



West Hill School

Aiming High Since 1927

Behaviour Policy

Item	Author/Owner	Date Written	Approved by	Date Approved
1	Mr J Watt	December 2024	Full Board of Trustees	11 th December 2024
2	Mr J Watt	June 2025	Safeguarding, Standards & Inclusion Committee	18 th June 2025
3	Mr J Watt	June 2026	Full Board of Trustees	8 th July 2026

Updated every two years.
Next review: July 2028.



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1. Introduction

For the purpose of this policy, the school is defined as employees, Trustees, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation. West Hill seeks to create an environment in which effective teaching and learning can take place.

The school aims to provide a quality education in a caring community based on the ethos of being Ready, Respectful and Responsible in all of our actions and the relentless pursuit of excellence in all that we do.

This policy has been written following consultation with employees, students, parents/carers and senior leadership. It seeks to put into practice the shared values of the community.

Values

The culture of high expectations for all students and staff within our school is strengthened through the promotion of the following values in all members of the school community:

- Ready
- Respectful
- Responsible.

This policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

2. Legislation and Statutory Requirements

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

- [Behaviour in schools - GOV.UK](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our Funding Agreement and Articles of Association.

3. Definitions

The school has classified the different type of unacceptable behaviour into a group related to their severity. They are classified as **S1 - S5**. S1 behaviours are the least severe and S5 behaviours are the most severe. Details around staff guidance on the sanction ladder is located in Appendix 1.

S1 conduct is summarised as: actions which have a negative effect on a student's own learning and/or personal safety and wellbeing. This can be inside or outside of the classroom.

S2 conduct is summarised as: actions which have a negative effect on a student's own learning, personal safety and wellbeing, and that of others.

S3 conduct is summarised as: serious breaches of behaviour expectations which have significant negative effects on the learning, safety and wellbeing of the school community and/or wider community.

In most cases, S1 and S2 behaviour will be resolved by the member of staff initially dealing with the incident. Where a student breaches the school behaviour expectation at S3 inside the lesson, the classroom teacher will lead restorative discussions with the student during detentions and if repeated, discussions home will be expected. If S3 breaches occur outside of a lesson, a sanction will generally be applied and resolved by a Middle Leader (Curriculum Leader or Head of Year). These are outlined in section 7.

S4 conduct is summarised as: unsafe and/or unkind behaviours that disrupt the safety of the school environment or community.

S5 conduct is summarised as: behaviours that pose risk to students, staff and community.

Unacceptable behaviours classified as S4 and S5 are reported immediately, or as soon as is practicable to a relevant member of the Senior Leadership Team, Senior Leader Link to the year group and/or line manager for the subject as well as notifying the Head of Year. If the incident involves a safeguarding issue, the Designated Safeguarding Lead will be informed in the first instance, immediately. S4 and S5 sanctions are determined by the Deputy Headteacher and Headteacher.

Reward: Achievement Points

At West Hill we have rewards and recognition on a weekly, half-termly, termly and annual basis. The basis of rewards is largely incremental based on the awarding of achievement points in lessons, and for behaviours/choices outside of lessons. Appendix 2.

3Rs achievement point is summarised as: demonstrating the school values in your work and general conduct. These are issued every lesson, 1 achievement point.

3R+ achievement point is summarised as: demonstrating outstanding attitude to lesson, working hard and demonstrating the school values in your work and general conduct; going above and beyond. These are issued when demonstrated and equate to 3 achievement points.



4. Bullying

One of the aims of our Behaviour Policy is to reinforce to students and employees that bullying is always unacceptable. We wish to encourage an environment where independence and individuality is celebrated, and students can develop without fear; this is integral to our school vision, as below.

West Hill School, we have an uncompromised, aspirational vision that:

Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.

Every lesson enables individual success through quality adaptive teaching and shared expectations.

Everybody matters and has a right to be safe, valued and treated with kindness.

Everybody will be supported to develop a healthy understanding of themselves and respect for others.

Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.

Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.

What Is Bullying?

'Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying.' (Torfaen definition, 2008)

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms, but the main types are

Physical: hitting, kicking and/or taking belongings

Verbal: name-calling, insulting, racist remarks or homophobic remarks

Indirect: spreading unkind stories about someone, excluding someone from social groups

Cyberbullying: bullying people on the internet using sites or social media.

Why is Our School Concerned About Bullying?

There are numerous important reasons for challenging bullying behaviour in schools:



- The safety and happiness of students: when students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self confidence and self-esteem. Some may blame themselves for 'inviting' the bullying behaviour.
- Educational achievement: the unhappiness of bullied students is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- Providing a model for safe behaviour: if they observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

Our rights and responsibility as a school, expectations of students and of parents/carers are:

Students	Parents/carers	Employees
Have the right to participate and enjoy school without being bullied or intimidated	Have the right to be informed of any alleged bullying and a right to be listened to when raising a concern	Have the right to go about work without intimidation or harassment The right to receive professional development to improve awareness and strategies on how to tackle bullying
Students	Parents/carers	Employees
Have the responsibility to treat others with kindness and tolerance Have a responsibility to care for others and to report incidents of bullying to employees	Have a responsibility to report any concerns to school	Have a responsibility to take any allegation of bullying seriously, to report this to relevant employee who can investigate

Approaches to Prevention

At West Hill School we ensure that we:

- encourage an atmosphere of positive relationships of care and mutual respect between members of the community that builds everyone's self-esteem (see our core values)
- will always model this behaviour and encourage students to do the same at every point of the school day
- use assemblies, form periods, IDP lessons and appropriate parts of the curriculum to teach the values that show bullying to be unacceptable
- encourage students to regard reporting incidents of bullying as both an acceptable and responsible thing to do, identifying upstander behaviours
- offer students a variety of channels to report their concerns, such as peer mentors, prefects, form leaders, student cabinets and the online reporting button



- encourage employees to regard reporting bullying as a priority
- train employees appropriately so they can identify and tackle all forms of bullying
- ensure duty supervision placement at all times, and throughout the school site remaining vigilant at all times.

Monitoring Bullying

Our pastoral system uses the SIMS database to record behaviour/bullying incidents or any connected students linked to bullying (such as bystanders). Incidents of bullying are recorded in sub-categories that allows us to target specific types of bullying and support vulnerable groups, alongside identifying patterns in students involved as bystanders, when repeated. We specifically analyse data around incidences of unkindness that could escalate to bullying for students with any protected characteristic.

This data is reported to the Senior Leadership Team and Trustees. Behaviour data is reviewed daily by Heads of Year/Assistant Head of Year and weekly by Senior Leaders. The Deputy Headteacher reviews actions and ensures that interventions are put into place at a student-level e.g. supported workshops, referrals, pastoral support, SEND reviews or parent meetings and escalations of behaviour support/sanction whilst also reviewing patterns for any whole school responses e.g. specific assemblies, training for employees, peer mentor work with a particular form group, restorative meetings for students and curriculum mapping to review opportunities to address patterns through the curriculum or off timetable days.

The following response is made to all incidents of reported bullying:

Stage 1: Student, teacher or parent/carer report bullying to the school through any functionality. Staff can alert Heads of Year and SLT links to any issues of bullying. All details are recorded on MYCONCERN (our school database for safeguarding).

Actions that follow:

- Statements are taken from all parties to see if allegation fits the definition of bullying by pastoral staff*
- All statements are logged on SIMS.
- Where bullying is deemed evident, it is logged on SIMS behaviour records within S2 to S5 based on severity of each case.
- Parents/carers of all parties are contacted.
- Mediation and restorative meeting with key staff and access is signposted to student and parent/carer for those that need emotional support, instant referrals to the school counsellor can be made by pastoral staff where deemed needed.
- Education then takes place around the child (perpetrator) on damaging behaviours, risk and their own socialisation within the school community, this must be completed, and logged, alongside the sanction issued (based on severity of S2-S5).

**If the behaviour is not deemed as bullying, but, unkind, sanctions will still occur in line with Appendix 1 for S1-S5 sanctions. Logging still occurs in case of repeated incidences.*

Stage 2: Should a student, teacher, parent/carer report bullying behaviours have continued through any functionality or if another stage 1 report occurs with the same student perpetrator and different recipient of the unkind behaviour. A pastoral member of staff with anti-bullying responsibility will be informed – Head of Year to investigate.



Actions that follow:

- Further statements taken from all parties to see if allegation fits definition of bullying.
- All statements logged on SIMS/MYCONCERN. Where bullying is evident it will be logged on SIMS behaviour records within S2 to S5 based on severity of each case.
- Parents/carers of all parties will be contacted.
- Further mediation to be offered alongside counselling support for victim.
- Based on details of each case, referrals to external agencies such as Youth and Family/Children's Social Care.
- Education then takes place around the child (perpetrator) on damaging behaviours, risk and their own socialisation within the school community, this must be completed, and logged, alongside the sanction issued (based on severity of S2-S5).*

**An off-site direction may be directed based on individual cases/detail in addition to suspension.*

Stage 3: Where bullying behaviour continues and the health and wellbeing of students is in danger, the school can move to external agency support, extended suspension, off-site direction, alternative provision placement and/or permanent exclusion.

Derogatory Language Process

Whilst not necessarily under the umbrella definition of bullying, derogatory language can escalate into bullying. Therefore, to be preventative we are outlining our response to the use of derogatory language use in our school.

Derogatory language is defined as the expression of a low opinion of someone or something: showing a lack of respect for someone or something. It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex/gender
- sexual orientation.

Individuals are legally protected from discrimination by the Equality Act 2010.

Where a student has been found to use derogatory language, or has demonstrated discriminatory or bullying behaviour, the following interventions will take place.

Stage One



Restorative work with the School Community Coordinator will be conducted during a form time. An email will be sent home to parents informing them of the restorative work that has taken place. Initial contact with a Senior Leader takes place. Incidents will be tracked on a weekly basis by the Head of Year.



Stage Two

If the incident occurs again within an academic year, the Head of Year will follow this up and complete restorative work in a Head of Year detention, parents informed and any other sanctions applied accordingly. Extra layer of education around damaging behaviours, bullying-related trauma and parent with student co-educational meeting on derogatory language and its impact.



Stage Three

If there are any more occurrences, then this will be followed up by the SLT link for that year group and the Deputy Headteacher is notified. Final restorative work will take place with parents and child, sanctions applied around S4-5 category and external services such as police liaison officers, notified. This could result in OSD, suspension and or permanent exclusion with repeated incidence after this stage.



5. Roles and Responsibilities

5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this 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 students



- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them
- Inducting new staff with around the school's behavioural culture to ensure they understand our rules, routines and how best to support all students to participate fully, establishing this for student equity of experience in every classroom
- Offering appropriate training in behaviour management, notably around the adapted practice for SEND learners
- Ensuring this policy works alongside the Safeguarding Policy, to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy, consistently
- Creating a calm and safe environment for students
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of identified students
- Recording behaviour incidents on SIMS.

The Curriculum Leader, Head of Year and Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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.

6. Student Code of Conduct

As a school community, we believe that the personal attitudes, attributes and positive behaviours of 'The West Hill Boy' are encapsulated by the values of Readiness, Respect and Responsibility, and the demonstration of behaviours which exemplify these. Our expectations are simple, and can be summarised by the 3Rs:

**The West Hill Way,
Excellence and Success**

Ready looks like:

- When inside, hoods down, hats off.
- Learning from our mistakes to enjoy our successes.
 - Being on time.
 - Being equipped to learn.
- No mobile phones distracting us during the school day.

Respectful looks like:

- Hands off others.
- Walking on the left when inside buildings.
- Indoor voices for a calm environment.
- Listening and valuing the voices of other students.
- Sitting inside to eat our meals, tidying our plates and litter.

Responsible looks like:

- Using the subject habits to be a successful learner.
 - Supporting peers as an upstander.
- Honestly reflecting on our behaviour and its impact.
- Always doing the right thing, showing our manners.

7. Responding to Behaviour

High standards of behaviour and uniform are highly compatible with a calm, positive, and relaxed school environment. At West Hill School, we believe that to achieve such an environment, the highest of expectations must exist, to facilitate excellent learning and achievement. We believe that good behaviour and routines matter, and to that end, we expect boys to adhere to our rules at all times.

7.1 Classroom Management



Our staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff will be at their classroom door to meet, greet and dismiss students, when possible. They will use seating plans, their own physical positioning, positive framing, adapted tasks, questioning, visual instructions, non-verbal cues and other behaviour for learning strategies to facilitate excellent learning. Staff will identify positive attitudes to learning and engagement and reward a minimum 3R achievement point per lesson.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display our core values of Ready, Respectful, Responsible within the classroom
- Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help/support. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

7.3 Responding to Positive Behaviour

As per Appendix 2, we have a range of rewards and recognitions at West Hill, as outlined in our Parent Handbook too. At the heart of the West Hill School ethos is the celebration of success, achievement and of 'doing the right thing'. A system of 'praise' awards exists, that recognises positive behaviour, good attendance and punctuality on a weekly basis and then at particular key points in the academic year, such as: half-term, end of term and end of year.

We recognise success through the following:

- Praise awards and Commendation Badges
- The Student Leadership Award (see Appendix 3)
- Achievement points on SIMS (3R and 3R+)
- Letters/postcards or phone calls home to parents
- Awards assemblies with student shout outs and prizes, weekly.

We reward success through the following:

- Special responsibilities/privileges
- A rewards trip for those students who have achieved the most Head of Year praise awards in an academic year.

7.4 Responding to Poor Behaviour Choices

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Teacher Prompts



Where the measures above have not resolved the issue a clear verbal warning can be given to the student. E.g.

"Name, unfortunately you have chosen to talk over the top of me again, please do not, this is a warning, a chance to reset your behaviour, we are listening to instructions, thank you"

"Name, this is a warning for off-task behaviour. I have offered to help with and currently you have chosen to not start the task we are working on. Can we get on task? Thank you"

"Name, I have asked the class to work quietly and independently, you are choosing not to do this, this is a warning for that behaviour, please get on quietly or ask for help. Thank you"

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

Teachers will use the following as a guide in rewarding and sanctioning behaviours so that recording occurs and patterns or consequent recognition/support occurs:

Conduct level	Conduct Summary	Examples of behaviour + SIMS categories	Appropriate actions/outcomes
3R's+	You are demonstrating an outstanding attitude to learning. You are working hard , you are participating in the lessons and you are demonstrating the school values in your work and general conduct.	- Asking pertinent questions about your learning - Reviewing and evaluating your own work. - Looking for ways to improve. - Achieving high or improved marks/levels/grades - Helping others - Offering opinion, contributing in discussion and offering answers - Demonstrating kindness - Demonstrating good learning habits	- Recognition and reward - Contact home - Referrals to SLT/HOY/HOD/FT for praise and reward
3R's	You are working in the lesson. You are completing work to a sufficient standard and you are creating no obstacles to your learning or the learning of others.	- Completing work set - Being on time and being prepared to work - Answering questions when asked	
S1	Actions which have a negative effect on your own learning and/or personal safety and wellbeing. (This can be inside or outside the classroom).	- Home learning incomplete - Lateness to lessons/lateness to school - Low level disruption - Mobile device confiscation (includes airpods) - No planner - Work in class inadequate/lack of effort	- Conversation with your teacher to identify issue, targets/next steps for the next lesson - Contact home - Personal detention - Form tutor report (lates) <i>If repeated behaviour, referral to HOD</i>
S2	Actions which have negative effect on your own learning and/or personal safety/wellbeing and that of others	- Disrespectful interaction - Disruption to the learning of others - Failure to attend detention - Failure to follow reasonable instruction - Unkindness towards others	- Conversation with your teacher to identify issue, inclusion of HoD and learning plan formed. - Contact home - Personal detention - Subject report with HoD. - Parental meeting with child, HoD and staff member <i>If repeated behaviour, referral to HOD/SLT link</i>
S3	Serious Breaches of behaviour expectations which have significant negative effect on the learning, safety and wellbeing of the school community and/or wider community	- Breach of appropriate ICT use - Deliberate disrespect of school property - Exit from classroom - In possession of vape/cigarettes - Theft - Truancy	- Head of year interventions - Protecting Learning Detention (PLD) - HoY report - BSU - Restorative conversations - Referrals to external support services

Abusive Language to Staff

West Hill School recognises that students may at time make poor choices and may at times feel upset or angry. We also recognise the importance of protecting the wellbeing of staff and creating a safe and harmonious environment for students and staff to thrive. Students will be encouraged to avoid poor choices and conflict using the strategies laid out in this policy, and the school's Teaching and Learning Policy. West Hill School has **zero tolerance** when it comes to abusive language towards staff. Where abusive language is used towards staff, staff will record on SIMS and notify the relevant SLT link and Head of Year; the student will be placed in the BSU to enable pastoral staff to investigate and take statements.

Students found using abusive language to staff can be suspended or permanently excluded from West Hill School.



Lateness

Students that arrive late to school will have a break time detention on that day, in the classroom of their Head of Year. Failure to attend will result in further sanctions in line with our school S1-S5 guidance.

Students that arrive late to school or lessons more than once in a week will have a detention on Friday after school. This detention could be up to 1-hour dependent on the amount of lateness throughout the week.

Whereby punctuality throughout the day, to lessons, becomes a pattern, a report maybe issued for monitoring alongside parental awareness. If these measures do not resolve lateness, and no identified barriers are established, the Friday detention sanction will also apply to these students with the missed learning and impact lateness has on the teacher's ability to promptly start the lesson and register all students.

Protecting Learning Detention (PLD)

The disruption of students' learning by other students will not be tolerated. Where the behaviour of a student disrupts the learning of others, he will receive a 15-minute detention from the class teacher. This will be logged in SIMS.

A Protecting Learning Detention will be issued by a classroom teacher, when an accumulation of warnings in the classroom have failed to see a change in a student's behaviour resulting in a student exit from the lesson, or an S3 behaviour has occurred. A same day PLD will be held each night which last for 45 minutes. There are no exemptions to this system and parents will be notified of their son's attendance. A period 5 exit will result in a PLD completion the following day. PLDs are hosted in our BSU.

Behavioural Support Unit (BSU)

The BSU is an isolated space within the main building used to isolate students from mainstream with full-time staff supervision. We may use the BSU (internal/external) in response to breaches of this policy. Students may be sent to the BSU during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The BSU is primarily used for students that receive multiple behaviour logs in one day and students currently involved in investigations of serious incidents. The BSU can be used as a sanction for S4 and S5 behaviours and acts as a prevention to suspension, as a consequence. Any planned placement in the BSU as a sanction will be communicated home.

Students who do not attend a given detention(s) may also be sent to the BSU.

If the behaviour of a student placed in the BSU repeatedly disrupts and fails to comply with our expectations, this may result in a suspension. Reasonable adjustments are made for boys whereby their needs may prevent their successful placement in the BSU for a full day.

Suspensions

We may issue suspensions in response to serious or persistent breaches of this policy. In such an event, a student will not be allowed to attend school for a period of 0.5-15 days; if longer than 5 days, the student will be sent to a nearby school for alternative provision and education from day 6. Appendix 1 outlines more detail around actions that lead to suspension.



A reintegration meeting will take place with an SLT member to discuss the reasons for the suspension and to discuss the cause of the choices made that led to the suspension, including any restorative actions that may need to occur. A student will not be allowed back into lessons until a formal reintegration meeting has taken place.

Whereby a student received 15 days suspension within one term of school a Trustee Panel is arranged for the student and parent/carer to attend. The purpose of this Disciplinary Committee is to ensure that the school is meeting any needs of the student and that behavioural choices of the student are questioned, with clear steps and actions discussed around the impact at a school-wide level of continued negative behavioural choices and a potential permanent exclusion pathway if significant improvements are not made. See the DfE's [School suspensions and permanent exclusions](#) for more detail which schools are bound to follow.

Behaviour Contracts

Whereby a student has repeated suspensions and sanctions and is already in receipt of pastoral intervention and support yet continues to choose behaviours that risk themselves or the learning and safety of others, the school and parent/carer will construct and agree a behaviour contract. The purpose of the behaviour contract is for the family and school to agree of reasonable and acceptable roles to play and choices to be made, agreeing the sanctions when the agreement is breached. A review date will be set within the meeting, to review progress around this agreement and next steps of de-escalation with improvement of escalation if little to no improvement with the steps laid out next as alternative steps ahead. Any report the student is on to monitor the progress will focus on elements of the behaviour contract.

Off Site Direction (OSDs)

An Off Site Direction (OSD) is when a student is required attend another education setting, temporarily, to improve their behaviour. This is deemed by the DfE as a preventative measure to school exclusion, notably permanent exclusion. Off-site direction may only be used as a way to improve future behaviour and not as a sanction for past misconduct, whereby school interventions and/or outreach have been unsuccessful or inappropriate. As a school we work with neighbouring schools within a 3-mile radius to the student's home.

Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction could be used to arrange a time-limited placement at an Alternative Provision or another mainstream school. Schools may determine at the end of a 12-week review period that the student has become settled and successful in this placement, it will then be agreed, by all parties including parent, that students will go on roll at this school.

Alternative Provision

A number of interventions exist to ensure that all students achieve their full potential. If a student fails to change their behaviour following a series of interventions, we reserve the right to place a student in alternative provision. A student will only be placed in alternative provision if the circumstances deem it to be an appropriate course of action, and funding allows it. Alternative provision comes at a cost to the school and therefore it must be in the best interest of the child and the whole school, that the student receives such support.

Permanent Exclusion

Permanent exclusion will be used for persistent breaches of the school's behaviour policy, or for a serious one-off incident. As a school we have low permanent exclusion rates and aim



to maintain this through our preventative behavioural approach around student needs. See the DfE's [School suspensions and permanent exclusions](#) for additional detail on the procedure and parental rights to appeal.

7.5 Confiscation, Searches and Restraint

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is detrimental to school discipline. In addition, carbonated drinks and energy drinks are not allowed for consumption by students during the school day. Such items will be returned to students after discussion with Senior Leaders and parents, if appropriate.

Searches

Searches will only be carried out by a member of staff that has reasonable suspicions that a student may be in possession of an item or items that threaten the safety of themselves, other students, staff or the wider community. A search can be carried out if the school has reasonable suspicions that the student is carrying an item or items that are prohibited by school rules.

There will be another member of staff present as a witness to the search where possible.

When a member of staff conducts a search without a witness, due to immediate safeguarding concerns, they should immediately report this to another member of staff and the DSL and ensure a written record of the search is made via MYCONCERN.

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

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction as a deterrent of refusal.

If they still refuse to cooperate, the member of staff will contact a member of the Senior Leadership Team to try and determine why the student is refusing to comply. Refusal to cooperate will lead to parental contact being made and can lead to immediate suspension, permanent exclusion and/or an emergency call to the police based on the severity of the safeguarding concern.

If safeguarding concern is present with risk to the child or others, the member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. This will almost always be with the Deputy Headteacher or Headteacher, but in a rare example that neither are immediately available, a member of the trained pastoral team.

The member of staff can use reasonable force to search for any prohibited items identified in section 3. The member of staff may use a metal detector to assist with the search. A member of staff may search a student's outer clothing, pockets, possessions, desks or bag.

Outer clothing includes:



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

Searching Students' Possessions

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

- Desks
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present.

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

Informing the Designated Safeguarding Lead (DSL)

In the rare event that a search conducted is not the Deputy Headteacher or Headteacher, the staff member who carried out the search should inform the DSL and Headteacher without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student 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 (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system, MYCONCERN.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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
- The action the school has taken, including any sanctions that have been applied to their child.

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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 if pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

The Use of Force to Control or Restrain Students

The powers of teachers and other employees on the use of reasonable force to restrain students are clarified by DfE Circular 10/98 on Section 550 of the Education Act 1996: The use of Force to Control or Restrain Students.

Staff may use reasonable force to prevent students from:

- committing a criminal offence, whether or not the student concerned has reached the age of criminal responsibility
- injuring themselves or others
- causing damage to property, including their property; and engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students, whether that behaviour occurs in the classroom during a teaching session or elsewhere. (Examples of situations that fall within these categories are set out in paragraph 15 of DfE Circular 10/98)

There is no legal definition of 'reasonable force' but it must be in proportion to the circumstances of the incident and the minimum required to achieve desired result. The DfE circulars emphasise that the use of physical restraint must be only used as a last resort.

Types of force to restrain which may be appropriate are:

- any holding tactic in which a young child is restrained without injury until the young child calms down
- physical contact with a young person designed to control the young person's movements which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person
- the holding of a young person's arms or legs to prevent/restrict striking/kicking
- the use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training)
- physically preventing a young person from exposing themselves to possible danger by leaving the premises.

In the unlikely event that force is needed, then the following procedure is best practice.

- Give clear instruction warning the young person of the consequences of their failure to comply. Note: this warning must not comprise of any threat of unlawful assault.
- If at all possible, a second adult should be called. The importance of the presence of a colleague is twofold:

-Another employee may be able to reduce the risk of the employee or young person suffering bodily harm – a solitary person is in a very exposed position if, for example a fight is in progress.

There is a witness if allegations of assault are subsequently made by a young person or parents/carers.



While intervening, the employee must:

- employ minimum physical force necessary for the minimum period needed to
- restrain the young person
- wherever appropriate keep talking to the young person for example 'if you stop kicking, I will release my hold'
- avoid committing any act of punitive violence
- keep his or her temper under control.

All incidents of force should be referred to Headteacher or Deputy Headteacher/DSL immediately so the incident can be recorded on MYCONCERN and investigated, if appropriate.

7.6 Off-site Behaviour

Our expectations of behaviour are the same whether boys are in school or travelling to and from school. West Hill boys are expected to behave sensibly and show respect to those around them at all times. Students failing to follow our expectations whilst travelling to and from school will be sanctioned accordingly.

West Hill School has the legal power to suspend or permanently exclude students for bringing the school into disrepute, or for demonstrating behaviours towards others that we find unacceptable, even when travelling to and from school.

7.8 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 and decided on a case-by-case basis.

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 and, 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.

7.9 Mobile Phones

Our policy towards the use of mobile phones is straightforward: No phones are to be seen on site, unless in a classroom and under the direction of a member of staff. Students are instructed that as of 8:40am, commencement of form time, **phones are switched off** and out of sight until the end of the school day.

Students can bring their mobile phone into school but take full responsibility for it. School will not be liable for any loss or damage caused by other students or whilst in our possession whilst confiscated.



The sanction for unauthorised use of a mobile phone is instant confiscation whereby the staff member places the phone in our secure Student Reception, and it is logged as a behaviour point and sanction.

Refusal will escalate to a Senior Leader and will result in greater sanctions for refusal.

Repeated Confiscation

Whereby a student has had a phone confiscated on three or more occasions, parents/carers will be notified that they must attend school to collect it from Student Reception. It will be stored, securely, until a parent/carer collects the phone. This additional layer is intended as a further deterrent of repeated use and breach of the school code.

Repeat occurrences will result in the student being referred to their Head of Year and potential preventative measures such as handing the phone into staff in the morning, to prevent repeated breaches and the habit of over-reliance. Referrals may be made for pastoral intervention and support around over-reliance on mobile phones which can be detrimental to students' mental health.

Further details around mobile phone use and bans in schools can be found here [Mobile phones in schools - GOV.UK](#)

7.10 Malicious Allegations

Wherein a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. A malicious allegation against a staff member could result in permanent exclusion. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

8. Responding to Misbehaviour from Students with SEND

8.1 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.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing this policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).

If a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

8.2 Adapting Sanctions for Students with SEND



When considering a behavioural sanction for a student with SEND, the school will take into account:

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

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP to ensure adaptations are made in line with the emergent behaviours and choices displayed by the child.

8.4 Considering Unidentified SEND in Students

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 teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

Our Heads of Year are the most likely sources of identifying patterns in behaviours through their analysis of their year group behaviour data and consequent discussions with students.

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/cares to create the plan and review it on a regular basis.

9. Student Transition

To ensure a smooth transition into Year 7, students have transition sessions with their new teacher(s). In addition, key pastoral staff members hold transition meetings. Our Head of Year visits our largest primary school feeders and SENDCo/Assistant SENDCo arrange for additional visits to school, with primary school staff, for our most vulnerable learners to support them identifying key adults and school spaces before September. In addition, our free to access summer school is inclusive to all boys in August to aid transition.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year whereby primary schools communicate this. Information on behaviour issues may also be shared with new settings for those students transferring to/from other schools to ensure a successful start for all.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process and briefings allow for student updates to be shared weekly. Behaviour management and adaptive practice to meet the needs for all also form part of continuing professional development (CPD).

11. Monitoring arrangements



This policy will be reviewed by the Headteacher and the Board of Trustees every two years. At each review, the policy will be approved by the Headteacher.

This policy is linked to the following policies:

- Child Protection and Safeguarding Policy

Appendix 1

Behaviours, Consequences and Actions at West Hill School			
Sanction Level	Behaviour Category	Examples of Behaviour	Appropriate Action/Outcome
S1	Actions which have a negative effect on a student's own learning and/or personal safety and well-being. (Sanctions will normally be applied by the class teacher or staff member responsible for the supervision of the student at the time of the incident)	- S1: Home learning incomplete - S1: Lateness to lessons/Lateness to school - S1: Low level disruption - S1: Mobile device confiscation (includes airpods) - S1: No planner - S1: Work in class inadequate	- Conversation with child to identify issue, steps for next lesson - Contact home - Personal detention - Confiscated items - Form Tutor report (lates) <i>If repeated, discussion with Curriculum Leader.</i>
S2	Actions which have a negative effect on the student's own learning and/or personal safety and wellbeing and that of others. (Sanctions will normally be applied by class teacher or staff member responsible for supervising the student at the time of the incident, Curriculum Leader first level of support if needed or actions are repeated. Head of Year involvement in the most serious or repeated infringements)	- S2: Disrespectful interaction - S2: Disruption to the learning of others - S2: Failure to attend a detention - S2: Failure to follow reasonable instruction - S2: Unkindness towards others	- Conversation with child to identify issue, inclusion of Curriculum Leader, and learning plan formed - Contact home - Personal detention - Subject report with Curriculum Leader. - Parental meeting with child, Curriculum Leader, and staff member <i>If repeated, discussion with Curriculum Leader/ SLT Link.</i>
S3	Serious breaches of behaviour expectations which have a significant negative effect on the safety and wellbeing of the school community and/or wider community. (Sanctions will normally be applied by a Middle Level Leader e.g. Curriculum Leader or Head of Year)	- S3: Breach of appropriate ICT use - S3: Bringing school into disrepute - S3: Deliberate disrespect of school property - S3: Exit from classroom - S3: In possession of vape/cigarettes - S3: Theft - S3: Truancy	- Head of Year interventions - Protecting Learning Detention (PLD) - Head of Year report - BSU (internal isolation) - Referrals to external support services
S4	Unsafe and/or unkind behaviours that disrupt the safety of the school environment or community. (Sanctions will normally be applied by a Senior Leader or in more serious incidents by the Headteacher)	- S4: Carrying a dangerous item - S4: Discriminatory incident - S4: Fighting - S4: In possession of banned substances - S4: Intimidatory behaviour - S4: Peer-on-peer abuse	- Head of Year interventions - SLT report - Fixed Term Suspension - Referrals to external support services - Alternative Provision - Off Site Direction (OSD) - External 'step-out' Placement (EOSD)
S5	Behaviours that pose serious risk to the students, staff and community. (Sanctions will normally be applied by the Headteacher)	- S5: Discriminatory behaviours - S5: Drugs/banned substances – excessive quantity - S5: Possession of an offensive weapon - S5: Use of drugs/banned substances - S5: Violent behaviour	- Governor Panel - Referrals to external support services - Permanent Exclusion

Conduct level	Conduct Summary	Examples of behaviour + SIMS categories	Appropriate actions/outcomes
3Rs+	You are demonstrating an outstanding attitude to learning. You are working hard, you are participating in the lessons and you are demonstrating the school values in your work and general conduct.	- Asking pertinent questions about your learning - Reviewing and evaluating your own work - Looking for ways to improve - Achieving high or improved marks/levels/grades - Helping others - Offering opinion, contributing in discussion and offering answers - Demonstrating kindness - Demonstrating good learning habits	- Recognition and reward including achievement point - Contact home - Referrals to SLT/HoY/HoD/FT for praise and reward
3Rs	You are working in the lesson. You are completing work to a sufficient standard and you are creating no obstacles to your learning or the learning of others.	- Completing work set - Being on time and being prepared to work - Answering questions when asked	Achievement Point issued

Written statement of behaviour principles:

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff



- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2

Weekly	Half termly	Termly	Yearly
Form Tutor Praise Award	Head of Year Praise Award	SLT Praise Award	Headteacher Praise Award
Early lunch for best conduct year group	Form conduct race	Highest achievement points earners	Reward trips
Headteacher recognition reward	Inter-form opportunities and rewards	Prefect breakfast	Activity day incentive
Lunch queue jump passes	School competitions	Department prizes	
Postcards/emails home		Celebration Evening	
Phone calls home		Headteacher termly treat	
Student <i>shout outs</i>			



On a weekly basis we celebrate students with:

- **Headteacher Recognition Reward** for highest achievement point earners of each year group for the week. Students receive a treat in the Headteacher's Office.
- **Early lunch** every day of the week for one year group, based on a school focus area, for example, punctuality. It's a team effort!
- **Form Tutor Praise Awards** - no behaviour points, 100% attendance, no late marks for the previous week. Students receive a reward stamp in their planner and achievement points are added.
- **Lunch queue jump** passes issued to individuals helping our school community, for example, litter picking.
- **Postcards** of praise, **messages** home, **phone calls** home.

On a half-termly basis we celebrate students with:

- **Head of Year Praise Award** - no behaviour points, better than 95% attendance, no late marks for the half term. Achievement points added and certificates presented in assembly.
- **Form conduct race** - for the form with the best conduct (averaged) in each year group, rewarded with a treat. Examples include: selection boxes and continental breakfasts in the last form period of the half term.



On a termly basis we celebrate students with:

- **SLT Praise Award** - no behaviour points, better than 95% attendance, no late marks for the term. Achievement points added and certificates presented in assembly.
- **Highest achievement points earners** receive an end of term treat. Examples include a visit to an onsite ice cream van and selection boxes.
- **Department prizes** for commitment and achievement. Winners are invited to enjoy a film and popcorn during the day of the last week of each term.
- **Prefect breakfast** to recognise the work our prefect body do. Invited to attend a special baked-goods breakfast.
- **Celebration Evening** takes place twice yearly for a select group of students per year group who have won department prizes, attendance prizes, form tutor recognition, co-curricular and other achievements. Invitation for parents and student winners.

On a yearly basis we celebrate students by:

- **Headteacher Praise Award** - no behaviour points, better than 95% attendance, no late marks for the whole year. Achievement points added and certificates presented in assembly.
- **Rewards trips** for our student leaders. Recent visits include a trip to London and the Houses of Parliament.
- **Activity day incentive** of early access to their choice of trip for students with no behaviour points from our January-July build-up period.



Appendix 3

Achievement & Rewards System



Commendation badges

Commendation badges are awarded to those pupils who accumulate and reach certain thresholds for **Form Tutor Praise Awards**.

Commendation badge	Number of Form Tutor Praise Awards
Bronze	15
Silver	45
Gold	75
Platinum	115

ANNUALLY
after the 5th Year

Chair Of Trustees Praise Award

Every boy who has achieved '5 Headteacher Praise Awards' will be presented with the 'Chair of Trustees Praise Award' and a letter of commendation will be sent home to parents.

ANNUALLY

Headteacher's Praise Award

≥95% attendance + no behaviour incidents + no late marks = 'Headteacher Praise Award'. A certificate will be sent home to parents.

EVERY TERM

Senior Leadership Team Praise Award

≥95% attendance + no behaviour incidents + no late marks = 'SLT Praise Award'. A certificate will be sent home to parents.

EVERY HALF TERM

HoY Praise Award

≥95% attendance + no behaviour incidents + no late marks = 'HoY Praise Award'. A certificate will be sent home to parents.

WEEKLY

Form Tutor Praise Award

100% attendance + no behaviour incidents + no late marks = 'Form Tutor Praise Award'. The Form Tutor will record this in boys' planners & on SIMS.