Assistant Headteacher for Safeguarding: safeguarding strategy planning and delivery, implementation of the safeguarding elements of behaviour procedures and leadership of Safeguarding Team.
- Assistant Headteacher for Personal Development who sets out the behaviour curriculum through PSHE and Personal Development Time, coordinates assemblies, develops extra curricula offer and leads Careers education.
- Assistant Headteacher for SEND and Pupil Premium: policy review and leadership of behaviour for learning for children with SEND and PP.
- Supporting On-call and Lesson Remove through timetabled periods for both.
- Day-to-day support of all colleagues as required.
- Supervision of students at social times and lesson change over, before school, breaktime, lunchtime and after school.
- Liaison and support for Key Stage Teams with behaviour management, interventions, reports, and parent meetings where appropriate.
- Investigation and action following serious incidents.

9.5 Reports

Students may be placed 'on report' if monitoring of their behaviour, ATL or punctuality reveals that this is necessary. A number of different reports exist to monitor students in these areas:

- Positive Reports are used for students who may be disengaged in learning but respond well to positive feedback.
- Punctuality Reports are used to monitor the punctuality of students who have been persistently late to lesson.
- ATL reports are used to provide hourly feedback to students about their approach to learning in each of their lessons.
- IBP (Individual Behaviour Plan) reports are used to monitor student behaviour against agreed targets, usually for a period of four weeks or more.
- PSP (Pastoral Support Plan) reports are used as an escalated intervention to monitor student behaviour against pre-agreed targets over a specified time scale. Progress must be demonstrated otherwise alternative options will be explored for the student in question.

10. Sanctions

At Westfield School we believe that praise, positive relationships and engagement in meaningful learning experiences will minimise the number of students who will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the procedure are summarised below:

Sanction	Description
Lesson removal detention (10 minutes)	Issued for: • Being removed from a lesson that day • Removed from a P1-3 lesson = 10-minute lunchtime detention on the same day. • Removed from P4 or P5 = 10 minute after-school detention on the same day as the removal.
After school detention (20 minutes)	Issued for: • Not attending a lesson removal detention • A significant incident that is disrespectful or unsafe (including conduct detentions)
After school detention (30 minutes)	Issued for: • Not attending a 20 minute after-school detention
Back On Track (internal seclusion)	Issued by Key Stage Teams/SLT for: • A serious incident that is disrespectful or unsafe • Serious incidents (see appendix) that fall short of warranting a suspension. • Not attending a 30-minute SLT detention Parents/carers will be notified of this sanction by a member of the Key Stage team or SLT. Students should arrive for 08.30 and their day finishesat 15.00.
Step-Out (Short-term off-site directions)	Issued by Key Stage Teams/SLT for: • Persistently challenging behaviour over a period of time • A serious incident that is disrespectful or unsafe • Serious incidents (see appendix) that fall short of warranting a suspension. Parents/carers will be notified and informed of the details for this sanction by a member of the Key Stage team or SLT.
Suspension	Issued by the Head of School/Deputy Headteachers for: • Serious incidents (see appendix). • Persistent disruptive behaviour or persistently refusing reasonable requests. Parents/carers will be notified of this sanction by a member of the Key Stage team or SLT. Suspended students will be provided with work to doat home via *Teams* or in a work pack. Parents/carers and the student willbe invited to a 'Reintegration Meeting' before returning to the classroom. (See linked policy: Exclusions)
Permanent Exclusion	Issued by the Head of School for: • Serious incidents. • Persistent disruptive behaviour. Linked Policy: Suspension and Permanent Exclusion Policy.

11. SEND and reasonable adjustments to our behaviour policy

We are proud to be an inclusive, comprehensive secondary school. Staff in school have high expectations of all students, and we are guided by the DfE in the need to establish a "calm and purposeful learning environment for the benefit of all students, but especially those with SEND".

We pro-actively make adjustments for SEND students to ensure that they know and understand the behaviours expected of them as part of the Westfield Way. This provision takes the form of inclusive teaching strategies, additional support from staff and access to a range of bespoke interventions.

We strongly believe that our behaviour system provides an important and effective form of feedback to all students when their behaviour falls below the expectations of the Westfield Way, as a result, we expect all students to perform the sanctions described in this behaviour policy when required.

For a student with SEND, we may make adjustments within the policy to take into account the specific circumstances and requirements of the pupil concerned. This may take the form of:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time.
- Allowing a student to attend an intervention session that forms part of their timetable on a day when they are required to perform behaviour support.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil 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 pupils can regulate their emotions during a moment of sensory overload.

When considering a behaviour sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12. Recording behaviour incidents

All staff have a responsibility to record behaviour incidents via Arbor. Staff will record the following:

- Behaviour Points (all staff)
- Detentions (logged by Lesson Remove co-ordinator)
- Being removed from a lesson (logged by Lesson Remove co-ordinator)
- Behaviour Support Room (logged by Lesson Remove co-ordinator)
- Suspensions (logged by Key Stage team and PA to Head of School)

- Permanent Exclusion (logged by PA to Head of School)

Note: Bullying incidents should be logged on CPOMS. Staff will carefully consider whether behaviour incidents also require a CPOMS log, for example incidents of discriminatory behaviour.

13. Confiscation and searching

Westfield school follows Department for Education guidance with regard to confiscation and searching.

13.1 Mobile phones

Students may bring a mobile phone to school with them, but all mobile phones need to be switched off and placed in school bags at all times. Students must not keep Mobile phones in trouser or coat pockets or anywhere else on their person. The use of mobile phones in school can be disruptive to learning and create safeguarding risks. In addition, we recognise the impact that persistent use of phones and social media can have on our students' mental health.

From September 2026, it is a statutory duty for schools to have a policy that prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

As Westfield School is a 'phone-free' school any child seen with a phone or when a phone is heard in the school building will have their phone confiscated. Confiscated phones will be stored safely behind our school reception and returned to students at the end of the school day. This will be recorded on Arbor as a behaviour point.

13.2 Items of non-uniform

Students are expected to wear full school uniform when at school (see our uniform policy). Any student attending school wearing an item of incorrect uniform will be directed towards our "Ready Gate", where they will be provided with a spare item of uniform that they can borrow for the day.

If a student persistently chooses to wear items of non-uniform, for example non-uniform jumpers or hoodies, these will be confiscated and returned to students at the end of the school day.

13.3 Banned items

Students found in possession of banned items (see appendix) will have them confiscated and the appropriate sanction will be applied. In most instances banned items brought into school will be disposed of either by school or, in the case of illegal items, by the police.

13.4 Searching students

Department for Education guidance states that 'Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff' and that 'Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item'.

Any student who is searched will be informed of the reason for and nature of the search beforehand to allow them to make an informed agreement to be searched. If a student refuses to be searched, then parents will be contacted and required to attend school to support the search being conducted.

Appendix and Glossary

Within this procedure key terms, processes and procedures are referred to. These are, for the most part, specific to Westfield School. These key terms, processes and procedures are defined and explained below.

On call and seclusion procedures

On Call

- On-call is used to support staff whilst they are teaching with pastoral and behaviour concerns and serious incidents.
- Students should not be sent directly to the Lesson Remove room and should wait in the classroom to be collected by On-Call staff. Where behaviour has escalated beyond a Warning or staff require support, On-call should be requested using the 'emergency alert' function on Arbor.
- On-call staff should respond as quickly as possible to the request. On attending a classroom/teaching space, on-call staff will support the student in question providing the time and space necessary to regulate their behaviour and supervise them into a lesson remove room.
- If the situation persists and the student remains uncooperative, defiant or aggressive a decision on further action will be taken, including the possibility of time-out with a colleague from the Key Stage team/SLT, or, as a last resort, suspension.

'Lesson Remove' procedures

- The "lesson remove room" is a designated classroom in the school building where students who have been removed from their timetable lesson are supervised by a member of staff to regulate their behaviour and continue their learning. When students attend the Lesson Remove room are provided with work to complete and will be expected to work quietly before returning to their next timetabled lesson.
- Senior leaders will monitor the use of Lesson Remove to help them understand any classes/groups/times of day where there are persistent issues.
- Senior and middle leaders should be aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or teacher and will follow up patterns that raise concerns.
- If a student refuses to go to the Lesson Remove room this is considered refusing a reasonable request, and an escalated sanction will be applied.

Back On Track Procedures

- The Back on Track staff will be aware of the students they are expecting in the Back on Track room(s) and plan appropriate work. Parents/carers of students in BOT will be notified either via phone call, email or through the Arbor App.
- The student will be expected to follow the 'Westfield Way' and comply with the Back on Track expectations.
- The student will work as directed and complete work set.

- In order to ensure a calm, learning-focused climate within the Back on Track Room, students will not usually be placed into the BOT for any incidents that occur during the school day.
- The Back on Track staff will report on how well each student complies with expectations whilst in the BOT
- If the student becomes disruptive, defiant or aggressive whilst in the BOT room, a
- member of the Senior Leadership Team should be contacted immediately.
- Reasonable adjustments may be made within the policy to accommodate students with an educational need, as and when required.

Banned items

The following items are banned in school:

- Animals
- Alcohol
- Chewing gum
- Cigarettes, E –Cigarettes & vapes
- Fireworks and bangers
- Laser Pens
- Illegal substances - drugs, drugs paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (including knives, BB guns, sharp objects or any object that could be adapted/used as a weapon)
- Any item brought into school with the intention of causing harm or disruption to learning

Serious incidents

- Repeated breaches of the school rules
- Any form of bullying/aggressive behaviour
- Assault
- Being in possession of banned items in school
- Bullying (Physical, Emotional, Online)
- Damage to property / vandalism
- Dangerous behaviour
- Disability related incident including discrimination or prejudice
- Drugs
- Fighting
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft

- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour – written, verbal or physical. This includes prejudice based and discriminatory behaviour including, (the list below is not exhaustive and is a guide. It will change as circumstances dictate):
  - Racial
  - Faith-based
  - Gendered (sexist)
  - Homophobic/biphobic
  - Transphobic
  - Disability based
- Unacceptable use of technology
- Vandalism
- Verbal abuse

Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

Zero-tolerance discriminatory and prejudiced behaviour

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Dismissing intolerant attitudes as 'banter' or 'jokes' is indirectly, subtly and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

Suspensions and Permanent Exclusions

See the Chorus Education Trust Suspension and Permanent Exclusion Policy on the Chorus website at: https://www.chorustrust.org/policies

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious Allegations

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this procedure.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO) where relevant, will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.