



#equippedforlife

The
Westgate School

Behaviour, Engagement & Anti-Bullying Policy

Approved by:	Mr. J Gargan (Head Teacher)	Date: September 2026
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1. Our School Ethos and Values

The Westgate School endeavors to enable every student to reach their potential through the promoting of a calm, positive and purposeful learning ethos. The Westgate School's Behaviour and Engagement Policy emphasises a high regard for effective learning and social inclusion. Respect and personal responsibility for the pursuit of academic excellence underpins the school's focus on a relentless pursuit of excellent behaviour, high levels of attendance and punctuality, strict adherence to the wearing of the school uniform and positive and respectful attitudes towards one another. The school believes that taking a collective and consistent approach in this respect will lead to every pupil achieving the highest possible academic standards.

Everything contained within this policy is aimed at ensuring that learning can take place without interruption, that the school is a safe, happy and welcoming place in which to learn and work, and that the reputation of the school in the wider community is that of a high achieving and caring school with the best interests of its pupils at its heart. Pupils who work to the best of their ability will be rewarded. Pupils who choose to disrupt the school's learning environment, or act in an inappropriate, unacceptable, unkind or antisocial way will be sanctioned in line with this policy.

The Westgate School expects all pupils (including sixth form pupils), their parents, members of staff and volunteers to support and uphold the school's Behaviour and Engagement Policy and promote the principles contained therein. The principles outlined within this policy allow us to develop the values, behaviours, and attitudes that we feel are important for our pupils to possess if they are to be **#equippedforlife**.

We are proud to be an inclusive comprehensive school committed to meeting the needs of all our pupils, whilst maintaining high standards and ensuring the safety of our learning community. We believe that in order to support effective teaching and learning, there must be a safe and positive learning environment, built on the foundations of mutual respect and positive relationships.

This policy is integral to all stakeholders at The Westgate School and underpins all that we do to ensure children are safe, secure and achieve their full potential.

2. Aims

The Westgate School aims to provide a positive, respectful, safe, and calm environment where all students can learn and achieve. We aim to celebrate these values, behaviours, and attitudes with our students and encourage them to develop these in lessons, in our wider school setting, in our community and in the wider world.

The Westgate School is very clear about its aims. They are to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the right 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 the school.
- Outline the expectations and consequences of behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To create a system that effectively resolves conflict and prevents it from recurring.
- Provide a consistent approach to behaviour and engagement management that is applied equally to all pupils.
- Summarise the roles and responsibilities of different people in the school community with regards to effective behaviour management.
- Outline our system of rewards and sanctions.

3. Legislation and statutory requirements

This policy is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- • School suspensions and permanent exclusions: statutory guidance (DfE), effective from 26 July 2026
- • Restrictive interventions, including the use of reasonable force, in schools (DfE), effective from 1 April 2026
- • Searching, screening and confiscation in schools (DfE)
- • Behaviour in schools: advice for headteachers and school staff (DfE)

• Preventing and tackling bullying (DfE guidance), as updated July 2026.

• Keeping Children Safe in Education (KCSIE) 2026 (DfE statutory guidance), including the requirement for behaviour policies to contain measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

4. Definitions and Expectations

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Parent/carer – any person who has parental responsibility and any person who has care of the child.

The Westgate School has very clear expectations of students. We encourage our students to participate positively in all aspects of school life. Students should have good levels of achievement, effort, behaviour, attendance, and punctuality. Students should conduct themselves in a respectful manner at all times.

In addition to these core values, we encourage our students to understand and implement two aspects of behaviour to assist them in school and beyond in the community and later life. The Westgate School separates this into two aspects:

- Behaviour for Learning
- Behaviour for Citizens

5. L.E.A.R.N and ABCs

Behaviour for Learning – How we ensure uninterrupted Teaching and Learning in the classroom.

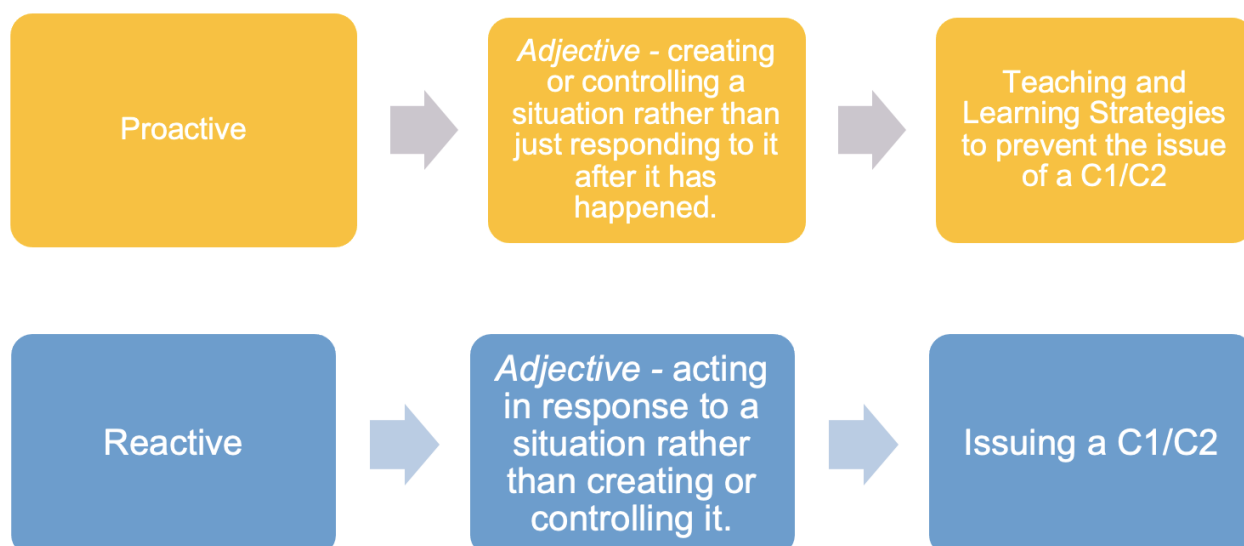
Within the classroom all students are expected to:



We have a robust CPD programme to support staff in effectively implementing 'proactive' strategies within their lesson and in doing so, avoid 'reactive' behaviours. The use of the 'proactive' strategies within the lesson:

- Creates a calm and orderly environment in the classroom, as this is essential for pupils to be able to learn.
- Sets clear routines and expectations for the behaviour of pupils in the classroom.
- Is an effective system, applied consistently and fairly by all staff.

'Proactive' Strategies that prevent 'Reactive' behaviours.



The table overleaf outlines a variety of different 'Proactive' Strategies, which are used and applied consistently and fairly by all staff within the school. The table also outlines the 'Reactive' consequence to be issued (C1 or C2):

L.E.A.R.N.	Proactive – Teaching and Learning Strategies to implement to prevent 'reactive'.	Reactive - issuing a C1/C2
	1: Use a countdown (5, 4, 3, 2, 1), but provide reminders between each number. 2: Remind students that pens are down on the table, and everyone is focused on the teacher. 3: Refer to students by their name. Draw students' attention using their names whilst completing a countdown.	1: Following a countdown (5,4,3,2,1) students are not all focused, engaged and listening to the teacher. 2: Speaking to another student whilst the teacher is speaking.
	1: Borrow Trolley – spare pens, pencils, rulers, rubber, sharpeners which students can access in the classroom. 2: Meet & Greet at the door to set expectations. 3: Do now task ready for students.	1: Students arrive late to lesson, either after lesson start after break or lunch or later than 3 minutes from a lesson changeover. 2: Students arrive to lesson and without any learning resources which the school has provided . For example, an exercise book or their pupil planner. 3: Subject specific equipment is not present.
	1: Ensure students are provided with thinking time. 2: Use No opt out; return to students for the answer, if they were not able to provide one. 3: Provide students with extension work if they have completed their learning activities. 4: Provide a timer to ensure students remain on task and focused to produce high quality work. 5: Demonstrate to students to standard of work you expect from them (modelling). 6: Explain to students what you expect them to complete by the end of the lesson	1: Students fail to start to engage in the work when a task is set and do not require help. 2: Following a failure to engage with No opt out 3: Sitting in lesson with nothing to do as they haven't asked for extension work

	1: Before students complete a learning activity, explicitly inform students which Engagement level you are allowing them to use, to complete the learning activity. 2: Before beginning class discussions or active learning, remind students of expectations.	1: A student is calling out over another student whilst they are speaking (answering a question). 2: A student is disruptive during the lesson. 3: A student is rude and disrespectful of either another student or a member of staff in the room.
	1: Inform students that you are going to Cold Call, randomly select students to answer questions 2: Remind students that they need to raise their hand to get your attention. 3: Demonstrate raising your hand if you see a student about to call out (sometimes they are just excited!)	1: A student doesn't raise their hand to ask / answer a question in class. 2: Calls out – Sir or Miss to get the teachers attention.

(i) Consequences

Pupils are issued a C1 for failing to adhere to L.E.A.R.N and receive a C1 card from their teacher. The card is placed on the pupil's desk as a reminder to focus. For any subsequent behaviour that does not adhere to L.E.A.R.N, the pupil is issued a 'C2 Removal' and will have to leave the class. In the event of a C2 Removal, the pupil should remain in their classroom and await collection by a member of patrol staff.

Please note that in certain circumstances, staff may issue immediate 'C2 Removals' without issuing a C1 first. Reasons for this are:

- Dangerous Behaviour
- Violent Behaviour
- Discriminatory Behaviour

(ii) Patrol

Pupils who have been issued a C2 Removal will be collected by a member of the patrol team and escorted to the Removing Barriers Room (RBR).

(iii) Removing Barriers Room (RBR)

The Removing Barriers Room is a supervised room where pupils are given the opportunity to reflect on the behaviour which led to their removal and complete any outstanding from that lesson. All details of the C2 Removal will be logged in a central system. At the end of the lesson, pupils will leave to fulfil the remainder of their timetable. Pupils who are removed from more than one lesson in the same day will spend the remainder of the day in the Removing Barriers Room. These pupils will have access to their learning via Microsoft Teams or another suitable alternative.

(iv) Parental communication

When a pupil arrives in Removing Barriers Room, the Removing Barriers Room Manager will initiate an automated text message via our text message service or Edulink. This correspondence is to inform parents that their child will receive a same day, 40-minute after

school detention. For pupils who are removed after 2.20pm, they will serve their detention after school on the next available day.

(v) Centralised Detention

Pupils who are issued with a 'C2 Removal' will serve an automatic, same day, after school detention for 40-minutes. This will be supervised by a member of the pastoral team and the Removing Barriers Manager. Pupils are expected to sit in silence in the detention room and have the option to read or complete work. Pupils who fail to adhere to the expectations of the detention room will be removed and issued an Internal Exclusion on the next available day. For pupils who fail to attend a 40-minute after-school detention, a 1-hour detention will be set for the following day.

(vi) Teacher / Pupil Reflection

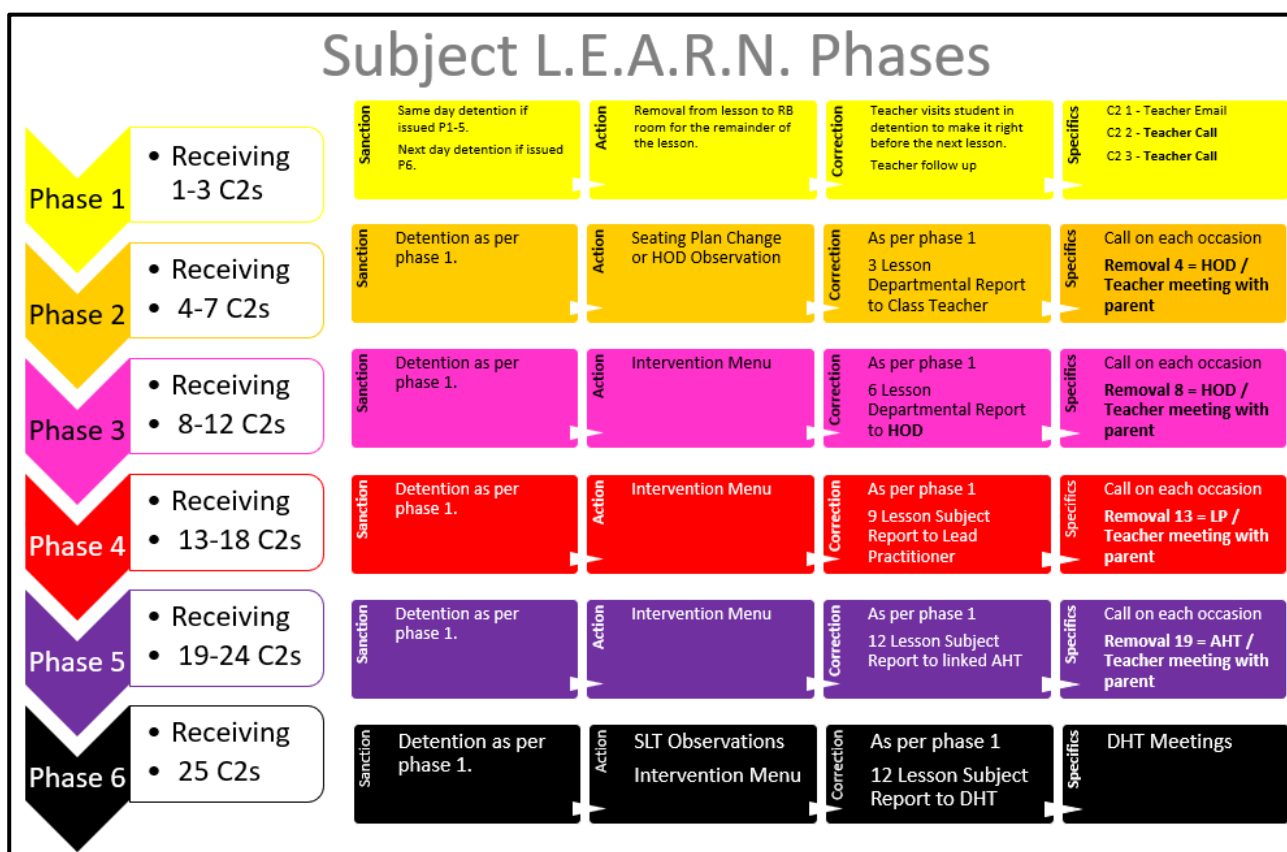
Teachers who issue a 'C2 Removal' must visit the pupil in detention for an informal conversation. The purpose of this conversation is to positively reinforce lesson expectations and conclude the incident before the next lesson. Teachers' attendance is monitored by the Removing Barriers Room Manager and reported to the 'Behaviour for Learning' Assistant Head Teacher for any further actions. In addition to this, pupils are given the opportunity to reflect on their behaviour in our Removing Barriers Facility. Here, they will complete a reflection sheet, addressing the reasons for their removal from the lesson.

(vii) Report card

L.E.A.R.N Report Cards are issued at each stage of our L.E.A.R.N Subject Phases (2-6).

(viii) Subject L.E.A.R.N Phases

The Westgate School operates six L.E.A.R.N phases to manage and monitor individual pupils' behaviour across their curriculum. Details of our six L.E.A.R.N Phases can be found below:



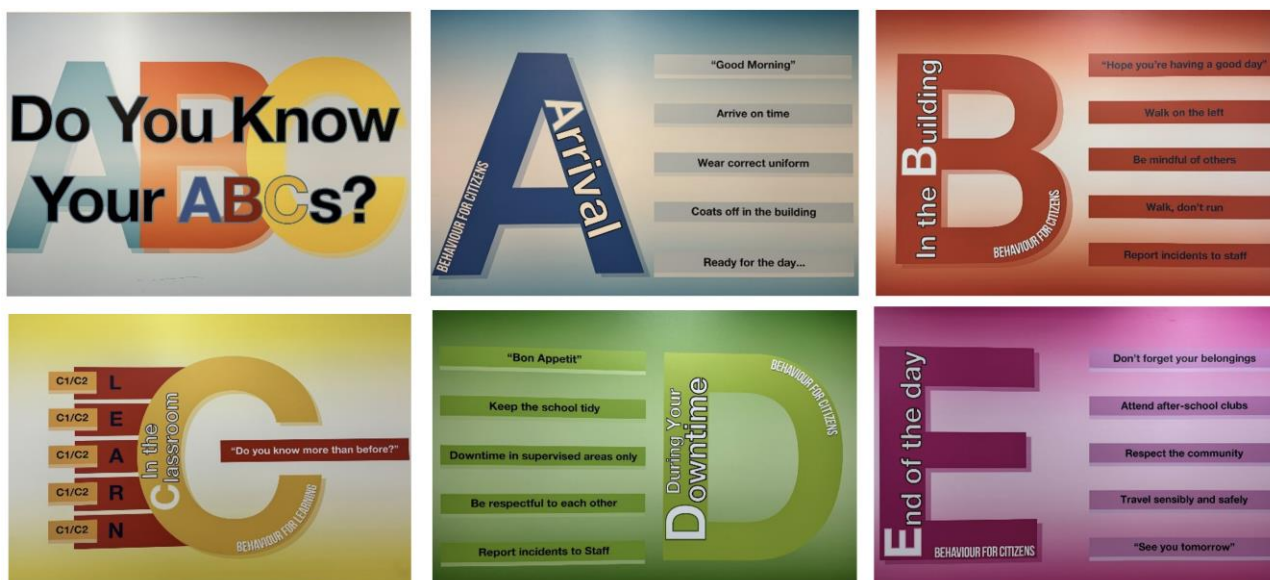
Data Driven Strategies

Data Driven Strategies	
Staff Development	Pupil Development
The Senior Leadership Team reviews all C2 Removal Data on a weekly basis to identify patterns and anomalies in teacher trends. This information is then shared with Curriculum Leaders to address any queries that may arise. Where teacher support is needed, our Lead Practitioner for Behaviour ensures that all staff consistently adhere to our Behaviour and Engagement Policy by employing proactive strategies and establishing secure routines. The support provided includes: 1. In-class lesson observations and feedback 2. Joint planning 3. Team teaching 4. Individual, tailored CPD Staff are regularly re-visited to ensure their approach to behaviour management is consistent with the school expectation.	In most cases, pupil behaviour is addressed in the classroom through the use of a C1 and C2. Following a removal from the lesson, pupils attend the Removing Barriers Room to reflect on their behaviour and complete any outstanding work. Where pupils are removed from the same subject on multiple occasions, subject specific interventions are initiated to support the pupil. Where pupils are removed from multiple lessons, the school will support through the use of our Lead Practitioner for Behaviour. Support involves: 1. Pupil Academic Review 2. Pupil / Lead Practitioner Meeting 3. Parental conversation 4. In-class observations 5. Agreed support strategies (Parent / Pupil / Lead Practitioner Meeting) 6. Strategies shared with Teaching Staff 7. Review Where the pupil has wider needs, bespoke interventions will be initiated to support the pupil.

Behaviour for Citizens – How are we ensure a calm and orderly environment across the school through the adherence to clear routines

In mirroring our in-class expectations system L.E.A.R.N, our ABCs programme is how we expect pupils to conduct themselves outside of the classroom.

How students conduct themselves around the school is a very important influence on how they settle to work in lessons. It sets the set the tone for their learning. It also determines how safe other pupils feel. Our expectations are set out below.



Each month pupils can receive reward coupons for demonstrating that they know their ABCs.

Uniform

Our uniform expectations can be found on our website. Uniform is checked every morning by Gate duty staff.

Each day pupils can receive 'caught being good tokens' for wearing their uniform correctly.

Mobile Devices

The Westgate School has a 'no mobile device policy' in which students should not have mobile devices visible or heard at any point throughout the school day. All pupils have been issued a Yondr Pouch to store their mobile phone. Mobile phones must be switched off and locked in Yondr pouches upon their entrance to school. This is in place to ensure the safety of all pupils and staff whilst on the school site and serious sanctions are issued to pupils who fail to adhere this expectation. Sanctions include fixed term suspension and mobile device bans. Staff will confiscate any mobile devices if seen and secure this until arrangements can be made for its return. Alternative arrangements will be made for repeated noncompliance. Pupils are not permitted to use their phone onsite at any time.

6. Rewards and Sanctions

Rewards and Recognition at The Westgate School

At The Westgate School, we believe in celebrating positive behaviour, engagement, and personal achievement. Our rewards system is designed to recognise and encourage pupils both in and out of the classroom.

In-Class Rewards: Talking Tokens

During lessons, pupils can earn Talking Tokens for a variety of positive behaviours, including but not limited to:

- Actively participating in class discussions
- Answering questions thoughtfully
- Producing high-quality or exceptional work
- Demonstrating teamwork and collaboration
- Following instructions and staying on task

Talking Tokens are awarded by teaching staff throughout lessons and are recorded on Edulink to keep pupils and parents informed of progress.

Out-of-Class Rewards: Caught Being Good Tokens

Outside of lessons, pupils may be awarded Caught Being Good Tokens for:

- Exemplary conduct around the school
- Consistently wearing the correct school uniform
- Showing kindness, respect, or good citizenship
- Upholding the school's values and expectations

These recognitions highlight the importance of positive behaviour throughout the entire school day.

Spending Rewards

All Talking Tokens and Caught Being Good tokens are centrally tracked by the Rewards Coordinator. Accumulated tokens can be spent in our School Rewards Shop, allowing pupils to choose from a variety of items as a tangible recognition of their efforts.

Celebration Assemblies

To further celebrate pupil success, we hold monthly Celebration Assemblies. These assemblies recognise and reward a range of achievements, including:

- The Top 10 pupils with the most Talking Tokens
- Star of the Month awards – These awards are nominated by teachers and Heads of Department for outstanding progress in subject areas.
- Excellent attendance and punctuality
- Noteworthy personal achievements in and out of school

Our rewards system is a key part of our positive school culture, reinforcing the values of effort, respect, responsibility, and achievement.

Sanctionable Behaviour

Misbehaviour of any kind has consequences, whether it occurs on the School's premises, outside of school while students are in the charge of members of staff, or outside of school at any other time.

Sanctions for Misbehaviour on the School's Premises

All members of staff (i.e. teachers, teaching assistants and other members of staff with responsibility for students) have the facility to refer students to Heads of Year or a member of SLT to impose a disciplinary sanction (except a suspension / exclusion) on students whose behaviour is unacceptable, or who breach the

Behaviour Policy, or who fail to follow a reasonable instruction.

Only the Head Teacher (Or designated member of the Senior Leadership Team) has the power to suspend / exclude a student from school, either for a fixed term period or permanently.

Sanctions for Misbehaviour Outside of School

All members of staff have the facility to refer students to Heads of Year or a member of SLT to impose a disciplinary sanction for misbehaviour occurring when the student is away from the School's site and:

- taking part in activities and trips organised by the School; or
- travelling to and from school, wearing the school uniform; or
- is in some other way identifiable as a student of the School.

Members of staff also have the power to impose a disciplinary sanction on a student for misbehaviour witnessed by a member of staff or reported to the School by any person which:

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

Examples of misbehaviour occurring outside school for which a disciplinary sanction may be imposed include bullying (including cyber bullying), misbehaviour caused or exacerbated by alcohol or drug use, rudeness to members of the public or disorderly conduct in retail stores. This is not an exhaustive list.

Criminal Misbehaviour on the School's Premises or Outside School

The School has the power to impose an appropriate disciplinary sanction on a student who has misbehaved in a way which could amount to a criminal offence (for example, theft, physical or sexual assault, criminal damage, possession or supply of prohibited substances, harassment or public order offences). This applies to misbehaviour on the School's premises or outside school, and a sanction can be imposed even where the student was not identifiable as a student of the School at the time.

Any misbehaviour which may amount to an offence will be reported to the police by the School (if it has not already been reported by the victim), and the School will cooperate fully with any criminal investigation conducted by the police, including handing over documentary or photographic / video evidence.

The police work to a much higher standard of proof (i.e. the criminal standard of proof – beyond reasonable doubt) than schools, which work to the civil standard of proof (i.e. on a balance of probabilities, which means more likely than not). The Crown Prosecution Service and police also apply a two limbed statutory test before deciding whether to prosecute or take other formal action (i.e. for example, a formal caution), namely that there must be a realistic prospect of conviction (on a balance of probabilities) and that it is in the public interest to proceed.

This means that there are likely be times when the police decide to take no formal action against a student, but this does not always mean that the police have cleared the student of guilt – they may be satisfied that an offence was committed, but have decided it was not in the public interest to take formal action. ***The School will therefore carry out its own investigation (applying the civil standard of proof) and, taking into consideration the reasons why the police decided to take no formal action, impose a sanction where it is fair, reasonable and proportionate to do so.***

Joint Enterprise

On occasion, serious acts of misbehaviour may be carried out by more than one student. Efforts may be made to determine the level of severity for each individual involved in an incident, with differing sanctions applied accordingly. Sometimes, however, this is not possible. In such cases the school will apply the notion of 'Joint enterprise' with all students involved in a behaviour incident receiving the same reprimand. Where students witness inappropriate behaviours, they are expected to take reasonable steps to prevent them from occurring, provided this does not bring themselves into danger. This may involve alerting a member of staff or contacting the school (if outside the school's premises). Where students fail to take reasonable steps to attempt to avert acts of misbehaviour, they may be sanctioned through joint enterprise.

Disciplinary Sanctions

The decision to impose a disciplinary sanction may be made by the Head of Year or a member of the SLT.

In addition, the Head Teacher has a statutory power to impose:

- Fixed term suspension from school;
- Permanent exclusion from school.

Persistent misbehaviour and / or serious breaches of this policy is likely to lead to fixed term suspension or permanent exclusion from the School, resulting in the student's name being deleted from the School's Admission Register and being placed in Alternative Provision until a place at another school is found for him or her.

The following tables are indicative only and should not be taken as a guarantee of what type of sanction will be imposed for any particular behaviour, as misbehaviour and sanctions are highly subjective and the School must always take into consideration the individual student's level of culpability, the circumstances, and the mitigating factors present.

Unacceptable Behaviour:

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR	
Examples of Unacceptable Behaviour	Possible Intervention, Action or Sanctions
• Lateness to school / lessons; • Failure to adhere to the school uniform policy; • Use of electronic devices, not permitted by the school • Refusal to follow instructions; • Low level disruption of learning; • Minor damage to property; • Non-threatening verbal abuse of others; • Play fighting and other disorderly behaviour; • Incomplete or inadequate work or attainment.	Incidents that occur in lessons are usually dealt with by class teachers. Incidents that have occurred outside of lessons are addressed by members of the Behaviour and Pastoral Team. These sanctions typically constitute of the following: • C1 Card Issued • Removal from lesson (Removing Barriers Room) • 40-minute School Detentions • 1-Hour School Detentions • Telephone / email to parents • Restorative action / Reintegration Meetings • Charging for replacement or repair of property • Confiscation of student's property • Internal Exclusion (IER)

	• Out of circulation, pending further sanctioning
	<u>Repeated incidents will usually be dealt with by the Classroom Teacher, by way of one or more of the following:</u> All of the above, plus: • Reintegration meetings • L.E.A.R.N Report Cards • Academic Reviews
	<u>Persistent / more severe incidents will usually be dealt with by the Directors of Learning / Behaviour Team, by way of one or more of the following:</u> All of the above, plus: • Removal of pupil from the lesson • Internal Exclusions • Consideration of placement in the Tailored Provision
<u>Failure to comply with Sanctions</u> • Students failing to respond to this system of consequences will receive monitoring / intervention through the L.E.A.R.N Phased report system. • Students who fail to attend a school detention will receive an Internal Exclusion the following school day. • Students who fail to successfully complete their Internal Exclusion will be made to repeat the day. • Repeated failure to successfully complete their Internal Exclusion may result in a Fixed Term Suspension.	

SERIOUS / MALICIOUS INCIDENTS	
Serious / Malicious Behaviour	Possible Consequences
Misbehaviour including (but not limited to): • Persistent disruptive behaviour, which prevents the orderly running of the school, or for which school sanctions and other interventions have not been successful in modifying the student's behaviour; • Actions which put the student or others in danger; • Inciting Violence; • Failure to stop for a member of staff (Including pushing / barging past); • Lesson Truancy	Dealt with by Directors of Learning in consultation with Behaviour SLT: • 1-Hour Detentions (As part of a wider sanction) • Placed on L.E.A.R.N Phased Report • Letter to parents • Reintegration Meeting • Academic Review

• Bullying (Physical, Mental and by Cyber); • Serious actual or threatened violence against another (students); • Serious actual or threatened violence against another (staff); • Verbal abuse towards students; • Verbal abuse towards staff; • The procurement or circulation of pornographic material or any other material that is likely to cause offence on the grounds of race, culture, religion, gender or sexual orientation; • Racist or culturally offensive language; • Homophobic language or behaviour that causes offence to any member of the LGBTQ+ Community; • Language or behaviour deemed to be discriminatory towards any of the other protected characteristics as listed in the Equalities Act 2010; • Misbehaviour caused or exacerbated by substance abuse; • False allegations against a member of staff; • Harmful sexual behaviour* (this includes any form of inappropriate or unsolicited touching as reported by the victim); • Indecent behaviour; • Persistent refusal to wear the school uniform correctly; • Smoking or possession of smoking-related paraphernalia; • Use of, possession of, or supply of any vape, electronic cigarettes, shisha pens or equivalents; • Use or supply of illegal substances; • Use or supply of other harmful substances (including alcohol); • Carrying an offensive weapon; • Use of electronic devices, not permitted by the school • Arson; • Severe damage to property; • Theft; • Dangerous Behaviour • Behaviour which prevents the effective safeguarding of the pupil / others; • Carrying or any involvement in the supply or use of fireworks (including Category 1 snappers); • Bringing the good name of the school into disrepute; • Filming members of the school community without their consent; • Distribution of digital media pertaining to any	• Loss of down time • Internal Exclusion • Direction to off-site education provision to improve behaviour • Consideration of placement in the Tailored Provision • Fixed Term Suspension • Permanent Exclusion ***Each of the sanction levels above can be applied in any order / where appropriate and at the discretion of the Head Teacher or designated member of staff
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member of the school community; • Negative interactions with members of the public or local community; • Dishonesty / Lying to a member of staff; • Gambling;	
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Lesson Truancy

At The Westgate School, all pupils are expected to attend every lesson on their timetable. We are unable to effectively safeguard our pupils if they choose to abscond or refuse to attend their lessons. As a school, we take lesson truancy very seriously and as a result, impose serious sanctions on those who commit these actions.

False Allegations against Members of Staff

Making an allegation of misconduct against a member of staff which is subsequently found to be false and / or malicious will be treated as a very serious breach of the School's Behaviour and Engagement Policy and dealt with accordingly by way of a disciplinary sanction (including fixed term suspension or permanent exclusion, where appropriate). This is because making an allegation of misconduct has very serious consequences for the member of staff concerned, which can be long lasting and far reaching.

False and / or malicious allegations must, however, be differentiated from allegations which are found to be unsubstantiated, or which were genuinely believed to be true by the student but subsequently found not to be true following investigation. The Westgate School does not want to discourage pupils from reporting misconduct by members of staff because they are afraid that, if the allegation is found to be unsubstantiated, they will face a disciplinary sanction.

Pupils are encouraged to discuss any concerns they have about a member of staff with another member of staff who they have a good relationship and trust.

Detentions

School detentions – After School (40-minutes & 1-Hour)

School detentions are issued for failure to comply with the terms set out in our Behaviour for Learning and Behaviour for Citizen sections. School detentions run from 3.20pm until a maximum time of 4.20pm and are served on the same day. In most cases, a 40-minute school detention is issued. Failure to attend this detention will result in a 1-hour detention being set for the following day. Parents will be informed of this sanction by text message or Edulink. As stated above, any student removed from a lesson will automatically receive this sanction on the day of their removal.

Late detention (Lunch Time; 12.50pm – 1.10pm or After School; 3.20pm – 4.00pm)

Any pupil entering the school building after 8:27am will be marked late. Students will then serve a same-day detention. Any student who arrives to school between 8.27am and 9.00am will receive a same day lunch time detention from 12.50pm – 1.10pm. Students who arrive after 9.00am will serve a same-day 1-hour after-school detention. Parents will be advised of this sanction via text message or Edulink. Parents should advise the school of any instances when they are aware that their child will arrive after 08.30am.

Where pupils enter the school between 8.27am and 9.00am, they will be issued an orange late slip. When pupils arrive at their lesson, they must hand this slip to their teacher who will mark them as late. Pupils are not to keep their orange late slips.

Where pupils arrive after 9.00am, they will be issued an orange late slip. As above, these should be handed to their teacher as they arrive to class and not kept by the pupil.

The Westgate School is not required to notify parents in advance of any detentions set, but makes every effort to do so.

When a detention is imposed, the pupil must attend it unless they can provide reasonable justification for not doing so (for example, because they were too ill to attend, and this is supported by a note from the student's parent or medical note). Failure to comply with any sanction is regarded as defiance which is punishable with a separate, more severe, sanction than the one that was not complied with.

Suspension and Permanent Exclusion from School

As stated above, only the Head Teacher or Acting Head Teacher has the power to exclude a pupil from the school, either for a fixed term period or permanently.

A student will only be suspended or permanently excluded from School where it is fair, reasonable and proportionate in relation to the misbehaviour involved, taking into account any contributing factors.

The Head Teacher will only permanently exclude a pupil in response to:

- A serious breach, and/or persistent breaches, of the School's Behaviour and Engagement Policy; and;
- Where allowing the student to remain at the school would seriously harm the education or welfare of the pupil or others at the school.

Parental Consent for Sanctions

The Westgate School is not required to obtain parental consent before imposing a disciplinary sanction on a pupil. It is for the school, not parents, to decide what sanctions will be imposed, following investigation of incidents of misbehaviour. Parents are expected to support the school in disciplinary matters, as it is clearly counter-productive in attempting to improve a student's behaviour if their parents will not accept that their child has done anything wrong.

In particular, parents should note that parental consent is not required for detentions to be imposed outside of school hours, and neither is the school legally required to give parents notice of detentions (including same-day detentions), although we will usually do so via a phone call or text message.

Where a detention / withdrawal of privileges takes place at lunch time, students will be given a reasonable amount of time to eat, drink and use the toilet facilities.

Sanctions Imposed on Other Students

Parents will not be involved in either the process or decision to sanction a pupil who is not their child, even where their child was a victim of that pupil's misbehaviour.

Firstly, as stated above, it is for the school to decide what sanction, if any, should be imposed. Secondly, information about the investigation and sanction will be the personal data of the other pupil and will not normally be disclosed to another parent or pupil without their consent, except in very limited circumstances. This is in line with GDPR regulations. Lastly, the process will inevitably involve obtaining information about

the other pupil's background and mitigating factors which will directly impact upon the type and level of sanction imposed, which other parents / pupils should not be privy to.

In view of the above, parents are asked to refrain from seeking to influence decisions made by the school in relation to sanctions imposed on other students and / or asking for information about sanctions to be disclosed to them.

Items Prohibited from School

There are several items which students are prohibited from being brought into school, either by law or by The Westgate School in its Behaviour and Engagement Policy. We must reiterate that pupils must not bring in, use or have contact with, any item that, in the opinion of the Head Teacher, may be detrimental to the health, wellbeing or safety of pupils and / or staff.

Involvement with any of the items below may result in either fixed term suspension or permanent exclusion from The Westgate School.

The items which are prohibited from being brought into school by law are:

- Knives and items manufactured to be weapons for example, guns (including BB guns)
- Alcohol
- Illegal substances (including so-called "legal highs" which are now illegal)
- Stolen items
- Tobacco and cigarette papers
- Vapes / E-Cigarettes
- Fireworks (including Category 1 snappers)
- Pornographic images (still or video)
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to cause personal injury to any person (including the student in possession of it)
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to damage the property of any person (including the student in possession of it)

The items which are prohibited from being brought into school by the School are:

- Items not manufactured to be weapons but which the school reasonably believes are intended to be used, or may be used, as a weapon (for example, a baseball bat or a table leg)
- Lighters and matches
- Material which is likely to cause offence or distress on the grounds of race, religion or belief, disability, sex, sexual orientation, gender reassignment or gender identity.
- Energy drinks
- Chewing gum
- Water Guns

Items which are permitted to be brought into school but have restrictions put on their use (E.g. Mobile Devices) will be treated as prohibited items if they are used by a pupil in breach of that restriction and are therefore subject to confiscation as set out below. The Westgate School will not accept liability for any lost or stolen items, and parents should ensure they have appropriate insurance for high value items that are

brought onto the premises.

Searching Students for Prohibited Items

Searches With Consent

Members of staff can search a pupil and their possessions (for example, bags, desk drawers and lockers) if the pupil agrees to be searched. Written consent is not required – verbal consent will suffice, and this will be satisfied where a pupil is asked to turn out his or her pockets and does so without objecting.

Searches Without Consent

The Head Teacher and members of staff who have been authorised by the Head Teacher have a statutory power to search pupils and their possessions (for example, bags, desk drawers and lockers) without their consent where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item, as set out above. Such searches may only be carried out when the pupil is on the School's site or under the lawful control or charge of the member of staff (for example, on a school trip).

There is no requirement for parents to be notified in advance of a search, and parental consent is not required.

Conducting the Search

The member of staff conducting a search of a pupil must be the same sex as the student, and there must be another member of staff present as a witness who, if at all possible, should also be the same sex as the pupil. However, where the member of staff reasonably believes that there is a risk of serious harm to any person (including the pupil concerned) if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff to witness the search, that member of staff can search a pupil of the opposite sex and/or without another member of staff being present to witness the search.

The pupil will not be required to remove any clothing other than outer clothing, which is clothing worn next to the skin or immediately over underwear. Outer clothing will include hats, shoes, boots, gloves and scarves as well as coats, jackets and double layers (for example, a pullover worn over a shirt). Intimate searches will never be carried out by any member of The Westgate School's staff – if it appears necessary, the matter will be reported to the police for them to decide whether to use their statutory powers in this respect.

Confiscation of Prohibited Items and Other Items

The Westgate School has a general power to confiscate, retain and dispose of any item belonging to a student (including items which are not prohibited from being brought into school) as a disciplinary sanction for misbehaviour, where it is reasonable to do so.

Where an item prohibited by law has been found, it will be confiscated and will not be returned to the student at all. The items will then be dealt with as follows:

Such items will either be destroyed or disposed of in an appropriate way (in the case of alcohol, tobacco, cigarette papers, fireworks, or illegal pornographic images)

CONSEQUENCES OF CONFISCATION	
Knives and items manufactured as weapons	Handed over to the police immediately

Alcohol	Disposed of by the school in any way it deems appropriate (other than returning it to the student/parents)
Illegal substances (including “legal highs”)*	Handed over to the police immediately or, if there is a good reason** not to, destroyed by the school
Stolen items	Either handed over to the police immediately or, where there will be no criminal investigation, returned to the rightful owner where possible, or disposed of by the school in any way it deems appropriate if not possible to return it to the rightful owner
Tobacco and cigarette papers	Disposed of by the school in any way it deems appropriate
Vapes	Disposed of by the school in any way it deems appropriate
Fireworks (including Category 1 snappers)	Disposed of by the school in any way it deems appropriate
Illegal pornographic images (for example, extreme or child pornography)	Handed over to the police immediately
Legal pornographic images (for example, adult pornography)	Destroyed immediately (including permanently deleting images and video footage from electronic devices and cloud storage)
Items used or intended to be used to commit an offence	Either handed over to the police immediately or, where there will be no criminal investigation, disposed of by the school in any way it deems appropriate (other than returning it to the pupil/parents)
Items used or intended to be used to cause personal injury	Either handed over to the police immediately or, where there will be no criminal investigation, disposed of by the school in any way it deems appropriate (other than returning it to the pupil/parents)
Items used or intended to be used to damage property	Either handed over to the police immediately or, where there will be no criminal investigation, disposed of by the school in any way it deems appropriate (other than returning it to the pupil/parents)
Items not manufactured as weapons but intended to be used as weapons	Either handed over to the police immediately or, where there will be no criminal investigation, disposed of by the School in any way it deems appropriate
Lighters and matches	Disposed of by the school in any way it deems appropriate
Material likely to cause offence or distress to certain groups	Either handed over to the police immediately or, where there will be no criminal investigation, disposed of by the School in any way it deems appropriate

	Either:
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Items used in breach of restriction imposed by the School

- Retained by the school for a specified period of time which will be notified to the pupil shortly after confiscation, the length of which will be determined by the nature of the breach of the restriction and the pupil's previous behaviour, before being returned to the student;

Or:

- Disposed of by the school in any way it deems appropriate (other than returning it to the student/parents) in the case of persistent breaches of the restriction;

Taking into account all relevant circumstances and using professional judgement.

Before returning electronic devices to pupils, the school may examine data and files on the device or in cloud storage attached to the device, and either hand these over to the police where they may amount to or be evidence of a criminal offence, or permanently erase them where there is a good reason** to do so.

*Where the member of staff is not sure whether a substance found is illegal or not, but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

**In determining whether there is a "good reason" not to hand items over to the police, or for erasing data or files from electronic devices, the member of staff will take into account all relevant circumstances and use their professional judgement, including considering the value or a stolen item, and whether an item can be safely disposed of by the school.

The Seizure of Electronic Devices

In line with DfE guidance, where the person conducting the search finds an electronic device they may reasonably suspect has been or may be used to commit an offence or cause personal injury or damage to property or disrupt learning or break school rules, they may examine data or files on the device where there is a good reason to do so, unless they are going to give the device to the police.

They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. **There is no reason for the school to acquire parental permission to search through a pupil's electronic device if there is reason to believe it has been used or is likely to be used to commit an offence or cause personal injury or damage to property or disrupt learning or break school rules.**

The School's Liability for Seized Items

The law protects members of staff from any liability in any proceedings brought against them for any loss of, or damage to, any items they have lawfully confiscated.

The school will ensure that reasonable care is taken of seized items which are being retained for a specified period of time before being returned to the pupil / parents, for example by keeping them in a securely locked container.

7. Restrictive Interventions, Including the Use of Reasonable Force and Seclusion

The Westgate School is committed to minimising the need for restrictive interventions through positive relationships, clear routines, early intervention, reasonable adjustments, effective behaviour support and de-escalation. Restrictive intervention is not a routine behaviour-management strategy and must never be used as a punishment or disciplinary sanction.

Restrictive interventions may only be used where they are lawful, necessary and proportionate to the circumstances. Staff must use the least restrictive intervention that is appropriate and for the shortest time necessary. Decisions must take account of the pupil's age, understanding, needs, known risks, SEND or disability, medical information and the immediate circumstances.

Reasonable force

All members of school staff have the legal power to use reasonable force where appropriate. Reasonable force means using no more force than is reasonable in the circumstances to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder.

Examples may include separating pupils involved in a fight, preventing a pupil from harming themselves or others, preventing significant damage or serious disorder, or removing a pupil from a classroom where necessary and proportionate. This is not an exhaustive list.

Before using force, where it is safe and practicable to do so, staff should use appropriate preventative and de-escalation strategies. Force must never be used as a punishment. Any force used must be proportionate to the risk presented and reduced or ended as soon as it is safe to do so.

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- **Prohibited and high-risk practices**
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- Staff must not deliberately use techniques that restrict or interfere with a pupil's airway, breathing or circulation. Staff must not deliberately cover a pupil's mouth or nose or apply pressure to the neck, throat, chest or abdomen. Ground restraint should be avoided wherever possible and, where a pupil unintentionally ends up on the ground, staff should move to a safer position or release the hold as soon as it is safe to do so.

Seclusion

Seclusion means keeping a pupil confined to a place away from others and preventing them from leaving. It may involve physical obstruction or other actions that cause the pupil reasonably to believe that they cannot leave.

Seclusion must never be used as a disciplinary sanction or punishment. It should only be used where necessary to prevent an immediate risk of harm and must take place in a safe environment with appropriate supervision. It must end as soon as the immediate risk has reduced.

The school's Removing Barriers Room, Internal Exclusion Room and other behaviour support spaces are not, in themselves, seclusion. However, where a pupil is prevented from leaving a space, staff must consider whether the practice meets the definition of seclusion and comply with the recording, reporting and safeguarding requirements set out below.

Recording and reporting

The governing body and Head Teacher will ensure that the school has effective procedures for recording and reporting restrictive interventions.

Each significant incident in which force is used must be recorded in writing as soon as practicable, with staff endeavouring to complete the record no later than the same day. Incidents of seclusion must also be recorded in accordance with the relevant statutory requirements.

Records will include, where applicable:

- the names of the pupil and staff involved;
- the date, time, location and approximate duration;
- relevant needs, circumstances and known risks, including SEND where relevant;
- what happened before the incident and any known triggers;
- preventative or de-escalation strategies used;
- the nature and degree of the intervention or force used;
- why the intervention was considered necessary and proportionate;
- any injury, medical treatment or welfare concern; and
- post-incident support, review or follow-up action.

Parents will be informed of each significant use of force and each incident of seclusion as soon as practicable, with the school endeavouring to do so no later than the same day, subject to any lawful safeguarding or other exception. Information provided will be appropriate to the incident and include the key circumstances, the reason the intervention was considered necessary, the intervention used and details of any injury.

Post-incident support and review

- Following a restrictive intervention, the school will consider the immediate welfare and medical needs of the pupil and others involved. Where appropriate, the school will provide an opportunity for the pupil to share their views, support staff involved and undertake a proportionate debrief or reflective review.

The purpose of review is to understand what happened, identify triggers and preventative strategies, repair relationships where appropriate and reduce the likelihood of future restrictive intervention. Relevant risk assessments, behaviour support plans and reasonable adjustments will be reviewed where appropriate.

Pupils with SEND and other vulnerabilities

- The school recognises that pupils with SEND, disabilities and other vulnerabilities may have additional needs or communication differences that affect behaviour. Staff will consider reasonable adjustments and whether behaviour may communicate an unmet need, distress, pain, anxiety, sensory overload or another difficulty.
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- Where there is an identified or foreseeable risk that restrictive intervention may be required, the school will consider appropriate individual planning, risk assessment and preventative strategies, involving the pupil, parents and relevant professionals where appropriate.
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- **Training, monitoring and governance**

The school will ensure that staff receive appropriate information, training and support relevant to their roles. The governing body and senior leaders will monitor restrictive intervention data and practice to identify patterns, repeated incidents, disproportionate impact on particular groups, training needs and opportunities to reduce restrictive practice. Findings will inform school improvement, staff development and individual support planning.

This section should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Health and Safety arrangements and relevant procedures for recording incidents and managing behaviour.

8. Anti-Bullying

8.1 Statement of intent

The Westgate School is committed to providing a safe, respectful and inclusive environment in which every pupil can learn, develop and participate fully in school life without fear of bullying, harassment, discrimination or intimidation. Bullying in any form is unacceptable and will be challenged.

The school recognises that bullying can have a significant impact on a pupil's education, attendance, mental health, wellbeing and sense of safety. In accordance with Keeping Children Safe in Education (KCSIE) 2026, bullying may constitute child-on-child abuse and may therefore be a safeguarding matter as well as a behaviour matter. Staff must not dismiss harmful behaviour as "banter", "having a laugh" or an inevitable part of growing up.

The school will take reasonable steps to prevent bullying, identify it at an early stage, respond appropriately when it occurs and provide suitable support to pupils who experience bullying and to pupils who engage in bullying behaviour.

8.2 Definition of bullying

For the purposes of this policy, bullying is behaviour by an individual or group that causes physical or emotional harm, intimidation, humiliation or distress to another person. It is often repeated over time and may involve an imbalance of power, although a serious one-off incident may also require action under this policy and/or the school's safeguarding procedures.

The imbalance of power may be physical, psychological, social or technological. Bullying may occur face-to-face or online, on or off the school site and during or outside the normal school day. A single incident that does not meet the definition of bullying may nevertheless constitute unacceptable behaviour or a safeguarding concern and will be addressed appropriately.

8.3 Forms of bullying

Bullying may include physical bullying; verbal bullying; social or relational bullying; cyberbullying or online bullying; prejudice-based and discriminatory bullying; sexist or sexual bullying; SEND/disability-related bullying; and bullying related to appearance, family circumstances, socioeconomic circumstances, caring responsibilities or another perceived difference.

Prejudice-based and discriminatory bullying includes behaviour connected to actual or perceived race, ethnicity, nationality, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or other protected characteristics. The school will meet its duties under the Equality Act 2010 to prevent discrimination, harassment and victimisation.

Sexualised bullying, sexual harassment and sexual violence will be considered under the school's safeguarding procedures. Harmful sexual behaviour will not be treated simply as a behaviour-management matter where safeguarding action is required.

8.4 Bullying and safeguarding

All staff must recognise that children are capable of abusing other children and that bullying, including cyberbullying, prejudice-based and discriminatory bullying, can constitute child-on-child abuse. Where bullying raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay.

Safeguarding concerns will be recorded on CPOMS in accordance with the school's safeguarding procedures. The DSL or Deputy DSL will determine whether additional safeguarding action is required, including early help, referral to Children's Social Care, police involvement or support from other agencies. Where a child is at immediate risk of significant harm, safeguarding action will take priority over the normal behaviour investigation.

8.5 Reporting bullying

Pupils are encouraged to report bullying as early as possible to any trusted member of staff. Pupils may also report concerns on behalf of another pupil. Staff who become aware of possible bullying must take the concern seriously, listen to the pupil and act. Pupils will not be instructed simply to ignore bullying or to resolve persistent bullying themselves.

Parents and carers are encouraged to contact the school where they believe their child, or another pupil, is experiencing bullying. The school will ensure that pupils have accessible and well-promoted routes to report concerns and know that reports will be taken seriously.

8.6 Recording and investigating bullying

Suspected or confirmed bullying requiring behaviour or pastoral investigation will be recorded using the school's Bullying Form. Serious behaviour incidents that do not in themselves constitute a safeguarding concern will be recorded using the Serious Incident Form. Any bullying that raises a safeguarding concern must also be recorded on CPOMS and referred to the DSL or a Deputy DSL.

When bullying is reported or suspected, the school will respond promptly and proportionately. The investigation will normally establish the nature and circumstances of the reported behaviour; listen to the pupil reporting bullying; speak separately to the pupil or pupils alleged to have engaged in the behaviour; speak to witnesses and review relevant evidence where appropriate; consider patterns of behaviour and any imbalance of power; consider whether the behaviour is prejudice-based, discriminatory, sexualised or otherwise presents a safeguarding concern; determine appropriate support, intervention and consequences; and communicate appropriately with parents/carers.

The school will distinguish between bullying, conflict and an isolated incident of unacceptable behaviour. Mutual disagreement or friendship difficulties do not necessarily constitute bullying; however, they may still require school intervention.

8.7 Responding to bullying

Bullying will be addressed in accordance with this Behaviour and Engagement Policy. Consequences will be reasonable, proportionate and appropriate to the circumstances, taking account of the nature, severity, frequency and impact of the behaviour, the individual circumstances of the pupils involved and any relevant SEND, disability or safeguarding needs.

Consequences and interventions may include restorative work where appropriate, parental meetings, detentions, removal from lessons or social times, loss of privileges, targeted pastoral intervention, behaviour support, Internal Exclusion, suspension or, in the most serious circumstances and where the statutory threshold is met, permanent exclusion. The response will seek to stop the bullying, protect the pupil experiencing it, hold the pupil responsible to account, address the reasons for the behaviour and reduce recurrence.

8.8 Supporting pupils

The school will provide appropriate support according to the needs and wishes of the pupil who has experienced bullying. This may include a trusted adult, regular pastoral check-ins, support with friendships or peer relationships, proportionate adjustments to seating or social arrangements, emotional wellbeing support, parental involvement, safeguarding support and referral to external services where required.

The pupil experiencing bullying should not ordinarily be expected to make significant changes to their education or routine in order to avoid the pupil responsible for the bullying. Protective arrangements will prioritise their safety, dignity and continued access to education. The effectiveness of support will be reviewed and the school will check that the bullying has stopped rather than assuming that the absence of further reports means that the matter has been resolved.

A pupil displaying bullying behaviour may themselves have unmet pastoral, SEND, safeguarding or emotional needs. Appropriate consequences may therefore be accompanied by intervention designed to understand and change the behaviour. This does not diminish accountability for the behaviour or its impact.

8.9 Cyberbullying and behaviour outside school

The school's responsibility to address bullying is not limited to behaviour occurring on the school site. Where online or off-site behaviour involves pupils from The Westgate School and threatens another pupil, causes harm, has repercussions for the orderly running of the school or adversely affects the school community, the school may investigate and sanction the behaviour in accordance with this policy.

Cyberbullying may include abusive or threatening messages, harmful group-chat activity, impersonation, deliberate online exclusion, sharing humiliating images or videos, creating harmful posts or accounts, spreading rumours online or encouraging others to target an individual. Where online behaviour indicates a safeguarding concern, the school's safeguarding procedures will be followed.

8.10 Preventing bullying

Preventing bullying forms part of the school's whole-school approach to behaviour, safeguarding and personal development. Prevention includes clear behavioural expectations; consistent staff responses; PSHE/RSHE and Personal Development education; teaching about healthy and respectful relationships, consent, equality and protected characteristics; online safety and responsible use of technology; accessible reporting routes; staff training; parental engagement; and analysis of behaviour and safeguarding information.

The school will promote a culture in which pupils are encouraged to report bullying and safely challenge harmful behaviour. Pupils who witness bullying will be encouraged to seek help from staff rather than reinforce, share or amplify the behaviour.

8.11 Monitoring and review

Bullying records will be monitored to identify repeated incidents; pupils repeatedly experiencing or engaging in bullying; locations or times where bullying occurs more frequently; online trends; patterns involving particular groups or protected characteristics; and whether interventions have successfully stopped the behaviour. Relevant trends will be reviewed by senior leaders and used to inform safeguarding, behaviour, pastoral support, staff training and preventative education.

The Head Teacher and Senior Leadership Team are responsible for ensuring that anti-bullying arrangements are implemented consistently and effectively. The governing body will provide strategic oversight, ensuring that this policy contains appropriate measures to prevent bullying and that leaders monitor the effectiveness of those measures.

8.12 Malicious allegations

The school will distinguish between an allegation that is unsubstantiated, unfounded or mistaken and one that is shown to have been deliberately fabricated. A pupil will not be sanctioned simply because an allegation cannot be substantiated. Where there is clear evidence that a pupil has knowingly and deliberately made a malicious allegation against another pupil, the school may address this through the Behaviour and Engagement Policy.

9. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying provisions (Section 7 of this policy)
- Safeguarding policy