

# The West Bridgford School



# Behaviour Management Policy



East Midlands  
Education Trust

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# THE WEST BRIDGFORD SCHOOL BEHAVIOUR POLICY

## “THE BEST WE CAN BE”

### OUR AIM

- We work together at The West Bridgford School to create a community where everybody can reach their full potential.
- The West Bridgford curriculum is shaped to support all students in their development as healthy, confident and culturally-aware young people.
- By the end of their time with us, West Bridgford students will be ready to make a positive impact on the wider world. They will be well-rounded, responsible citizens who embrace diversity. They will have skills and qualifications that open up exciting possibilities for the future.
- Excellent teaching and learning are at the heart of this process, supported by a culture of aiming high and holding ourselves to high standards. Throughout the school, we are guided by our core values:
  - We are respectful
  - We are kind
  - We are determined

### NATIONAL MINIMUM EXPECTATION

As required by the *Department for Education guidance (February 2024)*, our school meets the following national minimum expectation for behaviour:

- a) The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- b) School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- c) Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- d) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- f) Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

### OBJECTIVES

- To raise progress and achievement even further
- To promote a positive learning environment where all students have the opportunity to achieve
- Ensure the primacy of warm working relationships are maintained throughout the use of any consequence system
- To raise the profile of recognising success and rewarding achievement
- To ensure clarity, consistency and fairness in both rewards and sanctions
- To promote choice: students should understand the consequences of the choices they make
- To support all staff, both new and experienced: there can be no opting out
- To optimise the use of school management systems in communicating positives and negatives electronically to all students, parents and teachers to ensure all stakeholders are involved
- To effectively manage more extreme negative behaviour

### ROLES AND RESPONSIBILITIES

- **Governing Body**

- The governing body will establish, in consultation with the head teacher, staff and parents, the policy for the promotion of good behaviour and review it regularly. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- **Head Teacher**
  - The Head teacher is responsible for the implementation and day-to-day management of the policy and procedures. This is a core responsibility that cannot be delegated. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher, senior leaders, heads of department, year directors and SEND Manager.
  - The headteacher must determine measures which aim to:
    - encourage good behaviour and respect for others;
    - secure an acceptable standard of behaviour of pupils;
    - promote, among pupils, self-discipline and proper regard for authority;
    - prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
    - otherwise regulate the conduct of pupils.
- **Staff Responsibilities**
  - Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.
  - Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures.
  - All staff are considered to be on duty at all times during the school day (with the exception of lunch times) and are responsible for encouraging good behaviour and maintaining discipline anywhere in the school.
  - Staff at the West Bridgford School acknowledge that the most effective way to build and maintain exceptional behaviour in the school is by building warm adult/child relationships through a focus on kindness and respect between teacher and student.
  - Staff understand that their persistence, consistency and reliability will provide a stable foundation that children can then rely on.
- **Teacher Expectations**
  - Good classroom behaviour rests to a large degree on the quality of the lessons and the effectiveness of teaching and classroom management. A good teacher will engage their students, keep them on task, and gain their respect. In addition to quality of teaching, teachers should:
  - Aim to be a warm, trusted adult, who can be trusted to be consistent, reliable and persistent when building working relationships with the children in their care
  - Be on time for their classes every time
  - Ensure all students are lined up quietly before entering the building/classroom
  - Give an authentic warm welcome to their classroom
  - Ask all students to stand behind their chairs at the start and end of every lesson, with uniform sorted before sitting
  - Always ask students to meet our Routine expectations -- uniform, equipment and punctuality
  - Ensure that students remain in lessons (excepting Red and Green Cards)
  - Complete the register within the first 5 minutes
  - Use positive noticing throughout the lesson, with positive points attached as appropriate
  - Use the Consequence System as appropriate
- **Equality and Non-Discrimination**
  - The governing body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment or identity in line with the Equality Act 2010. They

will also ensure that the concerns of students are listened to and appropriately addressed.

- **Student Responsibilities**

- Students will be educated on the importance of forming excellent relationships with their peers and staff. Good working relationships are the core of them having a positive school experience.
- Students will not argue with staff as this disrupts the learning and teaching taking place in the classroom. If students feel that they have been treated unfairly they may go to their Pastoral Assistant and put their case to them. This must be done in an adult manner and at a time and place convenient to the member of staff.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students have a responsibility to choose the correct behaviour. Failure to do so will lead to clear consequences. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

- **Parent and Carer Responsibilities**

- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They will sign a home-school partnership agreement when their child enters the school, and will be involved when the behaviour of their child becomes a cause for concern.

## **SUPPORTING INDIVIDUAL NEEDS**

The Governing Body, Headteacher and Staff will ensure that there is a consistent application of the policy and procedures, which will consider, and not discriminate against gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment or identity.

We will ensure that:

- Staff members are well informed about cultural differences in behaviour
- Staff do not discriminate against students
- All students are supported in understanding the behaviour policy
- Staff make reasonable adjustments in the application of the behaviour policy for any SEND
- Staff make additional or alternative provision where behaviour is related to learning difficulties
- Staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause, in order to prevent reoccurring behaviour

Where students have a special educational need or display social emotional behavioural difficulties, sanctions may be revised and made appropriate to the individual's understanding. This process will involve the SENCO. Parents and carers will be invited to be part of this process (where appropriate). Revised strategies will be communicated to each student and their teachers and will be reviewed on a regular basis.

Schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures may include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- 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.

## **Policy Coverage**

This policy applies not only within the school boundaries but on all school visits, trips and residential visits, including those made outside of normal school hours or when the student is in some way identified as a student at the school. The school day includes the journey to and from the school when wearing the school's uniform. The policy applies to misbehaviour at any time that

could have repercussions for the orderly running of the school, pose a threat to another student or member of the public or could adversely affect the reputation of the school.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for includes misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The school will consider whether continuing disruptive behaviour might be a result of unmet educational or other needs. Behaviour difficulties do not necessarily mean that a child has a possible mental health problem or special educational need. Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

### **DISCRETION**

No policy can cover all eventualities and the Headteacher reserves the right to use their discretion, in line with this policy, to help students make better choices and learn positive behaviour in order to be the best they can be.

### **THE SCHOOL BEHAVIOUR CURRICULUM**

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. Our behaviour curriculum represents the key habits and routines required in our school and is clearly communicated in morning line-ups, assemblies, form time, PSHE lessons, clear signage and throughout the school day.

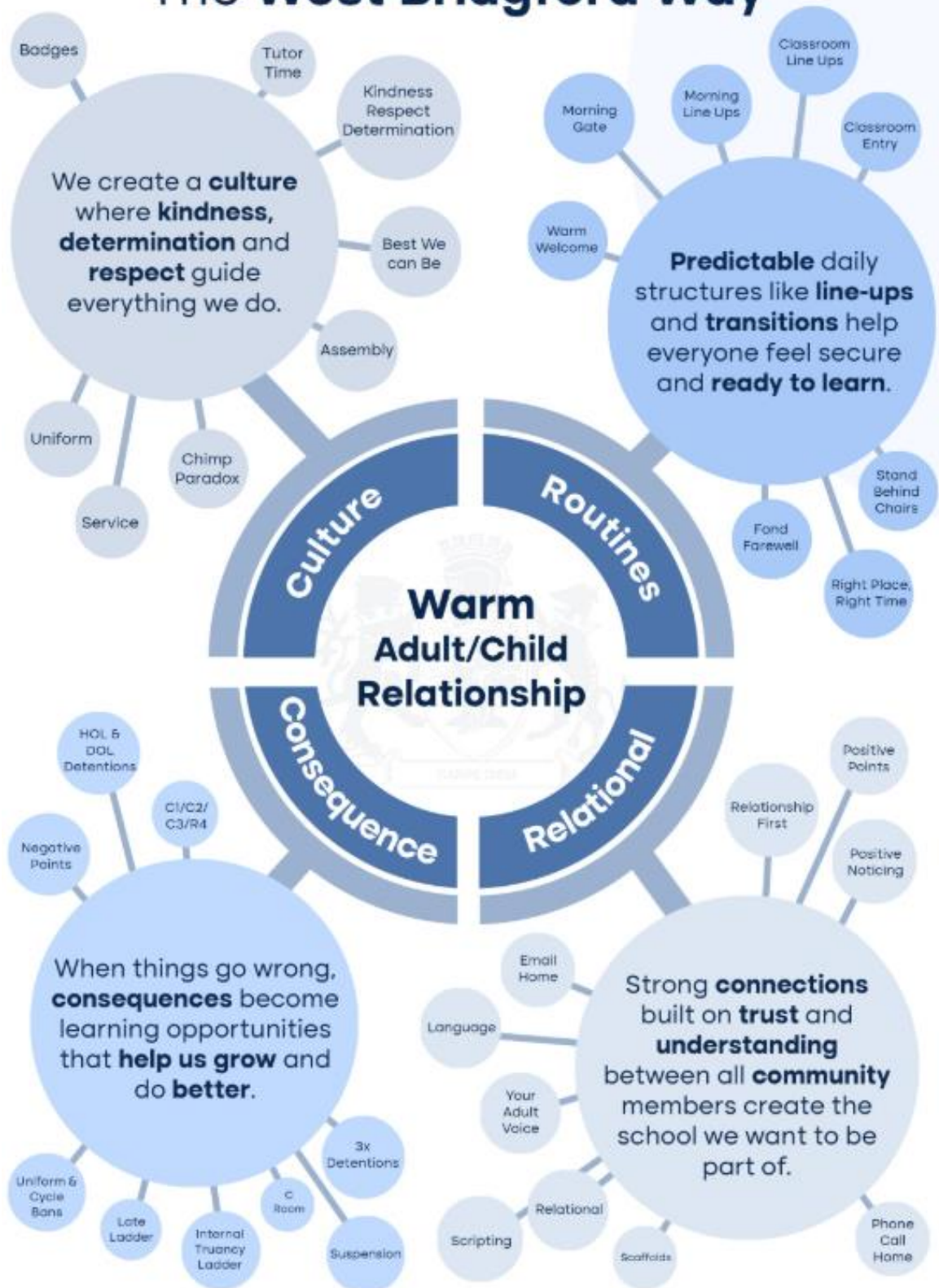
Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and will be made proactively where possible.

### **COMPLAINTS**

Complaints regarding any issue relating to this policy should be made in accordance with our complaints procedures (copies are available on the school website). Where a suspension/exclusion is issued to a student, parents/carers have the right to make representations about the suspension/exclusion in line with the legal framework relating to suspensions and exclusions and will be detailed in all appropriate letters.

# The West Bridgford Way



## THE WEST BRIDGFORD WAY

At The West Bridgford School, we believe that great behaviour is the foundation of a thriving community where every student can achieve “the best we can be.” Our shared values of Kindness, Respect and Determination underpin daily life, supported by strong routines, positive relationships, and clear systems of recognition. From the way we greet each other at the gate, to the calm starts and purposeful endings of lessons, to celebrating achievements and applying fair consequences when needed, every action contributes to a safe, respectful and ambitious culture. This culture not only supports academic success, but also nurtures personal growth, wellbeing, and a strong sense of pride in belonging to our school.

This is the West Bridgford Way.

## **A CULTURE OF GREAT BEHAVIOUR AT WEST BRIDGFORD SCHOOL**

At The West Bridgford School, we believe that a culture of great behaviour helps every member of our community to thrive. Our School Values – **Kindness, Respect, and Determination** – were created and agreed by students, for students, and underpin everything we do. Our school motto, "**The best we can be,**" reminds us daily of the high standards we set for ourselves and each other. A strong, positive culture supports academic success, personal development, and mental wellbeing, and ensures that every student feels safe, valued, and proud to belong to our school community.

We promote this culture through activities and standards such as:

- Agreed values, such as kindness, respect and determination.
- **School Uniform**, which fosters a sense of unity and pride.
- **Morning Year Group Assemblies**, which bring us together to celebrate successes and reflect on shared values.
- **Morning Group Registration**, where we strengthen relationships within smaller groups.
- **The Morning Curriculum**, which teaches us to understand and build a positive school culture and community.
- Drawing on research such as **The Chimp Paradox** to help students understand and manage their emotions and behaviours.
- Celebrating achievements through wearing **Badges**, which recognise positive contributions and reward points.
- Encouraging **Service to others**, helping students to develop empathy, improve their own wellbeing, and contribute positively to our school environment.

Together, these elements help every student and staff member at The West Bridgford School to be "the best we can be."

## **THE POWER OF ROUTINES AT THE WEST BRIDGFORD SCHOOL**

At West Bridgford School, we understand that great behaviour is built on strong habits. Our carefully developed **ROUTINES** create consistency, calm, and confidence, helping all students to be ready to learn and to succeed. Small, daily actions reinforce high expectations and foster a positive school culture where everyone can thrive.

We promote this culture through:

- **Being welcomed and greeted each morning at the gate**, with reminders about uniform standards to set a positive tone for the day.
- **Lining up as a year group**, giving students the opportunity to interact with form tutors and address any concerns before lessons begin.
- **Receiving a warm welcome into each classroom**, helping students reset and engage fully with their learning.
- **Queuing calmly outside classrooms**, allowing for a quiet, purposeful start to each lesson.
- **Standing behind chairs on entry to the classroom**, creating a calm and respectful beginning to learning.
- **Giving a fond farewell and standing behind chairs at the end of lessons**, helping students transition smoothly to the next part of their day.
- **Focusing on being in the right place at the right time**, building the vital habit of punctuality.
- **Bringing the correct equipment every day**, ensuring that learning can be successful for everyone.
- Working together to develop other appropriate **routines** to improve behaviour, reduce cognitive load and promote great relationships.

By building strong routines, we create a structured, respectful environment where students can achieve "the best we can be."

## **BUILDING POSITIVE RELATIONSHIPS AT WEST BRIDGFORD SCHOOL**

At The West Bridgford School, we recognise that strong, respectful relationships between staff and students are fundamental to a positive school culture. Great behaviour is built not only on clear expectations, but also on persistent, reliable, and consistent relational practice. Every interaction is an opportunity to build trust, reinforce our values, and create a community where every student feels seen, valued, and supported.

We strengthen relationships through:

- **Greeting students every morning at the school gate and the classroom door**, offering a warm welcome and setting a positive tone for the day ahead.
- **Using 'Positive Noticing' throughout the day**, highlighting and signalling the correct behaviours we want to see, and recognising these with **Positive Points** on our school management systems where possible.
- **Emailing or calling home** to share positive praise and celebrate student achievements beyond the classroom.
- **Using a Relational Scaffold** during conversations with students, ensuring that dialogue is structured, supportive, and focused on maintaining high standards.
- **Developing and using our 'Adult Voice'** to communicate calmly, clearly, and respectfully, strengthening authority through connection rather than confrontation.
- **Building consistent scripts where appropriate**, providing students with clear, predictable signals about expectations and next steps.
- Working together to develop other **relational strategies** to improve behaviour and improve the well-being of both staff and student.

Through these practices, we create the relational safety and consistency that help all students to meet our high expectations and truly be "the best we can be."

## **THE ROLE OF CONSEQUENCES – SYSTEMS FOR POSITIVE AND NEGATIVE RECOGNITION**

At The West Bridgford School, we believe that relationships, routines, and positive reinforcement are the foundation of great behaviour. However, we also recognise that there are times when students make choices that fall short of our shared expectations. When this happens, it is necessary — though never our first desire — to apply fair, consistent consequences. These consequences are not about punishment, but about reinforcing boundaries, encouraging reflection, and supporting students to make better choices in the future. Our aim is always to guide, not to punish, and to maintain a culture where learning can thrive for everyone.

### **WHAT THE LAW ALLOWS**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

We use **our school systems** to record and manage consequences, such as issuing **Negative Points**, detentions, and other interventions, ensuring that students, parents, and staff have clear, transparent information about behaviour and next steps.

### **POSITIVE REWARDS SYSTEM**

Acknowledging positive behaviour is at the heart of our culture and ethos. Staff are able to reward students for a variety of reasons both in and out of the classroom. Throughout the year positive behaviour points will accumulate in the schools management system. At pre-set levels the system will notify the student, their parents and the school team that the threshold has been reached, leading to a range of achievement rewards and badges.

### **CELEBRATION ASSEMBLIES**

Each year group will have a celebration assembly when, Awards will be given along with recognition at subject level and beyond. Subject awards are given for outstanding achievement, progress or resilience. Alongside this there are Tutor awards, Year Director awards and Attendance awards. The introduction and use of reward badges will also be integrated into these assemblies and tutor times.

### **RESPONDING TO MISBEHAVIOUR**

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

A response to behaviour may have various purposes including:

- a) **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- b) **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be immediate or after assessment of risk.
- c) **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

## CHOICE AND CONSEQUENCES

At The West Bridgford School we expect our students to work hard and behave well in order to make sure they get the best out of school.

We expect our students to follow the school's expectations, values and standards at all times.

Students who choose not to follow these expectations will be sanctioned in line with our Actions Bring Consequences (ABC) approach to behaviour.

This is a guideline to enable all staff to be consistent with sanctions as far as possible

## IN LESSONS (ABC: Actions Bring Consequences)

Clear stages of how to deal with unacceptable behaviour:

**C1 = Chance:** If a student's behaviour is unacceptable the teacher will give a clear verbal warning, explaining what the unacceptable behaviour is, in order for the student to rectify their behaviour.

**C2 = Choice:** If there is a repeat of this behaviour the teacher will advise the student they are choosing to behave in this way and a 'C2' is logged on our school management systems. No sanction is issued at this stage.

**C3 = Consequence:** A 'C3' is issued on the school management system and the student may be moved within the classroom or outside for a brief cooling off period during which the teacher should have a one to one conversation. A cumulation of 'C3's will lead to a sanction.

**R4 = Restorative Conversation :** Further unacceptable behaviour will require the student to be removed to another room in the department to complete their lesson. A 'restorative conversation' will be arranged by the teacher for the end of the day. It is essential that the student approaches this conversation with determination to build a relationship with their teacher based on mutual respect. If this breaks down the Head of Department may set an after-school detention.

**C5 = Consequences Room:** This is where a student is removed to the 'Consequences' room for a period of time during the school day or longer if deemed appropriate. This sanction will be imposed by either a Year Director or a member of the Senior Leadership Team

Serious Incidents will be logged on school systems. These will be dealt with by the Year Director.

If a student accrues a specific number of negatives in any one category within a specific timeframe, (as demonstrated in Appendix 1) the school management will automatically issue an after-school detention as follows:

- Student Services will endeavour to fit detentions as close to the day that the poor behaviour happened as possible. Students and parents should check the school management system to keep on top of their detention schedule. Reminders will also be issued in school, and where resource allows students will be escorted to their detention after school.
- Sanctions can also be given for a one-off misdemeanour which doesn't necessarily fit into the above by Heads of Department or the pastoral teams. Failure to attend a detention will result in an 'upscale' of the detention by 15 minutes the following day.
- Failure to attend the Headteacher detention will result in having to spend a day in our Consequences Unit until 3:30pm.
- Frequent after school detentions may lead to a Year Director Contract.
- Persistent failure to meet our expectations will mean time in 'Consequences' and a Leadership Team Contract. This may jeopardise students' opportunities to attend trips and celebration events.

It is of course possible that students will receive detentions, a period in 'Consequences', or suspension(s) for one-off serious breaches of discipline in or out of class. For the purposes of consistency and clarity regarding these incidents, our ABC (Actions Bring Consequences) system helps to guide staff in issuing sanctions. This is a comprehensive, but not exhaustive reference point for unacceptable behaviours, for example, a consequence of a student refusing to work in 'Consequences' in the hierarchy as seen below can only lead to a Suspension. However, as a result of making this choice, the student will be expected to complete the day on return.

## **REMOVAL FROM CLASSROOMS – R4**

When a pupil has been issued an 'R4' in the school system, the pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting, through working in another room in the department.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day via school management systems if their child has been removed from the classroom.

A 'restorative conversation' will be arranged by the teacher for the end of the day. It is essential that the student approaches this conversation with determination to build a relationship with their teacher based on mutual respect. If this breaks down the Head of Department may set an after-school detention.

### **Removal will be used for the following reasons:**

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

## **SIXTH FORM APPROACH**

The approach in Sixth Form will mirror that of the main school, however sanctions will involve additional study time, compulsory academic success coaching and the possible removal of privileges.

## **SUPPORTING STUDENTS**

Students who misbehave will receive sanctions, but we will also provide support in order to help them avoid such problems in the future. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A structured restorative conversation on the same day as part of the 'R4' process
- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve
- a phone call with parents
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- considering whether the support for behaviour management being provided remains appropriate.
- frequent and open engagement with parents, including home visits if deemed necessary
- providing mentoring, coaching or in school counselling
- short-term behaviour report cards or longer-term custom behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

## **SUSPENSION/PERMANENT EXCLUSIONS**

West Bridgford School has expectations that it places on its students relating to self-discipline and good behaviour. Sometime students breach these expectations and the school has an escalating scale of sanctions it employs in response to any breaches.

The most serious sanction is suspension from school. In the first instance this will be removal from school for 1 to 45 days. The length of the suspension is based on the professional judgement of the Headteacher reflecting the severity of the incident.

The ultimate sanction of any school is a Permanent Exclusion when a student has to leave and move to another school.

West Bridgford School uses the suspension sanction for the following serious breaches of its expectations:

- failure to comply with the school's drugs policy
- bringing and/or using tobacco products on the school site
- theft
- physical assault
- defiance of the instructions from a member of staff

- disruptive behaviour in lessons
- bullying (hate incidents)
- deliberate damage to property
- refusal to comply with the sanctions of the school
- obscene language to a member of staff
- verbal abuse to any individual, including obscenity and the use of offensive language
- extortion and/or intimidation
- bringing any item into school which may be regarded as an offensive weapon or any item with the intent to use it as an offensive weapon
- malicious accusations against school staff

## **7 STAGE INTERVENTION STRATEGY**

Where there is persistent and continuing disruptive and uncooperative behaviour then the suspension of a child may be the only option. It is therefore necessary in some cases to set in motion actions that will either lead to the improvement in the behaviour of the individual child or ultimately the permanent exclusion of the child from the school.

- 1) Communicate to parents that continuing behaviour concerns are preventing their child's effective progress in learning
- 2) Inform parents that unsatisfactory progress and behaviour continue to affect several different lessons and the learning of others resulting in a 2 weeks' target report
- 3) Breakdown of Report – Parents are invited to meet the Year Director and pastoral assistant to discuss the situation, possible causes and ways forward with a range of support mechanisms
- 4) Further breakdown – parents are informed about more serious sanctions being issued e.g. Consequences Room together with a consideration of further support mechanisms
- 5) Further breakdown – issue a suspension of 1-5 days and seek outside agency support
- 6) Further breakdown – continue with further suspensions from school and issue a formal warning of a Permanent Exclusion. Alternative Provision will be considered at the discretion of the head teacher based on the circumstances and student's needs.
- 7) Further breakdown – issue a Permanent Exclusion.

In the event of a suspension, parents will be informed either by telephone or via the delivery of a letter to the home on the day of exclusion.

A permanent exclusion will be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Alternative Provision will also be considered where appropriate and at the discretion of the head teacher.

## **MANAGED MOVES**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests.

## **SEARCHING WITH CONSENT**

Schools' common law powers to search:

- School staff can search students with their consent for any item.
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- The school makes clear in Appendix 4 and in communications to parents and student's what items are banned.
- If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher can apply an appropriate sanction
- Sometimes schools may use metal detectors to help keep everyone safe by checking for dangerous items such as knives or weapons. A metal detector is a quick screening tool and does not involve any physical contact. If a student refuses to be screened, they may be suspended. The process will always be explained clearly, carried out respectfully, and used only to protect the safety and wellbeing of all students and staff.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the school will apply an appropriate disciplinary sanction.

## **SEARCHING WITHOUT CONSENT**

The law allows school staff to search for:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (Appendix 4). Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen
- School staff can view CCTV footage in order to decide as to whether to conduct a search for an item
- Searches without consent can be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.
- It is a condition of having a locker - that the student consents to have this searched for any prohibited item whether or not the student is present.
- Schools are not required to inform parents before a search takes place, or to seek their consent to search their child. Where practical, two members of staff will be present. If the member of staff carrying out the search reasonably believes that there is a serious risk that harm would be caused to someone if the search were not carried out as a matter of urgency, the normal procedures for a same-sex searcher and/or the presence of a 2nd member of staff can be waived.

## **AFTER THE SEARCH**

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **ITEMS FOUND AS A RESULT OF A 'WITHOUT CONSENT' SEARCH**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, new psychoactive substances. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of
- Where a member of staff finds an item, which is banned under the school rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to the Head teacher to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the Head teacher must have regard to the following guidance issued by the Secretary of State:
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the Head teacher should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks)
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
- The manner by which a confiscated item is returned to either the parent or the child will depend very much upon the item and the circumstances by which it is confiscated. A degree of discretion will be exercised by the school in this regard.

## **MOBILE PHONES AND OTHER ELECTRONIC DEVICES**

The school policy is clear on these devices. They are not permitted in main school and will be confiscated if seen. Post 16 students are permitted to bring their phones into school but their use has expectations.

## **CONFISCATION**

In the case of a mobile phone or other electronic device, the confiscated item will, in the first instance, under normal circumstances, be made available for the parent to collect at the end of the school day and during school opening hours. If an electronic item is confiscated from the same child on a second occasion, the confiscated item will be retained by the school for a period of five whole school days before being made available for a parent to collect. This would normally mean the confiscated item is retained by the school over a weekend. If a confiscation occurs for a third occasion from the same child, the electronic item will be retained for a further five school days alongside the use of a more serious school sanction for the persistent defiance of school rules. In all instances the school reserves the right, depending upon the nature of the incident, to issue school sanctions against the child in addition to confiscation. This incremental confiscation tariff will not carry over into a new academic year and will be ‘reset’ at the start of each new academic year. In addition, confiscated items would not normally be held over a school holiday and would normally be made available to parents for collection.

## **SCHOOL OFF-SITE EVENTS OUTSIDE OF THE NORMAL SCHOOL DAY – AFTER 4PM**

Should a child be involved in a school event which takes them off the school site outside of the normal school day (defined as 4pm when the school closes), then mobile phones are permitted but under strict terms and conditions. Such events might include trips or away sporting fixtures. For these occasions the child will be informed in advance that a mobile phone is permitted. The child is then able, if they wish, to bring their mobile phone into school but must hand the phone in to student services immediately upon their arrival. The phone will be held securely on behalf of the child for the school day and will be made available for collection 5 minutes prior to the departure of the trip. The child is expected to comply with all teacher instructions about the use of the phone for the duration of the trip but it will then be available for the child to use on their return to school. The school will take all reasonable steps to look after the phone whilst it is in our care but we accept no liability for its loss whilst either with us or whilst with the student is on the trip.

## **POWER TO USE REASONABLE FORCE**

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

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for the other items identified in the school rules as banned in Appendix 4.

## **USE OF SOCIAL MEDIA**

Use of Social Media at home often impacts on school life. The school expects that students will continue to show respect to other members of the School community even when off site. Students are also expected to show due respect to the reputation and good name of the School and its staff.

### **WHEN USING SOCIAL MEDIA, STUDENTS ARE EXPECTED TO ENSURE THAT THEY:**

- Respect the rights and confidentiality of other members of the school community;
- Do not impersonate or falsely represent other members of the school community;
- Do not bully, intimidate, abuse, harass or threaten other members of the school community;
- Do not make defamatory comments against the school or other members of the school community;
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of The West Bridgford School or those within its community;
- Do not film, photograph or record members of the School community without express permission of the School or use film, photographs or recordings without express permission of the above.

Electronic devices can be seized, searched and material deleted if the school reasonably believes it could be used to do harm.

## **BEHAVIOUR INCIDENTS ONLINE**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. The same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

We will sanction pupils when their behaviour online could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

## **SUSPECTED CRIMINAL BEHAVIOUR**

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

## **TRAINING**

- The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES**

- In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, SEND, e-safety, attendance, safeguarding, drug abuse and anti-bullying, has been established.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## REVIEW

- The head teacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head teacher will keep the governing body informed on a regular basis.
- The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, staff and parents. The Code of Conduct will also be reviewed by the school council to give students a voice in it. The outcome of the review will be communicated to all those involved, as appropriate.

**Policy prepared by:** Mrs A Sharpe (Deputy Head teacher)  
Mr M Deans (Deputy Head teacher)

**Review date:** Summer 2024

**Next review:** Autumn 2025 (at MD's request)

**Appendix 1 – Negative Behaviour**

Type of 'negative' leading to consequences		Number required for an afterschool sanction	Sanction
Class:	C2	No sanction imposed – monitoring purposes only	NA
	C3/Disrespect/SMART Communication	3 in a two-week rolling cycle in any subject	30 min (D1)
	R4	An after-school conversation to rebuild the relationship.	TBA
	Insufficient Work Lack of Pride	3 in a two-week rolling cycle in any subject	30 min (D1)
	Lack of Homework	3 within a half term	30 min (D1)
	Truancy - Serious	Immediate sanction imposed by YD/SLT	45 min (D2)
	Lateness to Lessons	3 lates in a two-week rolling cycle	15 min (D1)
	Late to School	3 lates in a half term	30 min (D2)
	Uniform/Presentation	3 in a two-week rolling cycle	30 min (D1)
	Equipped Ready to Learn: Lack of Equipment	3 in a two-week rolling cycle	30 min (D1)
	Lack of full PE Kit	3 within a half term	30 min (D1)
School:	Act of Unkindness Disrespect General Poor Behaviour (in & out of school)	3 in a two-week rolling cycle	30 min (D1)
	Bike Ban	1 in a two-week rolling cycle Imposed by YD/SLT	45 min (D2)
Serious:	Incidents requiring an immediate sanction e.g. Racist, Sexism, Physical, Intimidating etc.	Immediate sanctions to be decided by YD/SLT – an orange form will be completed by the teacher issuing the serious negative point	Dependent on context

(The tariffs above are subject to change dependent on any specific school focus)



## ABC - Actions Bring Consequences

**C1**

### Chance

Clear verbal warning explaining the unacceptable behaviour.

**C3**

### Consequence

Negative behaviour comment is added to **ClassCharts**. Student could be moved within the classroom or outside to 'cool' off.

A **30min** after-school detention issued by **ClassCharts** after the threshold of 3 x C3s in a two-week cycle.

**C5**

### Consequence Room

Behaviour has reached a point where removal from lessons is appropriate. YD/SLT will determine length of time to be spent in 'consequences'.

The school day in 'consequences' finishes at 3:15pm.

**C2**

### Choice

Advise this is the final warning and the student has a choice to alter their behaviour.

**R4**

### Call-out

Learning Walk staff are called for and student is moved within the department. Pupils will be escorted to a 15 minute same day Restorative Conversation at the end of the school day.

## POSITIVE LEARNING ENVIRONMENT

We **work together** at The West Bridgford School to create a community where **everybody** can reach their full potential.

- . We are KIND
- . We are RESPECTFUL
- . We are DETERMINED

...because these things go together to help us all to be **THE BEST WE CAN BE.**

An R4 **RESTORATIVE CONVERSATION** is there to promote accountability and seek to repair harm.

It has 3 main stages:

- . **What happened?**
- . **Who was negatively impacted on by the behaviour?**
- . *Who was affected/upset/harmed by your actions? How? What was your role?*
- . **How will we agree to move forward positively together?**
- . *How can we make things better and help each other to do that?*
- . *Let's agree on how the next lesson will go.*

## Appendix 4 – Banned Items

In line with Department for Education guidance (February 2024), the following items are strictly prohibited in school. Pupils must not bring them onto school premises or have them in their possession at any time during the school day, on school visits, or while representing the school.

### 1. Items banned by law

- Knives or weapons of any kind
- Alcohol
- Illegal drugs or drug-related paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (digital or printed)
- Any article that staff reasonably suspect has been, or is likely to be, used to:
  - commit an offence
  - cause personal injury
  - cause damage to property

### 2. Items banned by school rules

In addition, the school bans the following items to maintain a safe, calm, and supportive learning environment:

- Mobile phones, smart watches, and other smart technology (unless explicitly permitted for educational use)
- E-cigarettes, vapes, and related paraphernalia
- Energy drinks and high-caffeine products
- Chewing gum
- Laser pens or pointers
- Large sums of cash or valuables not needed for school
- Any other item the headteacher deems harmful to the good order, discipline, or safety of the school community

#### Note:

- Staff have the authority to search, screen, and confiscate banned items in line with school policy and government guidance.
- Confiscated items will be dealt with in accordance with school procedures, which may include disposal, retention until collection by a parent, or referral to the police where appropriate.