



Westcliff High School
for Boys

BEHAVIOUR POLICY

REVIEWED:	Autumn 2022
COMMITTEE:	Teaching Quality & Pastoral Care
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-School approach to maintaining high standards of behaviour that reflect the values of Westcliff High School for Boys;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all students;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in Schools: advice for Headmasters and School staff, 2016](#)
- [Behaviour in Schools: advice for Headmasters and School staff 2022](#)
- [Searching, screening and confiscation at School 2018](#)
- [Searching, screening and confiscation: advice for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained Schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained Schools, academies and student referral units in England, including student movement – 2022](#)
- [Use of reasonable force in Schools;](#)
- [Supporting students with medical conditions at School](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a School's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires Schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a School's duty to safeguard and promote the welfare of children, paragraph 9 requires the School to have a written behaviour policy and paragraph 10 requires the School to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and Articles of Association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the School rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the School's approach to preventing and addressing bullying are set out in Appendix D.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board, through the Teaching Quality and Pastoral Care Committee, is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1);
- Reviewing this behaviour policy in conjunction with the Headmaster;
- Monitoring the policy's effectiveness
- Holding the Headmaster to account for its implementation.

The Governing Board is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headmaster to account for its implementation.

5.2 The Headmaster

The Headmaster is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the School environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data in relation to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

- Staff are responsible for:
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour

- Implementing the behaviour policy consistently
- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the School culture and how they can uphold School rules and expectations
- Recording behaviour incidents in line with the School's policy
- Challenging students to meet the School's expectations
- The Senior Team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Students will be supported to develop an understanding of the School's Behaviour Policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

The School's approach to creating a culture that promotes excellent behaviour is exemplified by our Learner Profile. The Basic Rules for Pupils (Appendix A) and the Code of Conduct (Appendix B) offer the framework for discipline. They aim to create a balance between the freedom any young person needs to develop his own interests and personality and the order any School community needs if it is to be effective. Irresponsible behaviour which brings the School and its members into disrepute will be regarded as a breach of these standards. This particularly applies to behaviour in public (e.g. on buses). It is expected that the Code of Conduct and Basic Rules for Pupils will be obeyed in the spirit as well as in the letter and it is hoped that, through the environment fostered at WHSB and through our teaching, pupils from the very first year will develop sufficient personal responsibility, self-discipline, good sense and good manners to diminish the need for discipline which is externally imposed.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the School
- Treat the School buildings and School property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the School into disrepute, including when outside School or online

6.1 Mobile phones

The School's policy on the use of mobile phones is set out in its Mobile Phone Policy.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the School.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Ensuring that all students understand the Basic Rules for Pupils and the Code of Conduct
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the School's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

We seek to encourage personal responsibility and self-discipline through promoting high expectations of our pupils. We encourage pupils to develop a respect for themselves and for the School by rewarding pupils when they have achieved excellence and by giving them the opportunity to exercise responsibility.

Student democracy, House (*ePraise*) points in the Lower School and Middle School and Colours for sporting excellence and drama are examples. Responsibility is also promoted by the Prefect system, and equally students are encouraged to become involved in the administration of clubs and societies and to support Departments as subject prefects. Moreover, the general climate of teaching is open and pupils are encouraged to question received opinions and to develop a genuine independence of mind. Freedom within the context of discipline is something we encourage. It is an important matter of principle in the School that rewards and responsibilities given to pupils are awarded fairly and consistently and always on merit alone.

Individual Departments provide further guidance on the issue of rewards and members of staff should familiarise themselves with these.

7.4 Responding to misbehaviour

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

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

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

A variety of sanctions are used against students who either break School rules or produce work of an unsatisfactory nature. These sanctions are intended to be constructive and in each case the punishment is related to the seriousness of the offence and emphasis placed on the principle of restitution. A summary of our approach is set out below. The School uses a system of lunchtime and after School detentions if it feels that the offence is sufficiently serious to detain a pupil. Lunchtime detentions are for less serious offences and will be of such a length as to allow the pupil sufficient time to take lunch. Parents will receive at least twenty-four hours' written notice of an after School detention and the written notice will inform parents why the detention has been given, when and where the detention will take place and for how long it will be. In exceptional circumstances, the Headmaster reserves the right not to give twenty-four hours' notice.

The paper, ***a Guide to Disciplinary Procedures and Sanctions at WHSB from September 2022*** (Appendix C), gives guidance to staff on the levels of disciplinary response which may be appropriate in particular cases. While members of staff are expected, in the interests of consistency, to be mindful of and to respect its guidelines, an element of professional judgment will always be needed to meet the circumstances of individual cases. If in doubt, colleagues should ask a Pastoral Leader for guidance on the balance between respecting rights, defining values and protecting others.

The School Detention System

The detention system plays an important part in the School's disciplinary structure. Detentions are intended to be a deterrent in the sense that they deny free time to pupils but they also have a constructive element in that frequently they enable pupils either to catch up with missing work or to reflect on their own misbehaviour.

There are four stages in the School's detention system:

Stage One: Lunch time Detention: organized by individual members of staff and not in excess of thirty minutes. Such detentions may be given after a verbal warning for minor infringements of the School's reasonable expectations. They are recorded on a pupil's Conduct Card.

Stage Two: Subject Detention after School: These are organized by individual members of staff and should not be in excess of 40 minutes' duration. Pupils must be issued with a yellow detention card by the member of staff and the pupil must follow the instructions given on the card. After issuing a Subject detention, the tear-off slip must be handed to the appropriate Pastoral Office for record keeping. Subject detentions after School are given for work related or behavioural offences in circumstances where a lesser sanction has proved ineffective.

Stage Three: Lower School/Middle School Detention or Head of Department Detention: These are organised by the relevant Pastoral Offices under the direction of the Head of School or Department. A letter will be sent home to parents detailing the nature of the offence(s). Detention letters request parents to telephone the School to confirm receipt. The relevant Pastoral Office will log such acknowledgements. These detentions are given for Conduct Card infringements, missed subject detentions (which result in a Head of Department Detention) and repeated subject detention sanctions (which result in a Head of School Detention). The detention will be of one hour's duration and will be supervised by a Pastoral Leader.

Stage Four: School Detention: These detentions will be of one hour and twenty minutes in duration and the following procedure should be followed:

School Detention

Any member of staff wanting to place a pupil in School Detention should first secure the agreement of the appropriate Pastoral Leader depending on the nature of the offence. The member of staff should then complete a pro-forma detention letter for completion in the relevant Pastoral Office, giving the name of the pupil, his Form and detailed reasons for the detention. Letters should be sent by post to parents concerned informing the parents of the time, place, length of and reason for the detention. Pastoral Leaders and/or the relevant Assistant Head/Deputy Headmaster will see all such letters for approval and copies should be sent to all concerned parties.

School Detentions will be supervised by senior staff in rotation. The Deputy Head and Assistant Head with management responsibility for the Lower and Middle School will oversee and direct the supervisory arrangements. The Headmaster, Deputy Headmaster, Second Deputy, Assistant Headteachers or Pastoral Leaders may for very serious, aggravated or accumulated offences also impose Saturday and Holiday detentions.

Detention letters request parents to telephone the School to confirm receipt. Pastoral tutors will log such acknowledgements.

A copy of the detention letter should be filed in the pupil's file in the Office. A record should also be entered in SIMS by the relevant Pastoral Office. Behaviour points are awarded for different levels of sanctions and these points will be recorded on the pupil's Report. Information on the number of detentions will be collated by the relevant Pastoral Office and passed to Pastoral Leaders.

Work must be set by the teacher who has placed the pupil in School detention. It must keep the pupil silently occupied for the duration of the detention. It should not merely be catch-up work or missed homeworks although this may be appropriate in some serious cases.

A School Detention should not be given lightly. The decision should send a signal to the pupil, his peers and his parents that his conduct has been sufficiently unsatisfactory to deserve a severe punishment. School detention is a currency which must not be devalued by use for trivial offences.

A School Detention may be given for late homeworks or unsatisfactory work if other teacher and Departmental interventions such as subject, Head of Department or Lower/Middle School detentions have failed to elicit necessary work from a pupil. A School Detention may also be given for behavioural offences requiring a severe punishment but not sufficiently severe to merit a Saturday detention.

The good judgement, reasonableness and consistency of members of staff when giving detentions is crucial if the system is to retain credibility. The provisions of the Education Act 2011 regarding

punishment are regularly discussed with existing staff, part of the induction of new staff and must be respected.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.
-

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

7.6 Confiscation, searches, screening

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

Confiscation

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

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmaster, or by the Headmaster 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 a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the 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 Headmaster, First Deputy Head (Designated Safeguarding Lead) or the Assistant Head: Lower School and Deputy DSL 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 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 Headmaster or First Deputy Headmaster (Designated Safeguarding Lead), 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 in section 3, but not to search for items that are only identified in the School rules. The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes: any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt), hats, scarves, gloves, shoes, boots

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 in section 3) and items identified in the School rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

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 the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Section 3

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

All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in the School's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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 Police and Criminal Evidence Act 1984 (PACE) Code C.

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 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 touch with the parents, 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, except if:

- 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 Headmaster
- 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 safeguarding policy and speak to the 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.

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School. This means misbehaviour when the student is:

- Taking part in any School-organised or School-related activity (e.g. School trips)
- Travelling to or from School
- Wearing School uniform
- In any other way identifiable as a student of our School.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student
- Could adversely affect the reputation of the School.

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a School-organised trip).

7.8 Online misbehaviour

The School can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the School
- It adversely affects the reputation of the School
- The student is identifiable as a member of the School

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, the Headmaster, a member of the Senior Team or a Director of School will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be: proportionate, considered, supportive and decided on a case-by-case basis.

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the Police.

Please refer to our Child Protection and Harmful Sexual Behaviour/Peer-on-Peer Abuse policies for more information.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Detention

Students can be issued with detentions during lunchtime, after School or on weekends during term time. With the exception of lunchtime detentions, the School will inform the student's parents.

When imposing a detention, the School will consider whether doing so would: (i) compromise the student's safety; (ii) conflict with a medical appointment and (iii) interrupt the student's caring responsibilities.

8.2 Removal from classrooms

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

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom are supervised by the relevant Pastoral Tutor.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The School will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on *MyConcern*.

8.3 Suspension and permanent exclusions

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-School sanctions and interventions.

The decision to suspend or exclude will be made by the Headmaster and only as a last resort.

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 came into force from September 2012. The Governing Board recognizes that the 2006 and 2011 Education Acts empower the Headmaster to exclude a pupil temporarily or permanently. The School follows the guidance outlined in *Exclusion from maintained schools, academies and pupil referral units in England* (Department for Education, September 2017).

The Governing Board recognizes these as appropriate sanctions in circumstances where either:

- a) the offence is one of exceptional gravity **or**
- b) the offence is one which is less serious but relates to unacceptable behaviour which has not been modified through lesser sanctions.

Where the Headmaster excludes a pupil who is under 18 for a fixed-term, he will take immediate steps to inform the parents of the duration of the exclusion and the reasons for it. Where the Headmaster temporarily excludes a student who is over 18 years of age, he will take immediate steps to inform the student.

In respect of fixed-term exclusion the Headmaster will inform either the parent or the student of his/her right to make representations.

The Headmaster will inform the Governing Board and Local (or 'Home') Authority of:

- any permanent exclusion (including where a fixed-term exclusion is followed by a decision to permanently exclude the pupil;
- any exclusion which would result in a pupil being excluded for more than five days in any one term (in aggregate);
- any exclusion which would result in the pupil missing a public examination.

Notifications to the Governing Board and Local Authority will include the reason(s) for the exclusion and the duration of any fixed-term exclusion.

Where a pupil is excluded for more than fifteen days in any one term (in the aggregate) or is permanently excluded or the exclusion would result in a pupil missing a public examination, the Headmaster will inform the Chairman and Vice-Chairman of Governors and all members of the Teaching Quality & Pastoral Care Committee without delay of the period of the exclusion and the reasons for it.

Once the TQPC has been notified of the Headmaster's decision to exclude permanently a pupil from the School, the Chair of Governors will arrange for a Disciplinary Committee of no less than three Governors to consider, confirm or rescind that decision. The parent (and, where requested a representative or a friend) or the student if she/he is over 18 and Headmaster will be invited to make representations at the meeting of the Disciplinary Committee.

The Disciplinary Committee, when considering a case relating to permanent exclusion will inform the parent in writing (or the student if she/he is over 18) either that the Headmaster's decision has been confirmed (in which case the parent or student will be informed of her/his right to take the case to an Independent Review Panel appointed by the School) or that the pupil has been reinstated.

The Independent Review Panel shall consist of three or five members and be constituted in line with current DfE guidance.

The circumstances that may lead to a **fixed term** or **permanent exclusion** this School are laid out below:

- a) Actual or threatened serious physical violence towards another person.
- b) Verbal abuse of a member of staff or another pupil.
- c) Behaviour which may lead directly or indirectly to serious injury to others or serious damage to property.
- d) Serious and persistent disruptive behaviour the effect of which is to deny to others the education to which they have an entitlement.
- e) Gross or persistent misuse of communication technology to be harmful or hurtful to others.
- f) Theft.
- g) Arson.
- h) Sexual harassment and assault.
- i) Serious and persistent breaches of the School rules or of the Code of Conduct.
- j) Using, smoking, possessing, supplying, offering to supply or selling drugs either in School or on any occasion which reasonably falls within the jurisdiction of the School.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The School recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the School's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the School must co-operate with the local authority and other bodies

As part of meeting these duties, the School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9.2 Adapting sanctions for students with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the School to sanction the student for the behaviour.

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

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The School's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the School will co-operate with relevant local authorities and other bodies.

If the School has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the School will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the School. This could include measures like:

- Reintegration meeting
- Daily contact with Progress Leaders
- Pastoral Monitoring Card.

11. Student transition

11.1 Inducting incoming students

The School will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider School culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new pastoral leaders. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the School
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 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
- Surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the School behaviour culture

The data will be analysed termly by pastoral leaders and the Senior Team (as appropriate).

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

- At School level
- By age group
- At the level of individual members of staff
- 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.

13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Headmaster and Teaching Quality and Pastoral Care Committee annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Teaching Quality and Pastoral Care Committee.

APPENDIX A

BASIC RULES FOR PUPILS

Pupils are expected to:

1. **Act as a responsible member of the community** showing good manners, kindness, common sense and consideration towards others at all times and respecting the authority of staff.
2. **Remember that physical or verbal aggression towards another pupil is not acceptable** and will be punished severely by measures including exclusion.
3. **Remember that to introduce drugs to the School community or to promote drugs within the School community are exceptionally serious offences** which normally attract the penalty of permanent exclusion.
4. **Remember that abuse of Information Technology is seen as a serious issue** in School and pupils transgressing in this area will face severe penalties.
5. **Conduct yourself sensibly in School**, coming to School and going from School.
6. Dress in School uniform and ensure you are clean, neat and presentable. You should also carry your Appearance Card at all times. **Remember that electronic devices and games should not be brought into School. Mobile telephones may be brought into School but if they are switched on or go off during the School day you will be liable to punishment.**
7. **Show respect for the property of the School and others** and, in particular the equipment, books and materials the School provides for your education.
8. **Ensure that your litter is properly disposed of** in a bin and that other litter is picked up if it is seen around the building. Ensure also that your bags are deposited tidily using the racks provided.
9. **Look after your form room.** It is, most importantly, a teaching room and should be treated as such. You should:
 - a) Never move tables and chairs
 - b) Sit on chairs and not on tables
 - c) Never eat, drink, chew gum or shout.Remember also to avoid running in the corridors and always walk on the left.
10. Enter classrooms in an orderly manner, be seated, and be ready for the lesson to begin. In Science, Technology and Physical Education all pupils in Years 7-11 should wait outside teaching rooms for the member of staff to arrive.
11. **Remember that the areas behind the Theatre, in the undergrowth and to the west of the Sports Hall are out of bounds.**

APPENDIX

PUPILS' CODE OF CONDUCT

The Code of Conduct offers the framework for discipline. It is simple and aim to create a balance between the freedom any young person needs to develop his/her own interests and personality and the order any School community needs if it is to be effective. Irresponsible behaviour which brings the School and its members into disrepute, will be regarded as a breach of these standards.

This particularly applies to behaviour in public (e.g. on buses). It is expected that the Code will be obeyed in the spirit as well as in the letter and it is hoped that, through the environment fostered at Westcliff and through our teaching, pupils from the very first year will develop sufficient personal responsibility, self-discipline, good sense and good manners to diminish the need for discipline which is externally imposed.

1. CONDUCT COMING TO AND GOING FROM SCHOOL

When coming to or leaving School your behaviour matters. Members of the general public will form impressions very quickly about you and the School and it helps none of us for these impressions to be poor. Your responsibilities are to:

- Ensure that you are dressed in full School uniform. Blazers are to be worn and not carried in bags.
- Treat others - pupils and members of the general public - with courtesy.
- Avoid loud and vulgar language: it creates the worst of impressions.
- Behave sensibly when waiting for the bus or the train and, when travelling, to take a seat and remain in it unless you are offering it to an adult passenger.
- Remember that smoking is prohibited in School and on School occasions
- Behave sensibly in the playground and keep the School grounds litter free.

Remember: Your personal conduct matters. Regard it as important.

2. CONDUCT IN FORM ROOMS

The form room is **your** base and you will have access to it at particular times. But your form room is essentially a teaching room and has to be kept fit for that purpose. There is a partnership here between yourself and the School. Your responsibilities are:

- **Never to eat, drink or chew gum in your form room** - Take a pride in your room and help to keep both the room and display materials attractive.
- **To sit down in your room on a chair not a desk** - Remember that your room is not a playground.
- **To be quiet and orderly** - you should not shout or run about in your room and neither should you move the tables or furniture. Ball games should not be played.

Remember: Our behaviour reflects our maturity. Let us never disappoint ourselves.

3. CONDUCT AT REGISTRATIONS

The School day begins with Morning Registration, and Afternoon School begins with a pupil line-up followed by Afternoon Registration. The School has a legal duty to register pupils and, in addition, your Form Tutor may wish to make some general comments to you. It is your responsibility to:

- **Ensure that you present yourself promptly for registrations.** You should leave the playground or field on the appropriate whistle or warning bell, and ensure that you are in your form room or line-up promptly at 8.45 am or 1.45 pm as required.
- **Remain seated and silent when the register is called** - your Form Tutor will expect silence when he/she calls the register.
- **Go to Assembly or to lessons in an orderly manner.**

- **Ensure that if you are late you sign yourself in the late book** and report your presence to your Form Tutor as soon as possible.

Remember: Good sense at registration is helpful to all.

4. CONDUCT IN ASSEMBLY

Morning assembly is a time when we come together for a few moments of thought, prayer and reflection. It is also an occasion for hearing of achievements on the sports field or elsewhere. Your responsibility is to:

- **Enter and leave the hall quietly and in an orderly fashion.** Chattering, pushing and shoving are inappropriate to the occasion.
- **Follow the Assembly; sing the hymn and listen to what is said.** It matters as much as any lesson.
- **Leave the hall by row** - at the end of the assembly you should remain seated until you are dismissed by a member of staff or prefect.

Remember: Assembly should be a dignified occasion. Help to make it so.

5. CONDUCT IN LESSONS

It is important that lessons are conducted in an orderly fashion. Learning is a partnership between yourself and your teacher. If that partnership is to succeed you will have to help learning take place. Your teacher has prepared the lesson. It is your responsibility to ensure that you:

- **Are courteous at all times** and do not shout out answers or questions. You put your hand up and wait for the teacher to acknowledge you.
- **Listen carefully** to what others are saying, you do not fiddle with your books and you do not distract others.
- **Do what the teacher tells you to do** and work to the best of your ability at all times.
- **Participate in the lesson**, contributing to any discussion and listening to what others have to say.
- **Produce your homework on time.** If homework is late then you have evaded an important responsibility and will be punished.
- **Respect the Library as a place for silent reading and study.** There must be no talking.

Remember: Education requires order. You can help to achieve it.

6. CONDUCT IN THE CORRIDORS AND ELSEWHERE

The corridors are narrow and congested. You should consider smaller boys, the teaching staff and potential danger on the stairs. It is your responsibility to:

- **Walk along the corridors on the left and without running or pushing.**
- **Take care in going up or coming down steps.**
- **Defer to an adult** - it is polite and courteous to allow an adult, especially a lady, to have the right of way and to help them.
- **Talk quietly and remember that others may be working.**
- **Carry bags in your hand rather than over your shoulder** - a bag over a shoulder can easily hit someone in the face when you turn around.
- **Be mindful of visitors to the School.** They may need to be directed to the School office and you should help them.
- **Keep clear of areas which are out of bounds.**

Remember: Orderly corridors help to make an orderly School.

7. INTERPERSONAL CONDUCT AND BULLYING

How we conduct ourselves in public and how we speak and act towards each other are important issues. We expect pupils to respect each other's point of view, to be polite and use PLEASE and THANK YOU at the appropriate times. We also expect them never to show aggression - either physical or verbal - towards another pupil. But there is one area of conflict between pupils which is especially serious. This is bullying. It will not be tolerated. Bullying covers a wide range of practices.

The following examples illustrate some practices we will not tolerate:

- Hitting, physically threatening or name calling any pupil.
- Demanding money or goods from a fellow pupil under threat of violence or other form of pressure. Please note that this can sometimes arise from pupils selling goods to other pupils in School, which is for that reason also banned.
- Pushing, intimidating or generally abusing younger or smaller pupils.
- Making adverse comments about a fellow pupil's appearance, his family circumstances, his ability or anything else which causes the recipient to feel uneasy or threatened.
- Using ICT or text messaging to insult or humiliate someone.

If you feel threatened by any of these practices you must tell a teacher.

He or she will help you and stop the problem.

Remember: What we **are** matters as much as what we **know**. Conduct is an area in which we may **all** excel.

8. PERSONAL CONDUCT AND APPEARANCE

Your appearance and habits reflect on you as a person and point to the pride you have in yourself. Ensure that your attendance is exemplary, that you are punctual and that you think about your appearance. It is your responsibility to:

- **Ensure that you attend School unless your health makes it impossible for you to do so.** Most of us can manage to come to School when feeling less than 100% if we make the effort.
- **Wear your School uniform with pride** keeping it clean and tidy. Casual garments, earrings or studs are not part of School uniform.
- **Keep your hair clean, tidy, its natural colour and of reasonable length and style for a professional community.**
- **Remember that smoking is prohibited** in School, coming to and going from School and on other School occasions.

Remember: Appearances count - they reflect on you and on the whole School.

The main items of School Uniform are set out in Appendix Three - Notes on School Uniform and Equipment.

9. RESPECT FOR PROPERTY

Your parents try to provide you with the things you need and want. The School tries to provide you with an environment in which you can work and develop. Everything costs money and the School's resources are finite. You should:

- **Care for your own property** – your parents have spent hard-earned money on clothing and equipment for your benefit. Look after it as carefully as possible!
- **Respect other people's property** - stealing will be treated very seriously by the School and, if you are found guilty, exclusion is probable. Tampering with the property of others

is also unacceptable, as is the 'borrowing' of sports kit from pupils' bags without their permission.

- **Respect the School's property** - sometimes genuine accidents happen and property is damaged. This is accepted and will probably only result in yourself or your parents being asked to contribute towards its repair. Malicious damage is different and will have serious repercussions.
- **Respect the equipment and books you are given** - remember the more the School has to pay for lost or damaged equipment, the less there is to pay for other things.
- **Respect the School's computer facilities** and use those facilities only for legitimate educational purposes. Abuse of ICT is a very serious matter.

Remember: Carelessness costs money we can ill afford.

APPENDIX C: A GUIDE TO DISCIPLINARY PROCEDURES AND SANCTIONS AT WHSB FROM SEPTEMBER 2022

OFFENCE		A	B	C	D	E	F	J	H	I	J	K	L	M
		Verbal Warning/ Conduct Card	Lunchtime Detention	Afterschool Detention	Subject Support Card	HoD Detention	Report to Pastoral Office	Pastoral Support Card	LS/MS Detention	School Detention	HM's Detention	Internal Exclusion	Reparation/ Restorative Justice	Fixed Term Exclusion
1	Unsatisfactory dress/appearance	Conduct Card							When Conduct Card is full					
2	Eating or drinking in School building	Conduct Card							When Conduct Card is full				✓	
3	Creating litter	Conduct Card							When Conduct Card is full				✓	
4	Being poorly equipped for lessons	Conduct Card			2 = (if issue in single subject)		2 = (if issue in multiple subjects)	3 =	When Conduct Card is full					
5	Misbehaviour in lessons	Verbal Warning	2 =	3 =	4 = (repeated misbehaviour in particular subject)	4 = (serious misbehaviour in particular subject)	4 = (poor behaviour across multiple subjects)	4 = (poor behaviour across multiple subjects)	4 = Three subject detentions in half term	5 = Second LS/MS detentions in half term → School Detention	6	7		8
6	Green Card removal									1	2	3		
7	Failure to attend Subject Detention					1				2	3	4		
8	Failure to produce homework	Verbal Warning	2 =	3 =	4 = (in particular subject)	4 =	4 =	4 = (in multiple subjects)	4 Three subject detentions in half term	5 =	6	7		
9	Misbehaviour around School	Conduct Card	2	3			4	5 (if unresponsive)	6	7	8	9	✓	

		d					e)							
10	Misbehaviour travelling to and from School		1 (depending on severity)				2	2	3	4	5		6	
11	Lack of respect towards property			1				2	3	4	5	✓	6	
12	Foul or abusive language	Verbal Warning	2 =	3 =			4 =	4 =	5	6	7	✓	8	
13	Truancy								1	2				
14	Lack of respect towards member of staff	Conduct Card	2 =	2 =			3 =	3 =	4	5	6	✓	7	
15	Bullying – physical, verbal, cyber.			1 (depending on severity)			2 = (recorded in log)	2 =	3	4	5	✓	6	
16	Plagiarism			1 (depending on severity)		2			3 (in internal exams)					
17	Theft						1 =		1 =	2	3	✓	4	
18	Introducing weapon to School												1	
19	Drugs-related involvement	A range of responses (both pastoral and disciplinary) may be deployed in relation to the particular offence : see School's Drugs Policy												

NOTES:

- 1 This paper has been prepared to give guidance to staff on the levels of disciplinary response which may be appropriate in particular cases. While members of staff are expected, in the interests of consistency, to be mindful of and to respect its guidelines, an element of professional judgment will always be needed to meet the circumstances of individual cases. Colleagues may well take more than one step at a time, for example, or may choose in the light of particular circumstances to pardon an offence. If in doubt, ask a Pastoral Leader for guidance on the balance between respecting rights, defining values and protecting others.
- 2 The numbering against particular issues indicates a probable sequence of response but the School's response in individual cases will not necessarily follow the sequence set out here. A particular example of foul and abusive language (13) may lead to fixed-term exclusion without the prior use of lesser sanctions. In responding to cases the School must always have regard to the full range of circumstances which are relevant.
- 3 The School also reserves the right to use permanent exclusion where appropriate within categories 14, 15, 17, 18 and 19.

APPENDIX D

PROTECTION OF PUPILS FROM PHYSICAL AND VERBAL ABUSE (BULLYING)

1. INTRODUCTION

1.1 Definition of Bullying

Bullying is not simply the physical abuse by a larger pupil of a smaller pupil: it covers a wide range of activities. Listed below is a range of the practices which are definable as bullying and which will not be tolerated by the School. The list is intended to be full but it is acknowledged that it may not be exhaustive.

- Physically attacking another pupil.
- Verbally intimidating or threatening another pupil.
- Demanding money or goods from another pupil under threat of violence or other form of duress.
- Pushing or generally abusing younger or smaller pupils.
- Verbal abuse of another pupil by making adverse comments about his physical appearance, family circumstances, level of ability, religion, ethnicity or anything else which causes him to feel isolated, intimidated or insecure.
- Name calling.
- Spreading malicious rumours about another pupil.
- Use of mobile phones, the School's computer network or the Internet for the purposes of intimidation or verbal abuse in its various forms.
- Isolating or excluding another pupil in a hostile or aggressive manner.
- Unwarranted interference with the activities of other pupils.
- Interference with the property of other pupils.

1.2 The School abhors bullying in any of these forms and serious, though measured and proportionate, action will be taken against those who engage in it. Sanctions can only be determined on a case-by-case basis but it should be understood that in the case of physical attack or sustained or extreme verbal abuse or intimidation they are likely to fall within the upper part of the scale so far as severity is concerned (in other words, temporary or permanent exclusion from School).

1.3 The School's Anti-Bullying Policy has two main elements, namely :

- seeking to develop an ethos within the School in which bullying does not occur because pupils recognise it to be morally wrong;
- responding vigorously to cases of bullying where they occur.

2. FOSTERING AN ANTI-BULLYING ETHOS AND ENVIRONMENT

In order to prevent as far as possible the occurrence of bullying, the School will:

- 2.1 Raise awareness in staff through consideration of the issue as frequently as possible, including, no less than annually, the provision of guidance to Form Tutors on recognising, and responding to, bullying.
- 2.2 Provide training for Recently Qualified Teachers (RQTs) and other new staff including School Office staff, lunchtime supervisory staff and other ancillary staff as part of their Induction Programme, focusing on the recognition of warning signs and the need to report incidents of suspected bullying.
- 2.3 Conduct surveys of pupil perceptions as frequently as seems appropriate but no less than annually and following up any messages that emerge.
- 2.4 Maintain a detailed log of bullying incidents with a view both to enhancing understanding of incidence and patterns of bullying and to ensuring that there is an easily accessible record of those who have been involved in and around episodes of bullying.
- 2.5 Ensure that staff supervision of the School premises before School, at breaks and after School is adequate, and that no physical location where bullying might take place remains unvisited by duty staff.
- 2.6 Ensure that the issue of bullying is explored and analysed within a social and moral framework in Personal, Social and Health Education (PSHE) lessons in Years 7-9.
- 2.7 Make bullying the focus of at least one year assembly during the course of the academic year in Years 7-11. This may take the form of using for educative purposes a specific case of bullying which has occurred.
- 2.8 Encourage within forms and within the School in general an atmosphere in which pupils are confident about the need to disclose any bullying of which they are aware. This may involve the disclosure and analysis of incidents of bullying by members of staff taking form periods or giving whole-School or Year Assemblies.
- 2.9 Seek to ensure that all members of the School's staff act as role models in inter-personal relations.
- 2.10 Supply parents with information explaining how they should proceed if their child reports bullying to them.

3. RESPONDING TO CASES OF BULLYING: WHEN BULLYING IS DISCOVERED

- 3.1 Whenever an incident of bullying beyond low-level name-calling arises, the matter must be reported by the member of staff concerned to the relevant Pastoral Head who will investigate fully in conjunction with either the Pastoral Tutor or Form Tutor.

- 3.2 No hasty conclusions should be drawn and pupils on both sides of the situation must be given the chance to explain their view of events fully. Written statements should be taken not only from those involved but as well from witnesses (if available).
- 3.3 Care should be taken not to make judgments unless and until the facts are clear. Bullying issues are complex.
- 3.4 Parents of both the bully (or bullies) and the bullied should be advised of the situation in writing as soon as possible after initial investigations are complete and it has been clearly established that bullying has taken place.
- 3.5 An incident form should where appropriate be completed and filed along with any statements taken.
- 3.6 Pastoral Heads dealing with cases of bullying should keep the Deputy Headmaster or Headmaster informed through the cycle of scheduled weekly meetings. Where the matter is manifestly serious and exclusion is a possible sanction, it should be referred to the Headmaster for decision.
- 3.7 Information should be circulated to other staff via email, notice boards and briefings.

4. RESPONDING TO CASES OF BULLYING: DEALING WITH THE BULLY

- 4.1 The bully must be warned quite clearly about the unacceptable nature of his action and the possible consequences of any repetition (see hierarchy of sanctions in the Staff Handbook). Episodes of low-level name-calling may be addressed in the first instance at Form Tutor level, but in more serious cases appropriate sanctions will be applied either by the Pastoral Head or the Deputy Head or, in the most serious cases, by the Headmaster.
- 4.2 The reason(s) for the bullying behaviour must be identified if possible. That the bully may also be a victim in School or outside must be kept in mind, as must the possibility that learning difficulties are a contributory factor. Any underlying causes will have to be addressed and consideration should be given to enlisting the help of the educational psychologist or other support services.

5. RESPONDING TO CASES OF BULLYING: DEALING WITH THE VICTIM

- 5.1 The victim must be reassured that he has done the right thing in speaking about the bullying and must be encouraged to report again should there be a recurrence.
- 5.2 If the victim has 'provoked' bullying by unnecessary and unwelcome behaviour he will need to be advised about the need to modify it, and checks must be made on the progress he is making.
- 5.3 If the pupil is an 'anxious' victim and therefore a particularly vulnerable target, he should be given guidance on how to deal with future incidents of bullying. Again, the help of welfare professionals may be needed.
- 5.4 The victim and his parents must be contacted two to three weeks after the bullying has been identified to ensure that it has stopped. The matter should be raised repeatedly with the victim by the Form Tutor until he/she is satisfied that the bullying has stopped. Should this not be the case, the Deputy Headmaster should be informed.

6. CONCLUSION

All staff have a responsibility to help create an environment in which bullying is seen as unacceptable. Even small incidents where pupils are ridiculed or belittled by other boys in lessons should be cause for serious comment. Form tutors in particular should be constantly vigilant for evidence of bullying within their forms. A climate in which all pupils feel secure and have a full understanding of the importance of respect for the feelings of others is the aim.

APPENDIX E

THE ROLE OF THE FORM TUTOR

Westcliff High School for Boys has an ethos which is caring and considerate but which also sets the highest standards for achievement and conduct. Progress Leaders (supported by Form Tutors and the Pastoral Offices) are responsible for overseeing the academic, personal and social development of each pupil and they have an important role in maintaining high standards in pupil welfare and conduct. Nevertheless, the Form Tutor is at the centre of our relationship with pupils, and carries significant responsibility for the day-to-day care of our young people.

1. Form Tutors are responsible for the welfare of pupils in the Form, and should be available as the first point of contact for pupils seeking help or guidance or wishing to express concern. Form Tutors should report immediately any safeguarding concerns to the First Deputy Head and Designated Safeguarding Lead (Mr Williams or, in her absence, the Deputy Designated Safeguarding Lead, Mr Bleakley).
2. Form Tutors liaise with other members of the Pastoral Team where a pupil's needs require alternative solutions. They take an active interest in the personal circumstances and development of each pupil, in his/her happiness and security, and are available for advice or consultation with parents/carers.
3. Form Tutors should maintain good communication between home and the School and ensure parental communication and correspondence is handled sensitively and processed correctly. All serious matters should be brought to the attention of the appropriate Progress Leader and parents/carers should be advised that concerns will be investigated. In discussions with parents/carers, the Form Tutor should be in a position of authority regarding the academic and personal development of each of the pupils in his/her Form. Such discussions require thorough preparation on the part of the Form Tutor and an atmosphere conducive to careful thought and exchange. Finally, communication with parents/carers must be logged using SIMS (for reference purposes).
4. Form Tutors should communicate as appropriate with subject teachers, the SEND Coordinator (Mrs D Jenkins), mentors, the Careers Adviser and the Pastoral Offices. The Progress Leader and appropriate teaching staff should be informed of any issues likely to affect a pupil's education such as health problems, family difficulties or social problems.
5. Form Tutors should communicate and cooperate on educational issues with persons or bodies outside the School as appropriate and as agreed by the Progress Leader.
6. Form Tutors should promote high standards of behaviour, attendance, punctuality and attitudes to work, and ensure that pupil dress and appearance conforms to the requirements set out in the Code of Conduct. The Form Tutor must lead by example.
7. Form Tutors should encourage pupils to develop their interests and talents through participation in extra-curricular activities and the corporate life of the School, and to make informed comment upon this via School Reports.
8. Form Tutors should provide guidance and advice to pupils on educational and social issues, on Higher Education and careers, including information about sources of more expert advice on specific questions.
9. Form Tutors should participate as required in the preparation of pupil records, School Reports, references, and handle correspondence relating to the Form.

10. Registrations and Form Periods are a valuable use of educational time. Form Tutors will be guided and supported in their conduct of such periods by members of the Pastoral Team. They should ensure that Form time is always used productively and that the majority of the time is devoted to considering academic progress, giving emphasis to the Code of Conduct, promoting our values and supporting the extra-curricular programme.
11. Form Tutors should monitor the academic progress of members of the Form in cooperation with subject teachers, Progress Leaders and members of the Pastoral Offices. Form Tutors are:
 - a) To be aware of the academic strengths/weaknesses of each member of the Form and must be knowledgeable about a pupil progress.
 - b) To discuss pupil tracking data and School Reports with each pupil in the Form and to encourage pupils in self-assessment.
 - c) To monitor each pupil's homework record (where relevant) and to communicate with parents/carers via the Student Planner if necessary.
12. Form Tutors should discharge effectively a range of professional duties including:
 - a) Registering the Form twice daily in a formal and orderly manner.
 - b) Notifying the Pastoral Offices of any unexplained absences and overwriting a pupil's absence on SIMS using the relevant code (once letters have been received). Absence letters should be initialled to indicate action has been taken and then placed in the Form Register. School Office staff will then remove these letters.
 - c) Issuing letters and circulars to parents/carers and collecting reply slips from pupils when that is necessary.
 - d) Ensuring by personal example that the Form attends Assembly promptly, is correctly seated and well behaved.
 - e) Notifying the relevant Progress Leader of any change in family circumstances.
 - f) Ensuring that the Form Room is cared for and that furnishings are respected.
 - g) Administering the School's House Point system as appropriate.
 - h) Attending Pastoral Meetings and contributing as appropriate.

Sixth Form Tutors only:

- a) To implement the arrangements in the Sixth Form Handbook and Sixth Form Discipline Guidance document and to be responsible to the Director of Sixth Form Studies for the use of the Pastoral Period.
- b) To give guidance to students on the completion of UCAS Personal Statements.
- c) To make effective use of the timetabled Tutorial Period ensuring that each student is seen for at least ten minutes per half-term and that a record is kept of exchanges and targets.
- d) To participate as required in the preparation of UCAS references.

A FORM TUTOR CHECKLIST

FUNDAMENTALS (PROGRESS/PARTICIPATION/PROBITY):

1. The Form Tutor should support the culture and values of the School at all times.
2. The Form Tutor is responsible for the welfare of pupils and should be available as the first point of contact for any pastoral issues.
3. The Form Tutor must report any safeguarding concerns to the Deputy Head and Designated Safeguarding Lead (Mrs W Williams) or, in his absence, the Deputy Designated Safeguarding Lead, Mr Bleakley or one of the Vice Safeguarding Officers, Mrs Revell (Sixth Form), Mr Barnett (Middle School) or Mr Baggs (Lower School).
4. The Form Tutor should monitor the conduct/progress/participation/attainment of pupils in relation to the different aspects of the Learner Profile.
5. The Form Tutor should liaise with teaching and support staff in the monitoring of pupils.
6. The Form Tutor should attend Pastoral Meetings and make a positive contribution.

EXPECTATIONS:

1. Form Tutors should arrive promptly for Registration.
2. Pupils should be seated alphabetically (where appropriate).
3. Form Tutors should maintain an accurate record of reply slip returns.
4. Form Tutors should maintain an accurate record of latecomers using SIMS.
5. Pupils should be silent during Registration and during the reading of the Daily Notice.

ROUTINE DAILY TASKS:

1. The Form Tutor should collect the Form Register from the School Office (pupils are not authorised to do this).
2. In the Lower/Middle School, the Form Tutor should review/sign Student Planners (using Form Captains) every week and Pastoral Support booklets should be checked daily.
3. Notices should be read clearly and audibly, and letters distributed.
4. Registration should be conducted using SIMS (emergency sheets are stored in the Form Register in case of difficulties with ICT).
5. Form Tutors should accompany their pupils to School Assembly/Year Assembly and ensure they are seated correctly. Form Tutors should stand with their Forms. They should not be seated in the Screens Area unless their Form is located there.
6. In the afternoon, Lower School teaching groups (Years 8-9) should be collected promptly from the South Playground at 13.45 after Form Line-Up. Year 7 pupils should be collected from the Year 7 Playground.
7. The Form Tutor should collect any House Points/Conduct Cards/letters of absence and place them in the Form Register/return to the Pastoral Office as instructed.

8. The Form Tutor should conduct a uniform check at either the start or end of every Registration.

FORM PERIODS:

1. Form Periods should be planned as carefully and creatively as subject lessons and tailored to the needs and interests of the Form Group.
2. Form Periods should involve both discussion tasks and formal writing tasks.
3. Form Periods should promote high expectations (i.e. progress, participation, probity).
4. In the Lower/Middle School, Form Periods should be used to maintain a Form Journal and Form Tutors should delegate tasks to the Form Chairman, Vice Chairman and Secretary (for example, the Form Secretary could be required to record the minutes of Form Periods in the Form Journal).

HOW CAN THE FORM TUTOR ENHANCE PROGRESS?

1. **Understand Your Role:** be strategic and proactive rather than reactive. An effective Form Tutor is able to communicate, listen, decide, coordinate, delegate, guide, support, encourage, contribute, arbitrate, monitor, and evaluate.
2. **Develop Effective Relationships:** it is essential for the Form Tutor to foster effective working relationships with the relevant Progress Leader/Pastoral Office. It is also important to have an understanding of and support for individual subject teachers, Heads of Department, members of the Senior Team, support staff, and parents/carers.
3. **Know The Context:** Westcliff High School for Boys is a traditional educational environment with a very particular character and ethos. Our essential nature must be preserved and cherished but this should be within the light of the evolving best interests of the School, its pupils and the wider national agenda. The Form Tutor should be mindful of this.
4. **Manage/Interpret Data:** information should be interpreted and acted upon at regular intervals. Key information can be derived from sources such as RAISEonline (renamed Analyse School Performance), FFT, ALPS, School Reports, subject teacher commentary, parent/carers commentary, attendance, sanction data, House Point/Senior Commendation information etc.
5. **Challenge Underachievement:** the Form Tutor should ensure that pupils not performing at the level expected by various indicators are provided with a remedial programme of action. A range of options might be pursued for the optimum outcome including contact with parents/carers, the School's established systems of monitoring, the SEND Coordinator, mentoring, external support agencies and so on. Effective contact with parents/carers must be sustained throughout.
6. **Promote Enjoying and Achieving:** it is paramount that efforts, progress and achievements are recognized. The Form Tutor could therefore involve himself/herself in supporting or creating a Form-based reward and incentive structure appropriate to age and stage. Form Periods should also be used to celebrate examples of individual achievement, as well as fostering a positive Form Group identity and spirit through praise and recognition. It is all too easy for an older Form Group to become cynical – beware!

7. **Encourage Participation:** on the whole, the success of the individual is in direct proportion to the extent to which that same individual participates in the corporate life of the School. The Form Tutor should therefore create a climate in which making a positive contribution is respected by members of the Form Group by driving this attitude during Registration and Form Periods. Furthermore, the Form Tutor should facilitate pupil participation by initiating and/or supporting activities, promoting School events and the Westcliff Diary, and creating opportunities for Pupil Voice.