

Behaviour Policy

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Changes made since last review:	
Pg 3	Amended the introduction to be more concise.
Pg 3	Title changed from “Scope of policy” to “Legislation, statutory requirements and statutory guidance” and updated legislation.
Pg 5	Updated rewards and recognitions to include more ways the school can reward pupils
Pg 7	Amended section to reflect changes to the detention system.
Pg 12	Added a section in inclusion to include the RESET programme.

Table of Contents

Introduction	4
Legislation, statutory requirements and statutory guidance	4
Westfield Ethos	4
The "Ripple Effect"	4
The Westfield Way	4
Meet & greet	4
Seating plan	5
Standing behind chairs with the correct equipment out	5
Learning objectives & outcomes	5
Well prepared lessons	5
Students standing when a member of staff walks in	5
Homework	5
Calm exit	5
Recognition & rewards	5
Daily rewards	5
Weekly rewards	5
Fortnightly rewards	6
Half-termly rewards	6
Termly rewards	6
Sanctions & support	6
Consequence system & the 5 Rs	7
Detentions	7
Saturday detentions	8
Tiers of support	8
C3s	9
Isolation room	9
Suspensions	9
Permanent exclusions	10
Malicious allegations	10
Bullying	10
Roles & responsibilities	11
The Trust Board	11
The Headteacher	11
Staff	11
Parents / carers	11
Inclusion	11
Key Stage 4	11
Key Stage 3	12
Prohibited items	12
Electronic devices	13
Searching, screening & confiscation	13
How we search	13
<i>Searching students' possessions</i>	14
<i>Informing the Designated Safeguarding Lead (DSL)</i>	14

<i>Informing parents</i>	14
Screening	15
Confiscation	15
Reasonable force	15
Zero tolerance approach to sexual harassment & sexual violence	15
Incidents outside the Academy	16

Introduction

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- 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

This policy complies with our funding agreement and articles of association.

Westfield Ethos

We believe that having set routines is key to having a consistent approach to behaviour management, so we have developed the Westfield "Ripple Effect" ethos to reflect this which we expect all students to follow.

The "Ripple Effect"

Respect	–	Show Respect to everyone
Inform	–	Inform staff of any issues
Punctual	–	Be Punctual at all times
Prepared	–	Arrive Prepared to learn
Listen	–	Listen to Instructions
Effort	–	Make every Effort to achieve

The Westfield Way

Meet & greet

Our staff will meet and greet students at the door in a friendly and respectful manner. This ensures students enter classrooms calmly and positively.

Seating plan

We use seating plans to ensure that students are sat in the best place to achieve their potential. Each teacher will expect students to sit in their allocated seat.

Standing behind chairs with the correct equipment out

At the start of each lesson, students are expected to get out their equipment for the lesson and quietly stand behind their chairs until the teacher asks them to sit down.

Learning objectives & outcomes

At the start of each lesson, teachers will explain to the students what the learning objectives and outcomes are for that lesson to ensure they know the lesson direction. Students write the objective into their books at the start of each lesson.

Well prepared lessons

Our staff put every effort into ensuring that lessons are well planned using the latest resources and technology. For students who need support, they will ensure that differentiated resources are provided to meet their needs.

Students standing when a member of staff walks in

As a sign of respect, we expect students to stand up when a member of staff enters the classroom.

Homework

Towards the end of a lesson, the teacher will set homework (if it is the homework day). Students are expected to record homework using their student planner.

Calm exit

Teachers will dismiss students a group/row at a time after they have all packed up and are standing behind their chairs. Staff will be standing at the door to monitor the exit and the corridors. For lessons at the start of a break / lunch, staff will ensure their corridor is clear.

Recognition & rewards

The role of awards at Westfield Academy is to promote positive conduct in school, promote and recognise student's efforts and to celebrate academic success. The policy for rewards and recognition are outlined below.

Daily rewards

Verbal praise by staff to recognise an achievement or a good level of effort. Positive referrals by staff recorded on Go4Schools rewarded for:

- Improvement or perseverance in challenging subjects or completing extension tasks (10 points)
- Consistent effort and high standards in homework (10 points)
- Acting on feedback and showing a desire to improve (10 points)
- Using keywords in lesson and HW (10 points)
- Consistent, quiet effort without seeking recognition (10 points)
- Daily attendance to Subject revision (10 points)

Positive phone calls home by staff to notify parents of specific achievements or effort shown in lessons or around the Academy.

Weekly rewards

Pupils with 100% attendance and most improved attendance in each form go into a prize draw. Winners are given a small prize from the Head of Year.

Positive postcards are filled out by staff and sent home to parents.

Half-termly rewards

Subject staff nominate a student from each year group who has worked well in each half term and staff vote for the winner. The winner receives a certificate and a voucher. Each subject also awards a "Mastery Medal" for completing extended or optional learning challenges/projects.

Termly rewards

End of term rewards assemblies focus on celebrating academic achievement, hard work and embodying the Westfield Values of Believe, Strive, Achieve. Trophies and certificates are awarded for:

- Attending college fairs, Unifrog engagement, or CV workshops, Personal development opportunities, positive work experience feedback etc
- Mentoring others or leadership in student council, being a model citizen of the school
- Volunteering or charity/community event support, litter picking, helping students/ staff with jobs
- Regular extra-curricular participation (music, STEM, sports, etc.)
- Top academic performance in assessments
- For most progress over the term

Yearly rewards

Yearly rewards are rewarded for excellent academic achievement and effort, throughout the year. One pupil in each year group will receive an Academic Star Badge and Trophy from subject leads, for outstanding work in a subject over the academic year. One pupil per year group will also receive the Headteachers Award which will be awarded to a pupil who consistently demonstrates our core values by believing in themselves and others, striving to overcome challenges, and achieving personal or academic milestones.

Gold, Silver and Bronze Awards will also be handed out to any pupils who have received the following collective points across the year:

- Gold - 5000 positive points
- Silver - 3000 positive points
- Bronze - 1000 positive points

Pupils who receive the bronze award will be invited to a celebration breakfast, pupils who achieve the silver award will be invited to a pizza party during lunchtime and pupils who receive the gold award will be invited on a rewards trip.

Sanctions & support

Where students do not follow the Westfield Way or the Westfield Ethos, the following measures are used to support students to rectify their mistakes. All of the Academy's sanctions are designed to help students to reflect upon and understand their mistakes to ensure that the Westfield Way and Westfield Ethos are followed.

In deciding a sanction, the Academy will make a decision based on evidence gathered and the decision will be based on the balance of probability. This is covered in paragraph 8 of the DfE exclusion guidance in which it is stated that:

"when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen."

This means that a sanction could be given even if a student denies any involvement in an incident. The Academy will always conduct an investigation, sometimes the investigations need to be thorough which could result in a sanction being decided upon a number of days after an incident has taken place, however, the Academy always endeavours to resolve incidents and issue a sanction in a timely manner.

For serious incidents, previous behaviour may be taken into account when deciding upon a sanction. All decisions on sanctions are made by paid members of the Academy staff or those authorised by the Headteacher to make such decisions and are made on the Academy premises or while a student is under the charge of a member of staff. The sanctions set out by the Academy and its members of staff do not breach any other legislation in respect of disability, SEN, race or other equalities and human rights. The Academy will always take the needs and circumstances of individual students into account including the child's age and any special educational needs that might apply.

Consequence system & the 5 Rs

Our consequence system is used in classrooms by staff to ensure that the Academy's "Ripple Effect" ethos is followed during lessons. The table below is used as a guide by all staff and students and uses a clear, staged approach so that staff and students know when students are not meeting the Academy's expectations.

Behaviour	Stage	Guidelines for consequences / actions
Low-level disruption (e.g. talking, inattentiveness, chewing, lack of work, misuse of equipment / environment, lack of respect, not following instructions, shouting out, inappropriate language, in wrong seat)	Reminder	Name written on board
Low-level disruption (e.g. continuation of above after being warned)	C1 – Reprimand	+ Tick C1 recorded on Go4Schools
Persistent low level disruption: <ul style="list-style-type: none"> ○ continuation of low level disruption ○ swearing ○ moving around classroom ○ throwing objects ○ listening to music 	C2 – Relocate or Refocus	+ Tick Either: <ul style="list-style-type: none"> ○ Relocate (move seats); or ○ Refocus (3 minutes outside) Record C2 on Go for Schools
Mid-level disruption (e.g. failure to respond to C2 action, defiance to the subject teacher)	C3 – Remove	+ Tick Email on call with student name, student removed from room and taken to Curriculum Leader Record C3 on Go4Schools (detention issued automatically)
High-level disruption (e.g. defiance to Curriculum Leader, continuation of low-level disruption having been sent to Curriculum Leader, verbal or physical abuse to student / staff)	On call issued by staff	Recorded as on call by staff – a member of the Senior Leadership Team will pick up the student and decide on any further sanctions, with the use of the isolation room considered

Detentions

The academy uses 20 minute lunch/break time detentions for instances where homework is not completed or homework is not completed to a sufficient standard. These detentions are facilitated by curriculum staff.

The Academy uses after-school detentions which are sat by students the day after the infringement. Detentions are split into two categories; punctuality to school and behaviour detentions. Behaviour detentions are given for the following:

- Receiving a C3 in a lesson;
- Failing a Pastoral Report Card;
- Failing to attend a break or lunchtime detention;
- Any out of lesson incident deemed serious enough to merit a detention;
- Receiving three uniform, equipment or late infringements in a week.

Behavioural detentions are restorative in nature and are not used simply as a time-based sanction. The purpose of a detention is to provide pupils with an opportunity to reflect on their behaviour, understand the impact of their actions, and plan for positive change. Pupils will leave upon completion of the work to the expected standard.

Punctuality detentions are given for the following reasons:

- Late to school without prior notification from a parent
- Persistent lateness to school

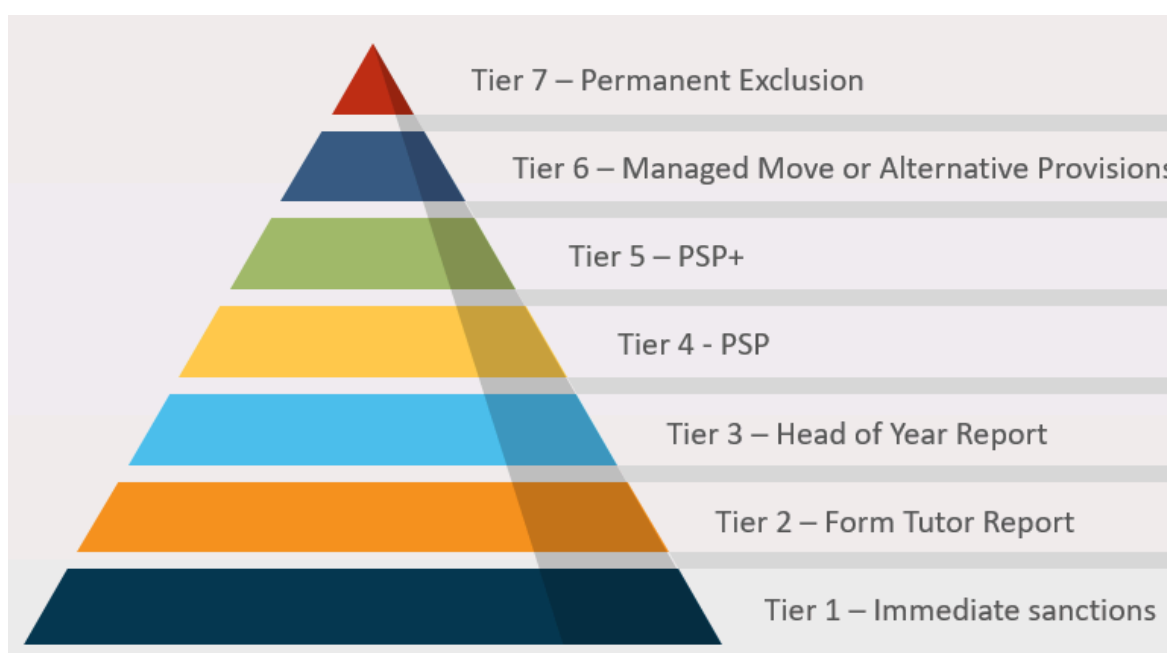
Pupils sitting punctuality detentions will be required to make up the number of minutes they were late at the start of the day. For example, a pupil arriving 10 minutes late will complete a 10-minute detention.

The Academy will notify parents / carers of an after-school detention via ParentMail the day before the detention is due to take place. If a student cannot attend the detention, the parent / carer must notify the Academy and the detention will be sat at lunchtime the same day. If a student refuses to attend a detention or walks away from a detention they will be isolated the following day and they will need to sit the detention on the following day.

Saturday detentions

The Academy uses Saturday detentions where students have been found to be truant from school or have been involved in bullying. The Academy will notify parents in advance of the Saturday detention to agree a date. If the student fails to attend, they will be internally isolated until they can sit the next Saturday detention.

Tiers of support



Depending on the incident, a student will not necessarily move through each stage.

Tier	Measure	Support / sanction
1	C3	Removed from class and after-school detention
2	x5 C3s; or x2 isolations	On report to Form Tutor for 6 weeks
3	x1 suspension; or x10 C3s; or x4 isolations	HoY report for 6 weeks; referred to inclusion to discuss with Chessbrook ESC. Targeted support offered: outreach , Integrated Services for Learning , Families First , My teen brain , SLCA , SEND 0-25 , STEP2 CAMHS , Safe Space Counselling
4	Failing report; or x15 C3s; or x2 suspensions; or x6 isolations	PSP report for 6 weeks; referred to inclusion to discuss with Chessbrook ESC. Additional targeted support offered: breakfast club, Switched on , R and R , PALMS , Coaching Direct , Preventative Youth Work , Employer Mentoring , Steps to Success , Gangs and Schools Team
5	Failing PSP; or x20 C3s; or x4 suspensions; or x8 isolations	PSP+ report for 6 weeks; Trustees / Headteacher Panel Agreement drawn up; on report to SLT
6	Failing report / agreement	Managed move or Alternative Provisions
7	Failing managed move or APs	Permanent exclusion

C3s

Persistent disruption to learning is taken very seriously at the Academy. If a student receives 5 C3s in a school term, they will receive a further sanction of one day internal isolation. If persistent disruption continues, the Academy will issue suspensions for every additional 5 C3s received by a student. The tariff for suspensions will then increase as outlined in the table below:

Number of C3s	Sanction
5	1 day internal isolation
10	1 day suspension
15	2 day suspension
20	3 day suspension
25	4 day suspension
30	5 day suspension

Isolation room

The use of the isolation room is used when it is deemed that a student has been involved in an incident that is a serious breach of Westfield's ethos, if the safety of other students is compromised or if students have behaved in a way that means we do not deem it fair for them to take part in normal lessons. The isolation room is a small classroom that is supervised by the Academy's pastoral staff. Students will remain in isolation, and work until either the issue has been successfully investigated / resolved, or until the sanction has been successfully completed. The pastoral staff supervising the isolation room will ensure that any student who is undertaking this sanction reflects upon and understands why they have been issued with this sanction and will work with students to implement strategies to avoid any further time being spent in the isolation room.

Suspensions

The decision to use suspensions by Westfield Academy is not taken lightly. Suspensions are given for serious breaches of the Westfield Ethos and will be based on the seriousness of the incident or for persistent misbehaviour. Only the Headteacher has the authority to suspend a student. The following behaviours will usually result in a suspension:

- Physical assault against a student;
- Physical assault against a member of staff;
- Verbal or threatening behaviour towards a student;
- Verbal or threatening behaviour towards a member of staff (including swearing at a member of staff);
- Bullying;
- Acts of behaviour that are deemed dangerous or deemed to be breaches of Health and Safety;
- Possession or consumption of alcohol, illegal drugs, tobacco and nicotine products;
- Persistent refusal to follow the Westfield Ethos;
- Possession of any prohibited item (see Prohibited items further below);
- Bringing the Academy into disrepute;
- Recording anti-social behaviour including fighting, bullying, comments of a racist, homophobic, anti-religious or sexist nature;
- Distributing or sharing videos of anti-social behaviour including fighting, bullying, comments of a racist, homophobic, anti-religious or sexist nature;
- Theft from anyone or anything in the Academy including students, staff, visitors and the canteen;
- Refusal to follow instructions, complete work, or persistent disruption whilst in the isolation room; and / or
- Stealing.

Students who have received a suspension will be required to attend a reintegration meeting where the incident that led to the suspension is reviewed, standards and expectations of behaviour are reinforced and the child properly readmitted back into the Academy. A parent / carer is expected to attend this reintegration meeting and should make a concerted effort to attend in order to support their child and the Academy. The procedures around suspensions are detailed in the Academy's Exclusion Policy.

Permanent exclusions

A decision to exclude a student permanently will only be made if there is a serious breach of the Westfield Ethos and Behaviour Policy and where a student remaining in the Academy would be detrimental to the welfare and safety of other students attending the Academy. The following will usually lead to a permanent exclusion.

- Serious actual or threatened violence against a student, member of staff or member of the public.
- Possession of an offensive weapon.
- Persistent bullying.
- Persistent disruption of lessons that is detrimental to the learning of others.
- Persistent defiance towards members of staff where a student is deemed out of the Academy's control.
- Sexual assault.
- Persistent behaviour that is racist, homophobic, anti-religious or sexist.
- Supplying an illegal drug.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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; and
- 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
Racial	Racial taunts, graffiti, gestures
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 our Academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Roles & responsibilities

The Trust Board

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

The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy. The Headteacher will ensure that the Academy's environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents / carers

Parents / carers are expected to:

- Support their child in adhering to the Westfield Ethos.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Inclusion

Key Stage 4

At Westfield Academy, we believe it is important to support students who may be at risk of being permanently excluded by tailoring their education to their strengths and offering further provisions. The student will now become the responsibility of the inclusion team, who will oversee all behaviour, attendance, punctuality and achievement within lessons. This will be overseen and managed by the Inclusion Manager, and supported by the Inclusion Mentors. The inclusion team's ethos is that students should remain in mainstream lessons and support will be deployed to the classroom. They aim to limit the number of withdrawal lessons to a minimum (no more than 4-5 per week). The inclusion team will run a 12-16 week programme which could include the following:

- Support & mentoring (daily) where feedback, advice and guidance are given.
- Alternative provision where appropriate.
- 1-to-1 sessions which focus on appropriate behaviours, relationships, social skills and attitudes to learning (behaviour for learning mentoring programme).
- Intervention and support from Chessbrook ESC staff (advice, guidance and / or attendance at parent meetings).
- In-class support from Inclusion Mentors where appropriate.
- Detailed feedback / notes on behaviour, attitude to learning and progress from support lessons.
- Regular lesson observations / learning walks and support during transition times.
- Regular contact with parents / carers.
- Advice and guidance for parents / carers around behaviours at home and within the community.
- Access to 1-to-1 or group extracurricular sessions.
- Referrals to additional agencies where appropriate, liaison with additional agencies such as TYST, Thriving Families, Local Police and Chessbrook.

Key Stage 3

Students identified as being at risk of permanent exclusion, despite multiple interventions and following a failed Pastoral Support Plan (PSP), may be referred to the RESET Programme; a specialist Key Stage 3 assessment initiative designed to provide targeted support for children with additional behavioural and emotional needs.

The programme is underpinned by a therapeutic approach and aligned with the national curriculum to promote holistic development, building essential life skills alongside academic progress.

The key aims of the RESET Programme are to:

- Support reintegration into mainstream education or placement into an alternative, more appropriate setting.
- Support students and families in managing behavioural needs both at home and in school.
- Where applicable, gather evidence to support an Education, Health and Care Plan (EHCP) application.

The programme is delivered through a bespoke timetable, tailored to meet each student's individual needs. Each student receives a personalised progress plan, which may include:

- Daily support and mentoring, where students receive consistent feedback, advice, and guidance encourage positive routines, discipline, and teamwork

- 1-to-1 mentoring sessions focusing on behaviour for learning, appropriate relationships, social skills, and attitudes to learning
- Protective Behaviours sessions to build emotional resilience and personal safety awareness
- Outreach support to address challenges both in and out of school
- Referrals to external agencies, where appropriate, to provide specialist or additional support

Regular four-weekly review meetings involving the student and parent/carer are held to assess progress and adapt provision as needed. Participation in parent support sessions is also a required component of the programme.

Prohibited items

The following are prohibited items and are not allowed in the Academy. Bringing a prohibited item into the Academy or being in possession of a prohibited item is a serious breach of health & safety and is always taken extremely seriously.

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers, lighters, e-cigarettes, vaping pens etc.;
- Fireworks;
- Pornographic material; and / or
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Electronic devices

We advise all students to not bring in any electronic devices into the Academy and we do not accept responsibility for any lost, stolen or damaged devices. Mobile telephones, smart phones, tablets and headphones are allowed in the Academy but must be switched off and not used during the school day. If parents need to contact students they can telephone the Academy's reception and a message will be given to the student. If a student needs to use one of these electronic devices in a case of an emergency they can go to reception to use it there.

Searching, screening & confiscation

How we search

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the student can carry out a search without another member of staff as 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;
- 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; and / or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the Academy's 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 Academy's 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; and / or
- 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 cooperate, the member of staff will contact the Headteacher, the Designated Safeguarding Lead or the Pastoral Lead to try to 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 on the list above, but not to search for items that are only identified in the Academy's 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); and
- hats, scarves, gloves, shoes, boots.

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 Academy premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- desks;
- lockers; and / or
- bags.

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the Academy's 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 above; and / or
- if they believe that a search has revealed a safeguarding risk.

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed above). 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; and
- what action the Academy has taken, including any sanctions that have been applied to their child.

Screening

During specific times of the year, the Academy can require students to be screened using hand-held metal detectors. This will usually be done during the exam period to ensure students do not enter the exam hall with electrical devices. This can be done without the consent of the student or the parent. If a student refuses to be screened in this way the Academy has the authority to refuse to have the student on the premises and the student's absence will be recorded as unauthorised. Screening can be done by any member of the Academy's staff.

Confiscation

The Academy can confiscate any item from the prohibited item list. Items such as weapons or illegal items will be passed on to the police. Items such as alcohol, cigarettes, tobacco products and e-cigarettes will be disposed of by the Academy. Electronic items such as smartphones and tablets will be confiscated if a member of the Academy's staff can see or hear the device. The device will be returned at the end of the day. If the Academy suspects that an electronic device has been or could be used to commit an offence, cause injury to someone or damage to property, we may examine the device, view or delete files or hand the device to the police. If the Academy suspects that an electronic device has been used for anything else that contravenes the Westfield Ethos and the Behaviour Policy, for example bullying, we may also examine the phone to view, delete or copy files as deemed necessary.

Reasonable force

Members of the Academy's staff have the power to use reasonable force in the circumstances listed below:

- To prevent students from committing an offence.
- To prevent students from causing injury to themselves or others.
- To prevent students from damaging property.

- To ensure the safety of students or staff in a classroom.
- To search students without consent if there is reason to believe they have an item from the prohibited list on their person.

If reasonable force has been used against a student, the Academy will always record and keep a record of the force used. The use of reasonable force will never be used as a sanction against any student in the Academy.

Zero tolerance approach to sexual harassment & sexual violence

The Academy 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 Academy's response will be:

- Proportionate;
- Considered;
- Supportive; and
- Decided on a case-by-case basis.

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

- Responding to a report; and
- 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; and / or
 - report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

Incidents outside the Academy

The Academy can discipline and set sanctions for students in accordance with this policy for incidents that are outside the Academy when the student is:

- taking part in any Academy-organised or Academy-related activity;
- travelling to and from the Academy;
- wearing an Academy uniform; or
- identifiable as a student of the Academy.

In some other circumstances, the Academy can set sanctions for incidents outside of the Academy, particularly when the behaviour:

- could have repercussions for the orderly running of the Academy;
- poses a threat to another student or member of the public; and / or
- could adversely affect the reputation of the Academy.