



# Westgate Academy

## Behaviour Policy

**Date approved: 22 June 2026**

**Date for review: June 2027**

**Approved by: Local Committee**

Please read this policy in conjunction with the policies listed below:

- Aspire Schools Trust - Use of Physical Intervention & Contact Policy Document
- Aspire Schools Trust - Suspension and Exclusion Policy
- Westgate Academy - Anti-bullying Policy

### 1. Mission Statement

1.1 Westgate Academy's vision states; 'Learning and Growing Together'.

1.2 We believe enjoyment is paramount to ensure children truly achieve their potential. Education is special and every child deserves success. To enable our children to achieve their best in all aspects of life, we aspire for them to achieve excellence, show respect, show positivity, demonstrate self-belief and show teamwork.

### 2. Aims and Expectations

2.1 It is a primary aim of our academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

2.2 The primary aim of the behaviour policy is not a system to enforce rules - it is a means of promoting good relationships, so that people can work together to achieve and succeed. We revisit the school values for behaviour with our children regularly over the school year through assemblies and PSHE. The school values are referred to in all areas of the curriculum with planned opportunities to revisit these on a regular basis. We ensure that expectations of behaviour are clearly communicated to children.

2.3 We aim to treat all children fairly and apply this behaviour policy consistently. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We aim to ensure that incidents of bullying, sexism or racism are effectively managed if and when they occur.

2.4 Westgate Academy rewards positive behaviour. We believe that this will further develop our ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than, merely deter anti-social behaviour.

### 3. Legislation, statutory requirements and statutory guidance

3.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

#### **4. Our Approach to Behaviour Management.**

4.1 The values form an integral aspect of our policy - respect, positivity, excellence, self-belief and teamwork.

4.2 The following practises are embedded within our school day:

1. Values are constantly referred to
2. Teachers meet and greet
3. All staff stop and notice inappropriate behaviour and remind children about appropriate behaviour.
4. Recognition boards highlight expected behaviour in classrooms
5. Teachers regularly give positive messages to classes, groups, individuals
6. Clear classroom routines in place and changes are communicated, when possible
7. Adults use a calm consistent script when dealing with challenging behaviour
8. When practical and possible, there are impositions for lost learning
9. Staff use restorative conversations to teach appropriate behaviour.

4.3 In every classroom there is: the five values display, recognition board, and 'reflection area' that encourages children to reflect, calm down and improve their behaviour.

4.4 Rewards - Our Academy ethos of positivity and encouragement is paramount to our promotion of developing good behaviour in our students. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and will be recognised by all staff. Integral to our system of rewards is an emphasis on praise, both informal and formal.

##### **4.5 Types of Reward**

- Adults use positive nonverbal recognition such as smiles, thumbs-up, etc
- Adults use positive named verbal recognition 'positive praise' to congratulate children on their efforts and achievements.
- Recognition boards
- House Stars – at the end of each half-term there will be a house reward.
- 'Westgate Stars' assembly
- Positive conversation with parents / carers

##### **4.6 Other types of rewards that might be used -**

- Star of the day.
- Sent to another class or SLT to show good work
- Postcards of praise to be sent home, as and when appropriate.
- Surprise Star – Selected by SLT and announced in the Stars Assembly.

- Positive behaviour at lunchtime will be rewarded with stickers - used by lunchtime staff.
- Class based rewards e.g. pebble in jar.
- Reward charts or jigsaw charts.
- Golden Time.
- House tokens
- Stickers or stamps.

## **5. Roles and responsibilities**

### **5.1 The Local Committee**

The Local Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher is responsible for:**

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **5.3 Staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Seeking advice and support from the pastoral team, SENDCo and SLT when necessary
- Implementing SEN support, PSP support and BOSS advice as necessary
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### 5.4 Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions or support plans)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

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

#### 5.5 Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

## 6. Mobile phones

6.1 Children may not use their mobile phones during the school day. They may only bring their phone into school as a way of communicating with their parents on the way to and from school. After parents have completed a *Bringing My Phone to School* form, children should hand their mobile phones to their class teacher for storage.

## 7. Responding to behaviour

7.1 For many children and situations, using a verbal caution, stating the unwarded behaviour and a what the consequence would be enables them to correct the behaviour.

7.2 Sometimes adults may need to apply the next steps:

- Firstly, adults use a calm script to make the child aware of their inappropriate behaviour which could include the follows - ***I notice you are...; You have not demonstrated one of ours .... values.***

□ You have chosen to.....

Child stays behind to discuss behaviour with class teacher or TA at break or lunch.

- Secondly, Time Out either in a quiet space in the room or outside the room or in the Hub until the adult can talk with them. A few minutes to calm down and compose themselves. Payback time for lost learning at break or lunch.
- Repair conversation between pupil and Class Teacher/ TA.
  - ***What happened?***
  - ***What were you thinking at the time?***
  - ***What have you thought since?***
  - ***How did this make people feel? (the impact of their behaviour on others)***
  - ***Who has been affected? How have they been affected?***
  - ***What should we do to put things right?***
  - ***How can we do things differently in the future?***
- Repeated Serious incidents may require Time Out with the Pastoral Team or SLT and a Behaviour Contract.

### 7.3 Types of Sanctions

A stepped approach of

- Time in a reflection area
- Time out of class
- Time in the Hub
- Time in a partner class
- Time with year group leader
- Time with the Behaviour Lead
- Sent to a member of the Senior Leadership Team for part or all of the school day

7.4 In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

7.5 Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

7.6 Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

7.7 Sanctions from the list below would be appropriate and consistently applied.

- Missed playtime / lunchtime
- A reflection activity e.g. a letter of apology
- Missed Golden Time
- A phone call home
- A Behaviour Contract
- Meeting with parents, class teacher and Behaviour Lead
- Pastoral Support Plans (PSP) – this will involve a 360 being undertaken which might include external support from the Behavioural Outreach Support Service (BOSS) and a risk assessment being written.

7.8 Further sanctions – suspension and permanent exclusion

In addition to the sanctions above, following repeated incidents of unacceptable behaviour or for a one-off significant breach of the Behaviour Policy, the following sanctions may be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the Trust's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour or for a one-off significant breach of the Behaviour Policy, the following sanctions may be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the Trust's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **8. Zero-tolerance approach to sexual harassment, sexual violence, prejudice based and discriminatory**

8.1 The school will ensure that all incidents involving these are met with a suitable response and never ignored.

8.2 Pupils 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.

8.3 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 child protection and safeguarding policy for more information.

## **9. Reasonable force**

9.1 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

9.2 Incidents of reasonable force must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

9.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **10. Searching, screening and confiscation**

10.1 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.2 Confiscation - Any prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

10.3 Searching a pupil - Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

10.4 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

10.5 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or



- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- 10.6 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.
- 10.7 If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- 10.8 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- 10.9 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- 10.10 Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
  - Assess whether not doing the search would put other pupils or staff at risk
  - Consider whether the search would pose a safeguarding risk to the pupil
  - Explain to the pupil why they are being searched
  - Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
  - Explain how and where the search will be carried out
  - Give the pupil the opportunity to ask questions
  - Seek the pupil’s co-operation.
- 10.11 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- 10.12 If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.
- 10.13 An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.
- 10.14 A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.
- 10.15 An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.
- 10.16 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.
- 10.17 The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

10.18 Informing parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

10.19 Support after a search - Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **11. Suspected criminal behaviour**

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

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

11.3 If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

11.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

11.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **12. Recording and Reporting**

12.1 The Arbor MIS is used by staff to monitor and track negative behaviour incidents at school.

12.2 Parental contact following an incident may be by telephone, contact book, text or email. Class Teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

12.3 Incidents can be monitored by the Senior Leadership Team to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis by the pastoral team.

12.4 Behavioural data will be used to inform parental meetings and is available for discussions about students' behaviour and subject or time specific incidents.

### **13. Monitoring this policy**

13.1 This behaviour policy will be reviewed by the headteacher and Local Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Local Committee.