

BEHAVIOUR AND EXPECTATIONS POLICY 2023-2024

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Introduction

Our vision and values drive every decision: Everyone at Weston Secondary School (WSS) embraces the diversity of our community with **courage** and **kindness**. Our ethos creates a safe and inspirational place to learn where everyone's rights are respected and talents are nurtured and celebrated. We are Weston & Proud.

We pride ourselves on our calm and focussed learning environment which allows our young people to access an aspirational curriculum which meets the needs of all students in preparation for life after school. This drives an exceptional culture, in which students thrive and adults love their work.

Our expectations around what it means to be **Ready, Respectful** and **Safe**, developed alongside clear systems, which encourage our community to be **responsible** citizens, mean that at WSS, '**every child can thrive**'.

Weston Secondary School is committed to creating an environment where positive behaviour is at the heart of productive learning. Good behaviour is crucial to helping children achieve their potential, both academically and as members of the School and wider community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to the values of being: 'Ready, Respectful, Safe' (RRS).

We believe that promoting good behaviour and rewarding success, coupled with having clear rules that are fair and easily understood, helps students to do this. The vast majority of students behave well, are friendly and cooperative, and act as excellent ambassadors for the school and others. It is important that their successes are recognised through praise and rewards. Central to the ethos of Weston Secondary School is the understanding that we will all work together - staff, parents, carers and students - to ensure the best possible outcomes for every single student.

Weston Secondary School considers all reasonable adjustments when applying the Behaviour & Expectations Policy.

Principles

At Weston Secondary School, we believe in mutual respect and that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason. We particularly reject the way that some people abuse others, because of issues relating to age, gender, ethnicity, disability, sexual orientation or any other reason. We believe that these principles underpin students' behaviour and all that we do as adults.

It is the School's intention to provide every student with the opportunity to reach their full potential in an environment which encourages **kindness, courage** and aspiration. We aim to create an environment where teachers can teach and every child can learn freely and fully without disturbance. We encourage positive relationships and aim to develop the personal skills and discipline needed to be successful in later life.

We seek positive relationships with all our parents and carers and wish to encourage a shared approach to ensure that students achieve their potential, both academically and as members of the School and wider community.

All members of our community, students, staff, and parents/carers, have the same clear expectations of behaviour, and these are supported by clear daily routines as the norm and underpinned by our policies.

We meet the needs of our learners by offering them every opportunity to learn and develop, celebrating our skills, talents and successes within a community underpinned by the principles identified in the Behaviour and Expectations Curriculum.

The WSS Expectations Mantra: Ready, Respectful, Safe

1. I wear my uniform with pride, I have the correct equipment and I am **ready** to learn.
2. I am **safe** by being in the right place at the right time, doing the right thing.
3. I take pride in my learning and **respect** the learning, opinions and personal space of others.
4. I am **respectful** and I always do as I am asked, the first time I am asked to do it.
5. I help others to feel **safe** by supporting and celebrating their achievements.

Weston Secondary Behaviour and Expectations Curriculum

| Ready | | |
|---|---------|---|
| Be on time | because | it shows respect to our community. |
| Be equipped | because | you must be prepared to learn. |
| Wear full school uniform | because | it is a key value of our community. |
| Enter the lesson and exit calmly at the end | because | learning need to start promptly and end calmly and quietly. |
| Respectful | | |
| Listen and respect the views of others, treating people fairly, regardless of differences | because | everybody has a right to feel heard and valued, included and safe. |
| Be polite and show good manners to everyone | because | manners are an important part of a respectful society. |
| Look after our environment and our community | because | we all benefit if the school's environment is a clean, tidy, sustainable and happy place. |
| Respect the school rules | because | respecting them is an integral part of a community where members value each other. |
| Safe | | |
| Follow all instructions from members of staff – first time | because | our community members deserve respect and safety. |
| Move around the school site following our expectations | because | everyone should feel safe in the our school environment. |
| Respect people's personal space and property | because | Everyone in our school deserves to feel safe and confident. |
| Bring items that are allowed | because | Our school community needs to be confident that we are safe and not in danger. |

Weston Secondary School is committed to continuing to develop an **ethos for learning of achievement**, based on outstanding teaching, a challenging, enriching and relevant curriculum and high standards of behaviour by:

- Creating a culture of exceptionally good conduct: for learning, for community, for life.

- Building a community which values kindness, care, good humour, and empathy for others.
- Refusing to give students attention and importance for poor conduct.
- Ensuring that excellent behaviour is a minimum expectation for all.
- Encouraging students to recognise that they can and should make 'good' choices.
- Promoting self-esteem and self-discipline.
- Teaching appropriate conduct through intervention.
- Reinforcing good behaviour to help students feel good about themselves.
- Employing an effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each student's needs and their individual circumstances helps us to act in the fairest way possible for that student, at that moment.

Teaching the Behaviour and Expectations Curriculum

Good behaviours are explicitly taught and regularly refreshed to ensure all students understand the expectations of them. The learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines, so that we have a shared and consistent language of expectations across the school.

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where students feel safe and are able to learn in a positive environment and where teachers are free to teach.

We aim to provide the best possible educational experience for all of our community within a well-ordered and purposeful learning environment ensuring all members of Weston Secondary School are 'Ready, Respectful, Safe'.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set.

Multi-agency referrals and assessments will be used to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves, school to school referrals and alternative provision are utilised as appropriate.

We ensure that our Behaviour and Expectations Policy follows the latest guidance documents from the Department for Education (Appendix 1).

We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

Praise and Reward

Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that continual praise of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour and work patterns. Positive points, verbal praise, telephone calls home and positive postcards are used routinely to create and reinforce positive relationships at all times. These are recorded by the teacher on Bromcom.

The number of positives points received by students is monitored by the Tutor, Key Stage Mentor and Head of Year. Individual progress is reviewed regularly and used as a basis for discussion and further achievement. Every term, students will attend celebratory assemblies. Positive points give instant recognition and motivation for achievements in subject areas, and

from the Year Teams. Positive points are awarded for meeting WSS standards and expectations, and for students who go 'above and beyond'.

Further details of Praise and Reward can be found in the Praise and Rewards Appendix.

Early Intervention

- The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.
- The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour via our 3 Cs approach.
- The School will provide training for staff in order to promote positive and consistent behaviour standards within the School.
- WSS uses a positive framing approach to help students identify the desired expectations in school with the context of why this behaviour is important.
- Parents and carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

Behaviour Support

The School will regularly review the support available to those individual students identified as being at risk of suspension or exclusion. This will include, but is not limited to: ADD ADDITIONAL WSS strategies.

- Mentoring - The School has a team of mentors who can work on a 1-2-1 basis with individual students or work with small groups.
- Access to alternative curriculum – The School uses several providers in the local area.
- Teaching strategies – Heads of Year, KSM or the SENDCo will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Need, Difficulty, Disability or Medical Condition. This will be monitored under GRTLE.
- Planned "In Reach" - Students who experience difficulty with impulsive behaviour can be offered a "Time Out" card where they will have a trusted adult to help when they feel additional support is needed. This may also be supported via a Regulation Room.
- Report Cards and Behaviour Contracts – A Report Card or Behaviour Contract is used when a student returns from a suspension or requires additional support and monitoring. It outlines what the student has agreed to do in order to make positive choices.
- Individual Behaviour Support Plan (IBSP) – An IBSP is used for those students who struggle to regulate or with their unproductive behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.
- SENDCo planned interventions via GRTLE - This could mean a short-term intervention delivered internally by a Curriculum Linked Teaching Assistant or an ELSA or it could be part of a programme delivered by external agencies.
- Personalised Timetable - Set up for individuals after monitoring via GRTLE to support learning or unproductive behavioural needs, this could take place through SENDCo or the Year Teams and be accessed with or without the support of external agencies or an Education Centre.
- Referral to and working with external agencies - The School has excellent partnerships with Educational Psychology, the Youth Crime Prevention Service, the Police, and Children's Services. The School will refer students if our own strategies have not impacted on a student's behaviour choices.

Staff will deal with any students who are not behaving in a way that is 'Ready, Respectful, Safe' in a consistent, calm and adult manner. In lessons, the Class Teacher will follow the procedures below with any student whose conduct is hindering their own learning and that of the other students in the class. Each lesson will be treated as a fresh start.

Weston Secondary School Stepped Actions: The 3Cs

| Stepped Actions – 3Cs | |
|---|---|
| 1C | Chance Staff will give a clear verbal prompt to make the student aware of their behaviour, clearly outlining WSS expectations using positive framing. Their name will be recorded on the teacher's desk. |
| 2C | Choice Give a clear verbal caution to make the student aware of their behaviour, clearly outlining the consequences to come and why it is important to make the correct choice. This second C is recorded on the teacher's desk and a 20 minute Centralised Catch-Up will be issued inline with Actions and Consequences. |
| 3C | Consequence Ask the student to leave the lesson, with work, to go to the appropriate class within the Department. Log on Bromcom. A Level 3 40 minute Centralised Catch-Up will be issued inline with Actions and Consequences. |
| CLOSING THE LOOP If at all possible, a discussion should take place before the next lesson, or as soon as possible afterwards. This should be a non-confrontational conversation regarding the behaviour. | |

Consequences for being relocated include a 40 minute Catch Up to complete missed work in the student's own time, after school.

The expectation that students will behave in such a way that they are 'Ready, Respectful, Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the School, have repercussions for the orderly running of the School and/or pose a threat to another student in the School. In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is 'Ready, Respectful, Safe'.

Students who persistently behave in such a way that demonstrates that they are not 'Ready, Respectful, Safe' will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. In addition, such students will be monitored by the Head of Department or the Year Team, as appropriate to individual cases.

Centralised Catch Up System

The School runs a centralised Catch Up system. Catch Ups are issued when a student breaches Weston Secondary School's Behaviour and Expectations Policy or fails to meet the School's expectations regarding conduct. All centralised Catch Ups are recorded on BromCom.

Staff will not set blanket 'whole class' Catch Ups. Individual students will be issued with a Catch Up as a sanction for their individual breach of the School's policy.

Students with Specific Identified Special Educational or Additional Needs

On a regular basis, the School's SENDCo meets with the Year Teams and the School's Safeguarding Culture Lead to discuss and identify students with specific Special Educational or Additional Needs who may need reasonable adjustments to the typical sanction processes

such as alternative locations or time durations. Parents/carers will be notified by the School's SENDCo or the Safeguarding Culture Lead if their child is included in this specific group.

Catch Up Levels

Catch Up are progressive and issued in relation to the seriousness and level of the issue. Failure to attend a Catch Up at one level leads to a next level referral. A student may, however, be issued immediately with a higher-level Catch Up for a high-level misdemeanour. The Catch Up levels can be found in Appendix 4 - 'Actions and Consequences', with the final decision at the Deputy Headteacher's discretion.

Catch Up Procedures

Issuing and Recording Catch Ups

When a Catch Up is issued, the member of staff will record the Catch Up on Bromcom.

The sanction does not begin until the end of the student's school day. Parents/carers will be informed of any after school Catch Ups via Bromcom. If a student is late to school (after 0900), parents/carers will receive a text message informing them of their child's late arrival to school and any subsequent Catch Up will be set on Bromcom .

Students' punctuality to all lessons is recorded.

Catch Up Clashes

A higher-level Catch Up takes priority over a lower-level Catch Up. Students must attend their higher-level Catch Up in such circumstances. HOYs will monitor this and endeavour to avoid clashes or amalgamate Catch Ups.

Queries Regarding Catch Up - Student

If an administrative error has been made by the issuing member of staff, the student must discuss this with the issuing member of staff prior to the Catch Up.

Queries Regarding Catch Up - Parent/Carer

If a parent/carer has a query regarding the reason for a set Catch Up, they must communicate with the member of staff who set their child's Catch Up via info@westonsecondary.co.uk marking the email FAO the relevant member of staff.

Behaviour Points and Related Support Actions

Data is used to form regular discussions to support purposeful, proactive interventions for individual students during tutor time.

Students will also be raised by their Heads of Year/Key Stage Mentors at the School's regular inclusion meetings to consider further support as part of an Individual Behaviour Support Plan (IBSP). Half termly data is also shared and discussed during Senior Leadership Team meetings. Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the School, attending trips and reward initiatives.

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by Heads of Year, the Inclusion Director, Expectations, Culture and Ethos Director, SLT and termly at the Governor's Pastoral Committee.

The data will be analysed from a variety of perspectives, including:

- At school level
- By age group
- By protected characteristic

The School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the School will review its policies to tackle it.

Community Service

Community service is used by the School as part of its sanction process. A student may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the Dining Hall tables as part of or in place of a centralised Catch Up.

Actions and Consequences

A table detailing the school's actions and consequences can be found in Appendix 4.

Referral Room, Senior Leadership Team Isolation, Headteacher Isolation, External Isolation (Cross School Isolation) and suspension may also be used for students who are persistent offenders.

Weston Secondary School works closely with other local secondary schools and consequently Off-Site Direction may be used to give a student a fresh start in a different environment. In addition, we will refer students to alternative provision as appropriate.

Internal Isolation (Referral Room)

There are alternative facilities which are used for those demonstrating behaviours which would usually lead to a suspension, it is a consequence for students who behave poorly and gives them an opportunity to reflect on their behaviour for learning. Internal isolation in the Referral Room allows students to access the school curriculum enabling them to remain part of the school community. The Referral Room reinforces expectations, the school rules and gives guidance to students to ensure that, although excluded from mainstream sessions, they still have specialist support. The Referral Room runs inline with the normal school day. Students who miss a day(s) in internal isolation through illness, non-compliance or any other reason will be expected to complete that/those day(s) prior to returning back into mainstream classes. Students are expected to work in silence away from the rest of the school community. Students will have alternative rest breaks.

Senior Leadership Team (SLT) Isolation

Alternatively, the School may require students to complete their period of isolation under the supervision of a member of the Senior Leadership Team with similar protocols to those discussed above. SLT Isolation runs inline with the normal school day but students will have alternative rest breaks.

Headteacher Isolation

In some situations, the School may require students to complete their period of isolation with the Headteacher; similar protocols to those discussed above will apply. Headteacher Isolation runs in line with the normal school day but students will have alternative rest breaks.

External Isolation – Cross School Isolation

The School may require students to complete their period of isolation off site at another local school with whom the School has agreed similar protocols to those described above for Internal Isolation.

Suspensions

When an incident is deemed sufficiently serious that a Catch Up or other in-school sanction is insufficient, the Headteacher may decide to issue a suspension for a fixed period of time or permanently. If a student is suspended for more than six days, alternative provision will be arranged. Parents/Carers have a right to make an appeal to the Governors' Disciplinary Committee.

Suspension is at the discretion of the Headteacher and can include but is not limited to the following:

- i. Breach of school rules
- ii. Persistent disruptive behaviour and failure to follow instructions
- v. Persistent use of inappropriate language e.g. swearing
- iii. Damage to school property
- iv. Major incident or damaging the School's reputation
- v. Possession of forbidden items
- vi. Walking away from and / or disrespectful behaviour towards a member of staff
- vii. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- viii. Extreme defiance
- ix. Extreme rudeness
- x. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, vaping, intimidation, racism; bullying, including cyber bullying
- xi. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- xii. Inappropriate use of social media and/or technology, including serious cases of bullying, recording students and or staff
- xiii. Damage to property, vandalism, graffiti
- xiv. Use of discriminatory language, discrimination or prejudice towards another student
- xv. Cheating, including plagiarism
- xvi. Sexual harassment
- xvii. Sexist, racist or homophobic abuse

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from the School and not allowed to return. Their name will be removed from the School roll. Please see the [Hamwic Exclusions Policy Link](#).

Permanent Exclusions will only be considered:

- i. in response to a serious breach or persistent breaches of the school's behaviour policy;
- ii. where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

These behaviours could include yet are not limited to:

- i. Persistent refusal to follow school rules
- ii. Persistent disruptive behaviour
- iii. Extreme violence towards another student or an adult
- iv. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- v. Extreme defiance
- vi. Extreme rudeness
- vii. Possession or use of weapons
- viii. Malicious accusations against a member of staff
- ix. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- x. Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
- xi. Criminal affiliation
- xii. One off serious incident affecting the safety of others.

Confiscation, Searches and Screening

Searching, screening and confiscation at Weston Secondary School is conducted in line with the DfE's latest guidance – [Searching, Screening and Confiscation: Advice for Schools \(July 2022\)](#).

In accordance with DfE guidance, the School will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students.

Confiscation

Any prohibited items (see below) found in a student's possession as a result of search will be confiscated. The items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items

- Knives and any dangerous items which can be construed as weapons and fireworks
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco (including e-cigarettes, vapes and filters), lighters/matches and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Banned Items

Includes all the prohibited items listed above and:

- Aerosols
- Laser light pointers
- Energy drinks
- Solvent based items
- Chewing gum
- Do you have anything else?

Weapons and knives, as well as any illegal drugs, will be, where applicable, handed over to the police.

Items which are not Banned

- Mobile phones and Smart Devices (students are allowed to have these items in school but they will be confiscated if they are used)
- Smart watches (students are allowed to have these in school but they must be used solely to tell the time. These items will be confiscated if they are used for any other purpose).

Mobile phones will be confiscated; stolen items will be returned to their owners where possible; other items may be destroyed.

Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead or a pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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.

Before carrying out a search, the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether or not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched

- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead/the Head of Year or KSM, to try and determine why the student is refusing to comply.

The authorised 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.

The authorised member of staff can use reasonable force to search for any prohibited items (identified above), but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing includes any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, e.g. a jumper or jacket being worn over a t-shirt, as well as hats, scarves, gloves, shoes and boots.

Searching Students' Possessions

Possessions means any items that the student has or appears to have control of, including desks, lockers, 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 above) 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.

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

Informing a Designated Safeguarding Lead (DSL)

The staff member who carried out the search must always inform a DSL 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 above)
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the School's MIS, Bromcom.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

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 Child Protection and Safeguarding Policies and speak to a 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.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Pace Code 2019](#)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The School will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the School can't get in contact with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The School will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who Will Be Present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, unless:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people, other than the student and appropriate adult, will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex, if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care After a Strip Search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the School will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the School's Child Protection and Safeguarding Policies and speak to a Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Mobile Phones/Smart Devices

Weston Secondary School does not allow mobile phones and other mobile/smart devices to be used during the school day. Research proves they can disrupt learning and progress and lead to increased incidents of bullying. If they are brought into school, they should be switched off and kept out of sight. Items are brought in at the owner's risk and Weston Secondary School cannot take responsibility for loss or damage to these devices.

If a student is seen taking a phone or mobile/smart device out during the day, it will be confiscated and kept at Student Welfare Reception regardless of whether the phone or mobile/smart device is the property of the person in possession of it. It will be securely held for the agreed duration. An email home will be sent to advise parents and carers that this has taken place.

If a student refuses to hand over the mobile phone, they will be taken out of circulation and a Level 4 consequence issued. The specific consequence will be determined by whether the incident is isolated or repeated.

Staggered approach to mobile phone confiscation:

| Number of Incidents | Consequence | Follow Up |
|--|--|--|
| First incident of phone in sight | Phone confiscated and student is able to collect the device at the end of the school day. | Logged on Bromcom Email sent to parent/carer to advise. |
| Second incident of phone in sight | Phone confiscated and parent will need to collect the device at the end of the school day. | Logged on Bromcom Email sent to parent/carer to advise. |
| Third or more incident of phone in sight | Students will need to hand their device in at the beginning of the school day. If further incidents occur, a Level 4 consequence will be applied for repeated behaviour. | Logged on Bromcom. HOY to contact parent/carer. |

Social Media

The School prohibits the publishing and distribution of any images which bring its name into disrepute, such as posting inappropriate images of students in uniform or any other members of the school community on Facebook or other social media. This could include activities which take place offsite if the Headteacher believes that this behaviour is detrimental to the reputation of the School.

Students who are discovered to have accessed social media sites during the school day will be sanctioned and the device which they used to access the site confiscated in line with duration specified above..

Online Behaviour

We acknowledge that even though the online space differs in many ways, we expect the same standards of behaviour online as those that apply offline; everyone should be treated with kindness, respect and dignity. Incidents that occur online but off school premises and outside school time are in the realms of parental responsibility. The School may sanction students if these incidents negatively affect the life of the School.

Measures to prevent bullying including sexist, prejudicial and discriminatory behaviour, child on child sexual violence and sexual harassment

Weston Secondary School is committed to ensuring that everyone is included, respected, and safe in our community. We do not tolerate any discrimination, harassment or victimisation that is sexist, racist, homophobic, or based on a person's religion or belief, gender reassignment, disability, or involves any hatred comments or actions. This includes any behaviour or attitudes in person, or electronically, that create stereotypes of social roles based on any of the above.

All members of the School's community are expected to constructively challenge this behaviour. All incidents will require a written apology in the first instance.

We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children, and measures will always be taken in line with the School's Actions and Consequences in Appendix 4 and the School's Child Protection and Safeguarding Policies. Additional support and/or education will be offered as appropriate and all incidents will be recorded and continuously monitored for any recurrence and sanctions escalated.

Reasonable Force

In accordance with DfE guidelines ("Use of reasonable force: advice for headteachers, staff and governing bodies"), the school does not operate a "no touch" policy and there are occasions when physical contact with a student is "proper and necessary".

There may be occasions when "reasonable force" is needed, such as to prevent a student from committing an offence, or injuring themselves or others.

In all instances, the school will notify parents and carers of incidents where reasonable force has been used. These incidents will be recorded via the Hamwic Education Trust's incident reporting online platform and reported annually to the governing body.

Allegations of Abuse against Staff

Any allegations of abuse should be reported to the Headteacher and will be dealt with according to the Staff Disciplinary Policy, Staff Code of Conduct and Staff Grievance Policy.

The Headteacher will ensure every effort is made to maintain confidentiality for the student and staff and will guard against unwanted publicity during the investigation. A member of staff will not automatically be suspended following an allegation - this outcome will only be determined as a result of evidence collated by the investigation.

Any allegations later found to be malicious or false may result in action being taken against the student(s) who has/have made these claims.

Monitoring this Policy

This Good Behaviour Policy will be reviewed by the Headteacher and the Pastoral Governors' Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the Policy will be approved by the Chair of the Pastoral Governors' Committee.

APPENDIX 1 - Guidance Documents from the Department for Education

We ensure that our Good Behaviour Policy follows the latest guidance documents from the Department for Education:

- [Behaviour in schools: Advice for headteachers and school staff \(DfE September 2022\)](#)
- [Use of reasonable force: advice for Headteacher, staff and governing bodies \(DfE July 2013\)](#)
- [Searching, Screening and Confiscation: advice for schools \(DfE July 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE May 2023\)](#)

APPENDIX 2: Responding to a Serious Safeguarding Concern or Significant Incident (involving physical behaviour)

In the situation of a serious safeguarding concern or other significant incident, please see the information below. We will gather information from all involved and, where possible, applicable or appropriate, review internally, CCTV as part of our investigation into the specific incident. CCTV cannot be shared externally unless requested by the police.

- We expect **all** students in the **immediate** vicinity to disperse and find a member of staff to support. This will dissolve the situation and help ensure that appropriate staff are able to support as soon as possible where needed. It also allows staff to intervene quickly and reduce the potential safeguarding risk.
- For any student **not** dispersing, or seen to be lingering or watching, we will view this as supporting antisocial behaviour and individuals will be sanctioned in line with the school's Behaviour and Expectations Policy (i.e. L5).

The school's expectation for students is that they leave the area directly and seek support from a member of staff.

We have high expectations and each and every member of our community has a social responsibility that they need to fulfil. If students gather round and watch, we consider this to be inciting and encouraging behaviour. There will therefore be an appropriate sanction. This behaviour is not 'just what young people do', it is unacceptable and shows a lack of understanding with regard to social responsibility.

In addition to the above, and as outlined in the DfE publication 'Behaviour and Discipline in Schools – Advice for headteachers and school staff', the following will be dealt with in line with the school's Behaviour and Expectations Policy:

- misbehaviour when the student is:
 - o taking part in any school-organised or school-related activity; or
 - o travelling to or from school; or
 - o wearing school uniform; or
 - o in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school; or
 - o poses a threat to another student or member of the public; or
 - o could adversely affect the reputation of the school.

APPENDIX 3: Praise and Rewards System



**Weston Secondary
School, Praise and
Rewards initiative
KS4**

**Bronze Postcard – 50 Positive
credits, text and postcard home
from tutor.**

.....
**Bronze Award – 100 Positive
credits, Badge, Certificate and
invite to 'Bronze day cinema
experience' (Week after October
HT).**

**Silver Postcard – 150 positive
credits, text and postcard home
from Year Team.**

.....
**Silver Award – 200 positive credits,
Badge, certificate and invite to
'Silver day Afternoon Tea' (Week
before Christmas holidays).**

**Gold Postcard – 225 positive
Credits, Postcard and text home
from SLT year link.**

.....
**Gold Award – 250 Positive credits,
Badge, Certificate and invite to
Golden Day 'Commy afternoon'
(Week before Easter holidays)**

**Platinum Postcard – 275 positive
credits, certificate and text home
from HT.**

.....
**Platinum Award – 325 positive
credits, Badge, Letter home from
HT, Invite to 'Platinum Rewards
day' (Last week of summer term)**

| | | | | | | |
|-----|--|---|---|--|--|---|
| L3+ | <ul style="list-style-type: none"> - Failure to attend 40 min Centralised Catch Up. - Poor behaviour in a 40 min Centralised Catch Up - Any one-off incident which requires a more serious sanction – to discuss with HOY/KSM/HOD if needed. | SLT Catch Up 60 mins (Weds – Friday) Community Service (if appropriate) | HOY/KSM/HOD (SLT to confirm availability) | SLT | Log on Bromcom Email sent by HOY/KSM or HOD | <ul style="list-style-type: none"> • KSM/HOY report (to be considered) • Non-attendance/misbehaviour at SLT Catch Up sanction will be escalated. • Repeated incidents escalated • DSL/SENDCo aware/involvement |
| L4 | <ul style="list-style-type: none"> - Failure to attend SLT Catch Up - Repeated Level 3 incidents - Foul and abusive language (including racism, homophobia, religious discrimination, disability prejudice, sexism, transphobic and/or any other discrimination against protected characteristics* - Any one-off incident which requires a significant sanction - Refusal to comply with school rules - Disruptive or repeated extreme behaviour, including bullying - Smoking/Vaping (or with students who are smoking/vaping) - Refusal to follow instructions - Out of lesson without permission - (see Truancy Flow) - Theft - Bullying - Misuse of ICT - Refusal to hand in mobile phone | Referral Room Referral Room SLT Isolation Headteacher Isolation External Isolation (School to School) Consider GRTLE Stage 3/4+ monitoring | KSM/HOY HOD/SLT HOD/KSM/HOY/SLT: Depending on where the incident takes place, HOD: Lessons HOY/KSM: Unstructured time. | TNO | Phone call (HOD/KSM/HOY) *Log on Bromcom AND any discrimination against protected characteristics must be logged on CPOMs. Log on Bromcom Phone call/email (HOD/KSM/HOY) | <ul style="list-style-type: none"> • Parental involvement (phone call and follow up virtual meeting) • Individual Behaviour Support Plan (IBSP) (to be considered) • KSM/HOY report (to be considered) • SLT report (to be considered) • Consider GRTLE Stage 3/4+ monitoring • External agencies involved (to be considered) • CAMHS referral/Ed Psych (to be considered) • Flexible curriculum (to be considered) • Managed move (to be considered) • Alternative provision (to be considered) • Repeated incidents escalated • DSL/SENDCo aware/involvement • Social Worker/Virtual School informed (where applicable) |
| L5 | <ul style="list-style-type: none"> - Refusal to follow Headteacher instruction. - Criminal damage/vandalism, e.g. graffiti, damage to buildings, damage to the environment. - Anti-social behaviour, eg rowdy behaviour, shouting and swearing, hooliganism/loutish behaviour. - Intimidation/harassment [acting in a manner that caused or was likely to cause harassment, alarm or distress, e.g. groups or individuals making threats, verbal abuse, following people, menacing questions - Poor behaviour in the Referral Room - Rudeness foul language towards staff - Loss of control/ refusing to follow instructions - Incidents involving drugs, alcohol or illegal weapons - Sexual violence and sexual harassment ** - Fighting - Any very serious incident, which merits a suspension - Refusal to carry out requests which potentially endanger self- and/or others - Racist/homophobic/sexist/religious hatred incident - Truancy (off site) *** - Repeated Level 3 or Level 4 incidents/Unsafe Behaviour - Refusal to be searched | SLT Isolation Headteacher Isolation External Isolation (School to School) Suspension Minimum 3 days Suspension | HOD/KSM/HOY/ SLT HOD/HOY/SLT HOD/HOY/SLT HT HT | TNO SLT/HT TNO/RAD TNO/HT HT | HOY/HOD/SLT Phone call home Log on Bromcom | <ul style="list-style-type: none"> • Virtual/Reintegration meeting followed by plan • Increased parental involvement • Mentoring/RJ/personalised support/Individual Behaviour Support Plan (IBSP) • HOY report (to be considered) • SLT report (to be considered) • External agencies involved (to be considered) • CAMHS referral/Ed Psych (to be considered) • Flexible curriculum (to be considered) • Managed move (to be considered) • Alternative provision (to be considered) • Repeated incidents escalated • DSL/SENDCo aware/involvement • Social Worker/Virtual School informed (where applicable) |
| L6 | <ul style="list-style-type: none"> - Persistent disruptive behaviour - Serious one-off incident - Behaviour which endangers the education/welfare of other students, staff or any other member of the school's community - A single act relating to violence towards a member of staff. | Permanent Exclusion | HT | HT | Formal letter | |