

Weston Secondary School's Behaviour and Expectations Policy 2025-2026

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Introduction

Our vision and values drive every decision. Within our community everyone promotes aspiration, encourages belief and celebrates achievements. Everyone at Weston Secondary School (WSS) celebrates the diversity of our community, nurtures the talent and inspires our students to achieve. Our values, at the heart of school, ensure our community is a safe and inclusive environment to thrive.

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.

WSS is committed to creating an environment where positive behaviour is at the heart of productive learning. High standards of behaviour are crucial to helping students achieve their potential, both academically and personally. Everyone at WSS is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our clear Ready to Learn Characteristics ensure everyone understands what is expected.

We believe in promoting good behaviour and rewarding success. We are also clear that poor conduct, that does not meet WSS expectations will not be tolerated.

WSS is a supportive and reflective school. As appropriate reasonable adjustments and considerations to all aspects of the policy will be made to meet needs.

A key element of our ethos at WSS is the importance of home school links. Strong home school links promote collaboration, improve consistency and support the students in meeting their full potential.

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 (including reassignment), race, religion or belief disability, sex or sexual orientation or any other reason.

It is the school's intent to provide everyone with the opportunity to reach their full potential in a purposeful and productive environment which encourages the celebration of diversity and the nurturing of talent. WSS aims to create an environment where teachers can teach and every child can learn freely and fully.

The development of positive relationships is at the heart of our ethos to ensure our students can thrive and meet their potential.

Our Ready to Learn Characteristics, linked to our core ethos of Aspire, Believe, Achieve, ensure clarity in our community for expectations.

At WSS we expect all students to:

- Arrive to lesson on time with a positive attitude.
- Be organised and equipped to learn.
- Treat everyone with dignity and respect through my words and actions.
- Respect the teacher's right to teach and student's right to learn.
- Actively participate in the learning and take pride in the work I do.

At WSS we will ensure:

- Our ethos and values are promoted and consistently applied
- Learning takes place in a secure and safe environment.
- Student success is recognised and celebrated
- The ready to Learn Characteristics are regularly shared and discussed with students
- Consequences of unacceptable behaviour are clearly explained through discussions centred around the Ready to Learn Characteristics. Sanctions are proportionate.
- Supportive measures are put in place for students whose conduct does not meet WSS expectations.
- Parents/ Carers are kept up to date with their child's progress to ensure effective home school links.
- Links are made to external agencies as appropriate to provide support and guidance for students, parents / carers.

Expectations

The Weston Way expectations (rules) are in place to ensure our safe, nurturing and purposeful learning environment is maintained, where teachers can teach, and students can learn. Staff apply these expectations consistently and fairly.

All students at WSS are expected to follow our Ready to Learn Characteristics:

- Arrive to lesson on time with a positive attitude.
- Be organised and equipped to learn.
- Treat everyone with dignity and respect through my words and actions.
- Respect the teacher's right to teach and student's right to learn.
- Actively participate in the learning and take pride in the work I do.

At WSS we expected our students to conduct themselves in a manner that always upholds of ethos and values. It is our expectation that students:

- Treat everyone in the community with dignity and respect.
- Do not swear in school. If students do swear directly to a member of staff about that member of staff a suspension will be put into place. If a student swears out of turn not directly at a member of staff or to another student a supervised learning sanction will be put into place. On each occasion parents/carers will be informed.
- Students are expected to demonstrate the Ready to Learn characteristics. Any form of bullying linked to protected characteristic, including homophobia, transphobia, bi phobia, racism, ableism will result in the most serious sanctions and could lead to a suspension from school.
- Students should walk around the buildings keeping to the left on corridors and enter classrooms in a quiet and sensible manner.
- Students should not fight or use physical violence.
- Students should not engage in any peer-on-peer abuse either in person or online via social media platforms.

- Students attend regularly and are always punctual.
- Students respect WSS property and its resources. Vandalism or damage will be sanctioned.
- Students are expected to follow WSS expectations for mobile phone and other electronic devices usage.
- Students should wear the uniform correctly and with pride from the moment they leave home until the moment they return home. Please refer to our uniform policy for expectations.
- Students should ensure they meet WSS expectations in the community by acting in a manner which upholds our ethos and values. Students whose actions bring the school into disrepute will be heavily sanctioned.
- Students should always work to the best of their ability and aspire to be the best version of themselves.
- Smoking and vaping on the school site or being in possession of cigarettes/E-cigarettes or other smoking paraphernalia could lead to suspension.
- Students are not permitted to bring onto school site or have in their possession at any time (including on their way to or from school, on school trips and visits) any prohibited or illegal items (including alcohol, cigarettes, drugs, harmful solvents, vapes or items considered weapons). The possession of any items will result in a high-level sanction and could result in permanent exclusion.

Good behaviours are explicitly taught and regularly refreshed through tutor time, assemblies and curriculum content, to ensure all students understand the expectations of them. The Ready to Learn Characteristics, which are clearly displayed throughout the school, set out clear parameters for behaviours for learning, to ensure a shared and consistent level of expectations across the school.

Praise and Rewards

Praise and rewards are at the heart of our school ethos and values. Students' success and achievement should be recognised and celebrated within the school community and beyond.

Our praise and rewards system is designed to celebrate the success of all our students. It is underpinned by the belief that continual praise of students' achievements is fundamental to establishing and reinforcing appropriate behaviours for learning and life. Students who feel recognised and rewarded will be more motivated, attend school more often and secure better outcomes. We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set.

At WSS students will be rewarded for their efforts and achievements through positive points added to Bromcom. Students will work to secure the following milestones throughout the year

- Bronze – post card / certificate
- Silver – post card / certificate
- Gold – post card / certificate
- Platinum – post card / certificate

These milestones are shared with the students to ensure clarity of expectations. When students achieve a milestone, their success is celebrated in assembly with their peers and with their parents/carers.

In addition to positive points on Bromcom, positive phone calls, texts and emails are routinely made to reinforce positive home school links and maintain positive relationships.

Periodically throughout the year reward events take place for students who have consistently demonstrated WSS expectations for attendance and behaviour, thus securing the highest levels of positives.

WSS recognises the importance of excellent attendance at school. Students who are in school all week will be rewarded a positive. WSS also recognises the importance of punctuality. Students who attend school, and all their lessons on time will be rewarded with a positive each week.

To be able to be invited to rewards events students will be required to meet our expectations for attendance.

The number of positives points received by students is monitored by the Tutor, Deputy Head of Year (DHoY) and Head of Year. Individual progress is reviewed regularly and used as a basis for discussion. Every term, students will attend celebratory assemblies.

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

Early Intervention and support

At WSS we recognise that students may not get it right all the time. In line with our ethos and values it is important that support and intervention are out in place in a timely manner to provide opportunities for reflection and sustained improvement.

The WSS Ready to Learn Characteristics provide a foundation for discussion around behaviour choices and expectations. Students are encouraged to be reflective around their decisions and work collaboratively with staff to positively resolve incidents and prevent reoccurrence.

Where staff develop concerns over a student's conduct the appropriate member of staff will contact home, and a personalised plan for improvement will be out in place. Where parents have concerns over their child's behaviour they should contact the tutor in the first instance.

Behaviour Support

The school will regularly review behaviour data to ensure emerging behaviour trends are acted upon in a timely manner. Data will be shared within the school, the Trust and the relevant authorities.

WSS offer a range of support strategies designed to provide students with opportunities to make positive and sustained changes to their behaviour and conduct. It is our expectations that students engage fully with the support in place to provide the best outcomes. The support available to those individual students identified as being a concern will include, but is not limited to:

- Report cards – students will be placed on report to a key adult in school to help them make positive changes to their conduct. The reports could be:
 - o Tutor report
 - o Subject report
 - o Deputy Head of Year report
 - o Head of Year report
 - o SLT report
 - o Motivation report
 - o Positive comment report
 - o Attendance and punctuality report
 - o Uniform report
- Mentoring - Key staff in school can offer students 1:1 support
- Interventions - Key staff in school can offer small group sessions to support students on a range of areas.

- 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.
- Teaching strategies – Heads of Year, DHOY or the SENDCo will devise strategies for staff to make reasonable adjustments for students should their behaviour be the result of a Learning Need, Difficulty, Disability or Medical Condition.
- Class swap – students may be able to move to another class, this will be at the school’s discretion.
- 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.
- SENDCo planned interventions - 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 – This will be set up in conjunction with parents/carers to ensure it best meets the needs of the student. This provision will be discussed once other support strategies have been put in place.
- Reduced Hours provision –this will be discussed with parents on an individual basis and only once other support strategies have been put in place.
- Alternate onsite provision – WSS has an onsite alternative provision called Gateway. This provision is designed to provide students with opportunities to reflect and grow. The aim of the provision is for students to return to a fulltime provision on site.
- Offsite direction– where students are consistently not able to meet our expectations they may be directed to another educational establishment for a period. Parents/ Carers will be notified. This direction could be to another school or education centre.
- Alternate provision – as part of a personalised timetable students may be able to take part in session at an alternate location. This will be discussed with parents and form part of a robust personalised provision in line with the student’s specific needs. 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 positively impacted on a student’s behaviour choices.

Staff will respond to students' behaviour with dignity and respect in line with our Ready to Learn Characteristics, school ethos and values. Support and interventions will be personalised to meet the current or emerging needs of the student. Parents and carers will be informed of any concerns and invited to work collaboratively with the school to create a positive resolution.

Positive handling and reasonable force

Staff will always seek to resolve any behaviour concerns in a positive and constructive manner; however we recognise that there may be occasions when staff need to intervene in another way.

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.

For more information, please see our Physical Intervention policy.

Sanctions

Whilst every effort is made to focus on positive reinforcement and recognition of good choices WSS has clear structures in place to intervene with poor student behaviour.

In WSS the following systems are in place:

- Community Service
- Lesson removal and parking
- Ready to Learn room
- SLT supervised learning
- External isolation
- Suspension
- Permanent exclusion

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.

Lesson removal and parking

It is WSS expectation that students conduct themselves in a way that allows the teacher to teach and the students to learn.

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. Teachers will endeavour to have a positive and private discussion with the student to help them recognise where their conduct does not meet the Ready to Learn expectations. Staff will always treat each lesson as a fresh start.

WSS operates a 3 stepped approach to provide students with opportunities to reflect and make positive choices. Our 3 stepped approach is the 3Cs.

Stepped Actions – 3Cs	
1C	Chance Staff will outline to the student where their conduct does not meet the Ready to Learn expectations. They will inform the students which of the characteristics they are not meeting.
2C	Choice Staff will reiterate that the students conduct does not meet the Ready to Learn characteristics expectations. Students will be reminded they need to make a positive choice. Staff may explain to the student the consequence of continuing to make the poor choice.
3C	Consequence Should a student continue to act outside the Ready to Learn characteristics expectations despite 2 opportunities for improvements staff will act decisively to ensure they can teach, and students can learn. Staff may (this is not an exhaustive this): <ul style="list-style-type: none">• Move a student's seat in the lesson

	<ul style="list-style-type: none"> • Hold a restorative conversation with the student • Contact home • Direct the student to attend another lesson • Put the student on report • Refer to Head of Department / Head of Year <p>Staff will endeavour to speak to the student prior to the next lesson</p>
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If a student is not able to conduct themselves in a manner that doesn't prevent others from learning they will be directed to attend another lesson. This lesson will be at the discretion of the class teacher and in line with a departmental plan.

Ready to Learn Room

Students who are not able to meet the school's expectations despite being relocated to another room will be taken to the Ready to Learn room by a member of on call staff.

Our Ready to Learn room provides students with an opportunity to reflect on their behaviours and make positive choices. Students who are taken to the Ready to Learn room will remain there until staff believe that they can rejoin their lessons and act in the correct manner.

Whilst in the Ready to Learn room students will complete a reflective sheet and work assigned to them by staff. Students are required to work independently and in silence. On entering the room students are expected to hand in their phone.

Once the student has demonstrated they can meet the Ready to Learn characteristics they will be able to return to lesson. The Ready to Learn room is not a sanction and the student's class teacher will set a sanction for their conduct. This will be shared on Bromcom. If a student is not able to demonstrate they can act appropriately home will be contacted to ask for support. Parents/ Carers will be asked to speak to their child or to attend school to sit with them to help them make a positive change.

Students who have 2 referrals to the Ready to Learn room in the same day will complete their school day in the room. Students who do not demonstrate they are ready to learn by the end of period 5 will begin the next day (lesson1) in the Ready to Learn room.

Students who have multiple referrals in a week will be allocated to attend the SLT supervised learning room. This is at the Head of Year discretion and parents/carers will be informed.

Staff in the Ready to Learn room will monitor trends and patterns for referrals and ensure the Head of Year is informed to ensure appropriate and timely interventions can be put in place to bring about a positive change.

Students who are not able to conduct themselves appropriately in the Ready to Learn room are at risk of higher-level sanctions such as SLT supervised learning or suspension from school

Detentions

When students do not meet WSS expectations staff will set students a detention. All students are expected to attend assigned detentions. It is the student's responsibility to ensure they attend the detentions on the allocated day. Students need to ensure they speak to staff if they are unsure if they have

a detention, if they are not sure of the location or the duration. Detentions will only be rescheduled in an emergency and at the school's discretion. Detentions are recorded on Bromcom.

Students can be issued detentions of the following lengths:

- 30 minutes
- 60 minutes

The length of detention issued will be determined by the actions of the student in line with our Ready to Learn characteristics and expectations. Detentions will be issued on an individual basis and staff will not set blanket 'whole class' detentions.

Students can be kept on site for an hour after the school day without prior contact home, however WSS recognises that it is best practice to provide 24 hours' notice.

If students fail to attend their detention, or do not successfully complete their detention the following up-scale will be followed:

Failed detention	New sanction
30 minutes	60 minutes
60 minutes	-4 on Bromcom. Persistent non-attendance to detentions will result in SLT supervision. Students are also at risk of not being able to participate in trips and rewards if they do not attend detentions

When issuing detention students individual needs will be taken into consideration and reasonable adjustments will be put in place as appropriate.

Students are encouraged to speak politely and calmly to their class teacher if they have any questions about their detentions.

Detentions form part of the WSS sanctions. Students may be issued with higher level sanctions such as SLT supervision, suspension, school2School placement, offsite direction or permanent exclusion depending on their conduct. The decision to allocate any sanction is at the school's discretion.

If a parent/ carer has any questions relating to a specific detention that has been set, they should contact the class teacher. If they have any general questions relating detentions, they should contact their child's Head of Year.

SLT supervised learning room

Students will be allocated to attend SLT supervised learning for the following reasons:

- High level behaviour sanction
- Return from suspension
- Part of a student's plan

Students in SLT supervised learning are expected to work independently and in silence. Students are required to hand in their phone at the start of the day. Students will be booked into SLT supervised learning from lessons 1-4. If

a student is not able to demonstrate they can act appropriately home will be contacted to ask for support. Parents/ Carers will be asked to speak to their child or to attend school to sit with them to help them make a positive change. If a student is not able to meet expectations, they are at risk of suspension. As part of the reintegration from suspension the student will be expected to complete their SLT supervised learning. Parents may be required to attend the start of the session to ensure their child is in the correct frame of mind.

If a student is not able to meet our expectations for behaviour and conduct the student's education may be directed offsite to an alternative educational establishment.

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. Parents/Carers will be notified in advance. Students who do not attend this provision are at risk of suspension.

Suspensions

When an incident is deemed sufficiently serious the Headteacher may decide to issue a suspension for a fixed period or permanently. Suspension is at the discretion of the Headteacher. Parents/ Carers will be advised of the decision in a timely manner and the expectation for the student during the suspension will be outlined.

At the end of the fixed term suspension parents/carers will be invited to attend a reintegration meeting. This is a supportive meeting designed to put interventions in place to prevent repeat occurrences.

If a student is suspended for six or more days, alternative provision will be arranged.

Should a student's conduct not improve despite intervention and support they are at risk of permanent exclusion or directed education to an alternate educational establishment.

Parents/Carers have a right to make an appeal to the Governors' Disciplinary Committee.

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.

Government guidance on suspensions and permanent exclusions can be found [here](#).

Prohibited and banned items

To secure the safety of all members of the community the following items are prohibited and banned.

Prohibited Items

- Knives and any dangerous items which can be construed as weapons
- Fireworks or associated items
- Alcohol
- Drugs or drug paraphernalia

- Stolen items
- Cigarettes, Vapes, e-cigarettes or associated paraphernalia
- Pornographic images
- Weapons -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

WSS behaviour and expectations policy is designed to create a safe and secure environment for all members of the community.

Searches

Where staff have reason to believe that there is a breach of policy staff will conduct a search of the student.

All searches are conducted in line with the latest DfE guidance. 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.

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. WSS will endeavour to conduct searches in rooms covered by CCTV.

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
- 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 will contact home to advise parents. Parents will be requested to attend the school to support.

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead/the Head of Year or DHOY, 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. To support the search WSS staff may use a metal detector wand to identify if the student is in possession of items not visible through the initial search.

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. Staff at WSS will not conduct any other form of search, this includes strip searching. Where the school has serious concerns over welfare or possession of items the DSL will be notified, and the appropriate authorities contacted.

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.

Confiscation

Any prohibited items (see above) found in a student's possession as a result of the search will be confiscated. The items will not be returned to the student. The school will destroy the item unless it is appropriate to hand it over to the Police. We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to students after discussion with Senior Leaders and parents/carers, if appropriate.

Mobile Phones

Please see the school's Student Mobile Phone Policy which can be found on our website [here](#).

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. The school encourages all parents to closely monitor their child's online activity and report anything of concern to the relevant authorities.

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

WSS 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.

Physical incidents between students

Everyone in the WSS community has an obligation to promote positive behaviour and maintain a respectful school environment.

WSS does not accept or condone any form of physical conduct. Students who engage in physical conduct with another student will receive high level sanctions. Students who are seen to encourage physicality or not act to prevent physicality will also be heavily sanctioned. Students who are seen to be on or using a mobile phone or other smart device will receive high level sanctions and the item confiscated and searched.

Should an incident occur it is our expectation that:

- Students in the immediate area disperse
- Students inform a member of staff

Behaviour and staff

WSS expects all staff to be able to attend their place of work and feel safe. WSS will not tolerate any violence or abuse towards staff.

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.

Violence towards staff

If a student is violent, physically or verbally, towards a member of staff or a member of the school community a full investigation will take place and the appropriate high-level sanction will be issued. Appendix 5 outlines the procedure in place to support staff.

Where the behaviour of an individual student presents a demonstrable and ongoing risk to the health, safety, and wellbeing to other members of the school community, and implementation of the school's student behaviour policy as well as supportive interventions have had little or no effect, an individual behaviour risk assessment will be considered.

WSS will inform all employees of the outcome of the risk assessment (including any relevant student behaviour risk assessments) and ensure that this information is included in the induction for all new members of staff, including supply teachers and staff employed via an agency.

WSS will monitor the effectiveness of control measures by monitoring incident rates and equality characteristics of staff affected by assaults, and through meaningful engagement with the workforce and their trade union representatives.

WSS will also gather information about the causes of violence in schools and will use this information to inform the risk assessment and prevention process. This process may involve engaging with external bodies and the provision of training and student assemblies.

Sexual assault/harassment

The employer's risk assessment will also specifically consider the risk of sexual assault and harassment against employees. Sexual harassment is defined as unwanted conduct that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment. It may take the form of unwanted verbal, non-verbal or physical conduct of a sexual nature, and it is unlawful under the Equality Act 2010.

Liaison with the police

WSS has established a protocol with the local police in line with the [National Police Chief's Council guidance \(NPCC\)](#) for dealing with assaults and violent incidents. This will allow the police to be notified and to respond promptly when such incidents occur. The headteacher (or a member of staff acting in their place) and/or the designated safeguarding lead are responsible for contacting the police in these instances.

Liaison with the police may also be required to address violent incidents within the wider community or within the vicinity of the school. For instance, the school may report concerns about potentially dangerous activity, such as student knife crime, to the police for further investigation.

Reporting violence against staff

WSS believes that all assaults against employees should be reported, even if they initially appear trivial. This should be done via the HET Incident reporting system.

WSS will record all assaults on employees, monitor this data and make it available to all staff. WSS will ensure all staff are made aware, at regular intervals, of the reporting procedures.

The employee will be given reasonable time out of their normal duties to complete the form. Once completed, the form is automatically sent to HET, the Headteacher and the School Business Manager. The Headteacher is responsible for ensuring it is processed and recorded, and that appropriate action is taken in accordance with this policy.

Additionally, under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), WSS is responsible for reporting the following to the HSE:

- All accidents to employees resulting in deaths or 'specified injuries' (list available at: [hse.gov.uk//specified-injuries.htm](https://www.hse.gov.uk/specified-injuries.htm)).
- All accidents which result in an employee being off work due to injuries for more than seven days.
- All accidents to non-employees which relate to work and which results in them being hospitalised or killed.

Procedure to follow if an assault occurs

If an employee, or member of the school community is assaulted, the procedure for reporting this type of assault must be followed (Appendix 5).

Monitoring this Policy

This Behaviour and Expectations 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 Behaviour and Expectations policy follows the latest guidance documents from the Department for Education:

- [Behaviour in schools: Advice for headteachers and school staff \(DfE February 2024\)](#)
- [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](#)

APPENDIX 2: Praise and Rewards System



APPENDIX 4: Rewards and Sanctions

Rewards Students are encouraged to do their best and demonstrate the WSS Ready to Learn Characteristics. Students will be rewarded for their aspiration, belief, and achievements.	
Tier 5 Senior Leadership Team positives on BromCom Senior Leadership Team celebration invitation Platinum level awards – post card / certificate	
Tier 4 Positive +3 on BromCom Invitation to rewards celebrations Gold level awards – postcard / certificate	
Tier 3 Positive +3 on BromCom Certificate of recognition – HOY /HOD Silver level awards – postcard/ certificate	
Tier 2 Positive +2 on BromCom Positive communication home Bronze Level awards – postcard / certificate	
Tier 1 Positive +1 on BromCom Positive communication home	

Sanctions

Students who chose not to engage with the Ready to Learn Characteristics will be at risk of receiving the following sanctions.

Support and interventions will be put in place for students who repeatedly chose to make poor choices.

Tier 1

Disruption to learning
Incorrect uniform
Late to lesson
Lack of equipment
RTL characteristic concern

Negative -1 on BromCom

Class teacher detention (30 or 60 minutes)

Tier 2

Refusal
Inappropriate use of social time

Negative -2 on BromCom

Head of Department / Head of Year detention (60, 90 minutes)

Tier 3

Bullying (first offence)
Sexualised language
Damage to property
Whole school disruption
Truancy
Phone misuse - refusal
Persistent defiance
Persistent disruption

Negative -3 on BromCom

90-minute detention
SLT Supervision

Tier 4

Drugs on site
Protected characteristic theft
Physical aggression
Swearing at staff
Racism
Bullying (persistent)
Sexual harassment / violence
Gross defiance

Negative -4 on BromCom

Extended SLT Supervision
School2School directed provision
Suspension

Tier 5

Drugs on site
Protected characteristic theft
Physical aggression

Swearing at staff
Racism
Bullying (persistent)
Sexual harassment /violence
Gross defiance

SLT negative –5 on BromCom

Suspension
Extended School2School placement
Offsite direction
Permanent exclusion

These lists are not exhaustive. Rewards and Sanctions will be issued at WSS discretion on a case-by-case basis.

Students who persistently fail to meet WSS expectations or who significantly breach the school behaviour policy are at risk of permanent exclusion

APPENDIX 5 – Assault on staff

Procedure to follow if an assault occurs

If an employee is assaulted or is threatened with assault, the following action will be taken:

- The employee will be allowed to access a private area for a reasonable amount of time following the incident.
- The employee's line manager and the Headteacher should be informed of the incident as soon as possible. The Headteacher must inform the governing body of the incident.
- The incident will be recorded, as soon as possible after the incident, in line with the procedures set out in this policy.
- Where required, medical treatment will be sought for the employee. The school's designated first aider will be asked to provide assistance, and further medical treatment assessment sought as necessary (e.g. at hospital or from their GP). The employer will pay all charges (e.g. from a doctor, dentist or optician) that may be incurred following the assault.
- In the case of physical injuries, photos should be taken if possible.
- The employee will be offered a referral to occupational health assistance following both physical and verbal assaults, as there may be stress and anxiety arising from an incident.
- The HET health assured details and the contact details of the HET MHWB lead will be supplied to the employee to use, should they feel this would support them post incident.
- The Headteacher (or delegated Deputy in the absence of the Headteacher) is responsible for ensuring written statements will be taken from the employee, any witnesses, and the assailant (where applicable) as soon as possible following the incident. The statements will be taken and processed in line with the [Advisory, Conciliation and Arbitration Service](#) (ACAS) guidelines. A copy of all statements taken in relation to the incident will be provided to the employee.
- The incident will be investigated by an IO (Investigating Officer) who will be appointed to each case by the Headteacher. A report will be produced following the investigation and agreed with the employee. A copy will be retained by WSS and the manager with responsibility for health and safety. If the assault is being reported to the police, they will also receive a copy of the report.
- Following an incident, there will be a review of any relevant risk assessments in cases where the assault was carried out by a student, an individual student risk assessment will be undertaken.

The same procedure applies if a member of staff suffers an assault away from their normal workplace, but the assault arises in the course of/via the performance of their professional duties.

The Weston Way 'Behaviour and Expectations'

In our learning



Lesson routines



Active learning



Independence

In our community



Moving around



Social time



Pride

In our communication



Dignity and respect



Celebrating diversity



Safety