

Behaviour Policy

Date Issued:	30 September 2026
Review Date:	31 August 2027
Committee Responsible	Full Trust Board

Page	Section	Changes made since last review
Pg 4	Introduction, legislation and behaviour culture	Rewritten introduction; updated statutory guidance; added behaviour culture, equality and shared-responsibility principles.
Pg 5	Westfield Ethos and the Westfield Way	Expanded into a whole-school routines framework covering morning line-up, classroom entry, classroom routines, equipment, corridors, social times and transitions.
Pg 7	Recognition and rewards	Expanded the rationale and principles for recognition and clarified daily, weekly, half-termly, termly and annual recognition.
Pg 8	Responding to behaviour	Added High Expectations, Low Threat, de-escalation, take-up time, refusal procedures, restorative conversations and example language.
Pg 9	Behaviour consequences	Updated same-day detention arrangements, 1.00pm cut-off, detention infringements, lunchtime lateness detention, SLT detention and Saturday detention/community service.
Pg 11	Internal Isolation, suspension and permanent exclusion	Rewritten Internal Isolation section; clarified two C3 removals in one day; strengthened reintegration, investigation and serious-behaviour procedures.

Page	Section	Changes made since last review
Pg 12	Inclusion, SEND and reasonable adjustments	Expanded inclusive behaviour practice, reasonable adjustments, graduated support and Behaviour Support Plans.
Pg 13	Searching, screening, confiscation and restrictive interventions	Updated searching/confiscation content; incorporated Yondr expectations; replaced Reasonable Force with Restrictive Interventions and strengthened de-escalation/recording.
Pg 15	Roles and responsibilities	Expanded responsibilities for governors, Principal, SLT, Curriculum Leaders, Heads of Year, tutors, teachers, support staff, pupils and parents.
Pg 16	Behaviour beyond the Academy, online behaviour and safeguarding	Expanded expectations beyond the school gate, online behaviour, social media, bullying, child-on-child abuse and safeguarding.
Pg 17	Monitoring, evaluation and review	Added quality assurance, group monitoring, pupil/staff/parent voice, training, communication and annual review arrangements.

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Introduction, Legislation and Behaviour Culture

Introduction

At Westfield Academy, we are committed to creating a calm, safe and purposeful learning environment where every pupil can achieve their full potential. Excellent behaviour is fundamental to outstanding education and every pupil has the right to learn in classrooms free from disruption.

Positive behaviour is not left to chance. It is taught explicitly through clear expectations, consistent routines and positive relationships. Every member of staff has a responsibility to uphold these expectations so that pupils experience the same high standards throughout the Academy.

Our approach is underpinned by high expectations, consistency and kindness. Pupils thrive when boundaries are clear, routines are predictable and adults respond calmly and consistently. Where pupils struggle to meet expectations, the Academy will seek to understand the reasons for their behaviour while maintaining high standards and providing appropriate support.

This policy outlines the Academy's expectations for behaviour, the systems that support pupils to succeed and the consequences that may be used when expectations are not met.

Legislation, statutory requirements and guidance

This policy has been developed with regard to current legislation and Department for Education guidance, including:

- Behaviour in Schools: advice for headteachers and school staff
- Searching, Screening and Confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Restrictive Interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- Supporting Pupils at School with Medical Conditions
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The Education (Independent School Standards) Regulations 2014, including requirements relating to safeguarding, behaviour and anti-bullying.

The Academy will exercise its powers fairly, lawfully and proportionately, taking account of individual circumstances, safeguarding responsibilities, equality duties and any reasonable adjustments that may be required.

Our behaviour culture

At Westfield Academy, behaviour is taught in the same way as other aspects of learning. Pupils are explicitly taught what successful behaviour looks like and are given regular opportunities to practise the routines that enable the Academy to function effectively. Excellent behaviour is built through thousands of positive interactions every day.

High expectations

We believe every pupil can meet high standards of behaviour. Expectations remain ambitious for all pupils, with additional support and reasonable adjustments provided where appropriate.

Consistency

Pupils benefit from predictable routines and consistent responses. Staff reinforce expectations, celebrate success and address poor behaviour calmly and professionally.

Positive relationships

Strong relationships based on mutual respect, kindness, care and professional boundaries underpin effective behaviour.

Behaviour is everyone's responsibility

Every adult has a responsibility to model and maintain high standards, reinforce routines and challenge poor behaviour appropriately.

Restoration and reflection

Consequences are intended to reinforce expectations and help pupils make better choices. Restorative conversations may be used to repair relationships and support successful reintegration.

Equality and inclusion

The Academy recognises that some pupils may require additional support to meet behavioural expectations. Staff will consider age, SEND, disability, medical needs, safeguarding information and other relevant circumstances when applying this policy. Reasonable adjustments will be made where appropriate while maintaining the Academy's commitment to a calm, safe and orderly environment.

A shared responsibility

Creating an exceptional learning environment requires partnership between pupils, parents and Academy staff. Pupils are expected to demonstrate respect, responsibility and resilience; parents and carers are asked to support Academy expectations and engage constructively with staff; and the Academy is committed to applying this policy consistently and providing appropriate support.

Westfield Ethos and the Westfield Way

Westfield Ethos

The Westfield Ethos provides a shared language for behaviour across the Academy. Every pupil is explicitly taught the Ripple Effect and is expected to demonstrate it throughout the school day and when representing the Academy.

Letter	Expectation	What it means
R	Respect	Show respect to yourself, others and the Academy environment.
I	Inform	Inform a member of staff if you are worried about yourself or someone else, or if there is a problem that needs resolving.
P	Punctual	Arrive on time to school, lessons and Academy activities.
P	Prepared	Arrive fully equipped and ready to learn.
L	Listen	Listen carefully, follow instructions and allow others to learn.
E	Effort	Give your best effort and strive to improve.

The Westfield Way

The Westfield Way describes the consistent routines that enable excellent behaviour and high-quality learning. These routines are explicitly taught, practised and reinforced so that pupils experience consistency in classrooms and around the Academy.

Morning line-up

Purpose

Morning line-up provides a calm and purposeful start to the school day. It reinforces punctuality, organisation, uniform expectations and readiness to learn before pupils enter the building.

Pupil expectations

- Arrive in time for the start of line-up.
- Move promptly to the correct tutor line when directed.
- Stand silently in alphabetical order, facing forwards.
- Have planner and equipment ready for inspection.
- Respond immediately to staff instructions.
- Walk calmly and silently into the building when dismissed.

Staff expectations

- Be in position before line-up begins.
- Welcome pupils positively and reinforce the expected standard.
- Check uniform, equipment and planners efficiently.
- Address concerns consistently and record follow-up where required.
- Dismiss pupils calmly and in an orderly manner.

Failure to meet line-up expectations may result in a detention infringement.

Entering the classroom

- Pupils arrive punctually and enter calmly.
- Pupils go directly to their allocated seat and prepare the correct equipment.
- Pupils stand behind their chair where this is the agreed routine and wait for the teacher's instruction.
- Staff meet and greet pupils positively at the threshold while actively supervising the corridor.
- Learning begins promptly with the Academy's agreed starter or retrieval routine.

Classroom routines

- Follow reasonable staff instructions promptly.
- Listen respectfully when others are speaking.
- Contribute positively and allow others to learn.
- Complete work to the best of their ability and take pride in presentation.
- Use equipment and resources responsibly.
- Sit in the seat allocated by the teacher.
- Record homework and complete it to the required standard.

As a sign of respect and readiness, pupils may be asked to stand when a member of staff enters the classroom. Staff will apply agreed routines consistently and proportionately.

Equipment expectations

Pupils are expected to arrive prepared for learning. Required equipment will be communicated by the Academy and may include the Academy planner, black and green pens, pencil, ruler, scientific calculator and subject-specific equipment. Missing required equipment may result in a detention infringement.

Movement, corridors and transitions

- Walk at all times and keep left where directed.
- Move directly and purposefully to the next destination.
- Keep noise to an appropriate level.
- Respect personal space, displays and property.
- Follow staff instructions promptly.
- Avoid running, shouting, pushing, horseplay or behaviour that disrupts others.

Teaching staff supervise thresholds and corridors in accordance with Academy expectations. Curriculum Leaders supervise their curriculum areas and support colleagues in maintaining calm and purposeful transitions. Heads of Year and senior leaders provide additional visible support across the site.

Social times

- Respect others and Academy property.
- Follow staff instructions.
- Queue sensibly and use designated areas.
- Dispose of litter responsibly.
- Behave safely and avoid conduct that intimidates, excludes or harms others.

Calm exit and end of day

At the end of lessons, pupils pack away when instructed and leave calmly when dismissed. Staff supervise classroom exits and corridors. At the end of the school day, Academy expectations remain in place while pupils leave the site and, where applicable, while travelling to and from school.

Consistency is key

Every member of staff is responsible for implementing the Westfield Way. Consistency does not mean treating every pupil identically; it means maintaining consistently high expectations while making appropriate reasonable adjustments and providing additional support where needed.

Recognition and Rewards

Recognition and rewards promote positive conduct, recognise effort and celebrate academic and personal success. Recognition is not limited to exceptional attainment: it includes improvement, perseverance, kindness, leadership, attendance, contribution to Academy life and consistent demonstration of the Westfield Ethos.

Principles of recognition

- Consistency: positive behaviour should be recognised by all staff.
- Timeliness: recognition is most effective when given close to the behaviour or achievement.
- Inclusivity: every pupil should have meaningful opportunities to succeed.
- Effort matters: perseverance and improvement are recognised alongside outcomes.
- Celebrating success: achievement is shared appropriately to promote aspiration.

Daily recognition

Staff use specific verbal praise, positive narration, positive conversations and positive referrals on Go4Schools. Positive referrals may recognise improvement, perseverance, extension work, high standards in homework, acting on feedback, subject vocabulary, sustained effort and participation in revision or enrichment. Positive phone calls or messages home may also be used to celebrate specific achievements.

Weekly recognition

- Attendance and most-improved attendance prize draws within forms.
- Positive postcards or other positive communication home.
- Form, subject or Head of Year recognition.

Half-termly recognition

Subject staff may nominate pupils who have worked particularly well. Recognition may include certificates, vouchers and Mastery Medals for extended or optional learning challenges and projects.

Termly recognition

Celebration assemblies recognise academic achievement, hard work and pupils who embody the Westfield values of Believe, Strive, Achieve. Recognition may include personal development, leadership, volunteering, charity and community contribution, extra-curricular participation, academic performance and progress.

Annual awards

Annual recognition includes Academic Star awards from subject leaders and the Headteacher's Award for a pupil who consistently demonstrates the Academy's core values.

Award	Positive points
Bronze	1,000
Silver	3,000
Gold	5,000

Bronze, Silver and Gold awards may be accompanied by celebration experiences such as breakfasts, lunchtime events and rewards trips. Eligibility for particular rewards may also take account of behaviour and attendance where this has been communicated in advance.

Success beyond the classroom

The Academy also celebrates achievement in sport, performing arts, music, volunteering, community work, charity, leadership and other personal accomplishments. Success may be shared through assemblies, newsletters, displays, Academy communications and events.

Responding to Behaviour

Every member of staff is responsible for promoting positive behaviour and responding consistently when expectations are not met. The aim is to keep pupils in lessons, engaged in learning and successful. Poor behaviour will be addressed calmly and professionally, with de-escalation used wherever appropriate.

Principles for responding to behaviour

- Remain calm and professional.
- Address the behaviour rather than labelling the pupil.
- Use the least intrusive intervention likely to be effective.
- Give pupils a reasonable opportunity to correct their behaviour.
- Apply consequences consistently and proportionately.
- Restore relationships following significant incidents.
- Return pupils to successful learning as quickly as possible.

High expectations, low threat

Staff maintain high standards while responding calmly and respectfully. This includes using a calm voice, clear instructions, private correction where possible, appropriate take-up time and avoiding unnecessary confrontation or public argument.

De-escalation

- Use calm communication and positive body language.
- Use proximity and non-verbal reminders where appropriate.
- Give clear choices and reasonable take-up time.
- Reduce the audience where this may help.
- Acknowledge feelings without lowering expectations.
- Redirect attention or offer brief processing time where appropriate.
- Seek additional adult support where necessary.

De-escalation does not mean ignoring poor behaviour or lowering expectations.

Classroom response

Behaviour	Stage	What to do	Example Script
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 Give a quiet reminder of the expectation. Narrate positive behaviour where possible.	Thank you to everyone who is ready. James, I need you listening please.
Low-level disruption (e.g. continuation of above after being warned)	C1 – Reprimand	Add a tick to their name C1 recorded on Go4Schools Give a clear warning. Avoid debate.	James, that's a C1 for continuing to talk after the reminder.
Persistent low level disruption: - continuation of low level disruption - swearing - moving around classroom - throwing objects - listening to music	C2 – Relocate or Refocus	Add a tick to their name Either: - Relocate (move seats); or - Refocus (2 minutes outside) Record C2 on Go for Schools	Please wait outside for two minutes so you can refocus and come back ready to learn.
Mid-level disruption (e.g. failure to respond to C2 action, defiance to the subject teacher)	C3 – Remove	Add a tick to their name Email on call with student name, ask the pupils to wait outside for on call, on call to take pupils to shadow timetable. Record C3 on Go4Schools (detention issued automatically). Curriculum Leader to contact parents.	You've chosen a C3. Please wait quietly while I arrange for you to be collected.
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	Can you wait outside please, I've asked a senior member of staff to come and support you.

Take-up time and refusal

Following an instruction, staff should allow reasonable time for compliance where appropriate. If a pupil refuses a reasonable instruction, staff should remain calm, repeat the instruction clearly, explain the consequence, allow take-up time, avoid repeated confrontation and seek support if refusal continues.

Restorative conversations

Where relationships have broken down, restorative conversations should take place where appropriate before the next lesson or at another suitable point. These conversations should clarify what happened, explore impact, reinforce expectations, agree how recurrence can be avoided and repair the working relationship. Restoration does not replace an appropriate consequence.

Recording behaviour

Behaviour incidents should be recorded promptly, objectively and professionally on the Academy's behaviour management system. Accurate records support monitoring, intervention, safeguarding and communication.

Behaviour Consequences

Consequences reinforce expectations, protect learning and support pupils to make better choices. Decisions are made on the evidence available and, where facts are disputed, on the civil standard of proof: the balance of probabilities. Serious incidents will be investigated fairly and as promptly as practicable. Previous behaviour may be relevant when deciding a proportionate response to serious or persistent behaviour.

Classroom consequences

Most incidents are resolved within the classroom through the staged response in Chapter 4. Removal is used where behaviour is significantly disrupting learning, a pupil persistently refuses reasonable instructions, safety is compromised or serious misconduct occurs.

Detentions

The Academy uses detentions as a lawful behaviour consequence. Detentions are intended to reinforce expectations, provide an opportunity for reflection and protect learning. Parents and carers will be informed in accordance with Academy procedures. The Academy operates same-day detentions and does not routinely provide 24 hours' notice.

Break and lunchtime detentions

Curriculum staff may use 20-minute break or lunchtime detentions for failure to complete homework or where homework is not completed to an acceptable standard. The Academy also uses same-day lunchtime detentions for pupils who arrive late to school without a valid reason. Failure to attend may be escalated to an SLT after-school detention.

Behaviour Detention

A Behaviour Detention may be issued for a C3 removal, failure to attend a break or lunchtime homework detention, an out-of-lesson behaviour incident or accumulated detention infringements. Incidents entered before 1.00pm will normally result in a same-day detention; incidents entered after 1.00pm will normally be scheduled for the next appropriate school day.

Detention infringements

Everyday breaches of Academy routines may generate detention infringements. Examples include uniform infringement, lateness to lesson, lack of equipment and failure to meet line-up expectations. Each infringement is normally worth 30 minutes, with a maximum after-school detention length of 60 minutes in one day.

SLT Detention

An SLT Detention may be issued for failure to attend an after-school detention, failure to attend a lunchtime lateness detention, failure of a report card or other serious or repeated non-compliance requiring senior intervention.

Saturday detention

Saturday detention may be used for serious incidents including truancy, bullying and vandalism. The date will be agreed or communicated with parents in accordance with Academy procedures. Where appropriate, pupils may complete supervised community-service activities that contribute positively to the Academy environment, such as litter picking or assisting the Site Team with suitable restorative tasks. Failure to attend may result in Internal Isolation until the next available Saturday detention and/or another proportionate consequence.

Removal from lessons (C3)

A C3 removal is a serious consequence. A C3 will normally result in a Behaviour Detention. A pupil receiving two or more C3 removals in a single school day will normally be placed into Internal Isolation. Persistent removals will trigger additional intervention and may result in suspension where appropriate.

Persistent disruption

Persistent disruptive behaviour will be addressed through a combination of consequences and support. This may include departmental intervention, Head of Year intervention, report cards, Behaviour Support Plans, parent meetings, Internal Isolation, external support, alternative provision and suspension where appropriate.

Failure to attend sanctions

Attendance at an Academy detention or other lawful sanction is compulsory unless a valid reason has been agreed. Failure to attend may result in escalation. Persistent refusal to comply with sanctions may lead to Internal Isolation or suspension.

Internal Isolation, Suspension and Permanent Exclusion

Serious behaviour incidents

Where behaviour is sufficiently serious to require a significant response, the Academy will protect safety and learning, investigate incidents fairly, apply proportionate consequences and support successful reintegration. Parents or carers will be informed as appropriate.

Internal Isolation

Purpose

Internal Isolation is a structured educational environment for pupils who are temporarily unable to participate successfully in mainstream lessons. Pupils continue their education, reflect on behaviour and prepare for successful reintegration.

Reasons for Internal Isolation

- Two or more C3 removals during one school day.
- Persistent disruptive behaviour or serious defiance.
- Bullying, verbal abuse or other serious breaches of expectations.
- Behaviour that may otherwise warrant suspension.
- A temporary measure while a serious incident is investigated, where appropriate.

Expectations and provision

Pupils are expected to work quietly, complete work provided, follow instructions and behave respectfully. Subject work should be provided wherever practicable so that pupils continue to make academic progress. Structured reflection, literacy, numeracy or restorative work may also be used.

Reintegration

Following significant incidents or periods of Internal Isolation, reintegration may include a meeting with the pupil, parent or carer, Head of Year, senior leader or other relevant staff to review the incident, clarify expectations, identify support and agree next steps.

Suspension

Suspension is a serious sanction used where the Principal considers it necessary, lawful and proportionate. It may be used for a serious breach or persistent breaches of the Behaviour Policy, including where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Decisions will be made in accordance with current statutory guidance.

Examples of behaviour that may result in suspension

- Physical assault or fighting.
- Serious bullying, discriminatory abuse, sexual harassment or sexual violence.
- Possession of prohibited items, including weapons, drugs or other dangerous items.
- Vaping, smoking or drug-related incidents.
- Serious verbal abuse or threatening behaviour.
- Serious or deliberate damage to property.
- Deliberate tampering with or vandalism of Academy-issued Yondr equipment.
- Persistent disruptive behaviour despite previous support and intervention.
- Repeated or serious refusal to follow reasonable Academy expectations.

This list is not exhaustive. Each case will be considered on its individual facts and circumstances.

Investigation and decision-making

Before deciding on suspension or permanent exclusion, the Academy will gather appropriate evidence, provide the pupil with an opportunity to give their account where practicable, consider safeguarding information, SEND and relevant circumstances, and apply the balance of probabilities. CCTV may be reviewed where available and appropriate.

Reintegration following suspension

Following suspension, a reintegration meeting will normally be held to welcome the pupil back, review expectations, identify support and agree strategies intended to reduce recurrence.

Permanent exclusion

Permanent exclusion is a last resort and may be used in response to a serious breach or persistent breaches of the Behaviour Policy where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others. The Principal will make any permanent exclusion decision in accordance with current statutory guidance, with governance review and independent review rights applied where required.

Additional behaviour support

- Behaviour report cards and Behaviour Support Plans.
- Pastoral mentoring and restorative meetings.
- Risk assessments and safeguarding plans.
- SEND assessment and reasonable adjustments.
- Early Help or external-agency involvement.
- Off-site direction, managed moves or alternative provision where lawful and appropriate.

Safeguarding

Changes in behaviour may indicate safeguarding or pastoral need. Where behaviour raises a safeguarding concern, staff will follow the Safeguarding and Child Protection Policy and refer concerns to the Designated Safeguarding Lead without delay. Behaviour and safeguarding considerations will be considered together.

Inclusion, SEND and Reasonable Adjustments

Westfield Academy is committed to an inclusive environment in which every pupil is supported to succeed academically and personally. High expectations apply to all pupils; the support required to meet those expectations may differ.

SEND and individual need

Some pupils with SEND may experience additional challenges relating to regulation, communication, emotional wellbeing, sensory needs or social interaction. Staff will take account of identified needs while maintaining clear expectations. Support may be informed by EHCPs, SEND Support Plans, pupil passports, professional advice, risk assessments and Behaviour Support Plans.

Reasonable adjustments

In accordance with the Equality Act 2010, the Academy will make reasonable adjustments where appropriate so that disabled pupils are not placed at a substantial disadvantage. Adjustments may include adapted communication, visual prompts, additional processing time, seating arrangements, movement breaks, regulation strategies, modified transitions or additional adult support.

Understanding repeated behaviour

Where behaviour repeatedly falls below expectations, staff will seek to understand relevant underlying factors alongside addressing the behaviour itself. These may include SEND, communication needs, emotional or mental health needs, adverse experiences, bereavement, family circumstances, medical conditions or safeguarding concerns. Understanding the context does not remove accountability; it helps the Academy provide effective support.

Graduated support

Universal support

- High-quality teaching and consistent routines.
- Positive relationships and recognition.
- Appropriate classroom adaptations.

Targeted support

- Report cards and Head of Year mentoring.
- Behaviour Support Plans and parent meetings.
- Pastoral intervention, regulation or social-skills support.

Specialist support

- SEND and Safeguarding Teams.
- Educational Psychology or other specialist services.
- CAMHS, Early Help, Children's Services or other appropriate agencies.
- Alternative provision where appropriate.

Regulation before resolution

When a pupil is significantly dysregulated, staff should prioritise safety and appropriate co-regulation before attempting detailed restorative discussion. Once calm, the incident and expectations should be revisited.

Partnership with parents and multi-agency working

The Academy will work with parents and carers to share concerns, celebrate success, agree strategies and review support. Where wider needs are identified, appropriate external professionals may be involved and information will be shared lawfully and proportionately.

Searching, Screening, Confiscation and Restrictive Interventions

Searching pupils

Searches will be carried out in accordance with current statutory guidance by the Principal or an authorised member of staff. A search may take place where there are reasonable grounds to suspect that a pupil possesses a prohibited item, an item identified in Academy rules for which a search may be made, or where the pupil agrees to the search.

Searches will be conducted respectfully and proportionately. Staff will consider urgency, safeguarding risk, location, the pupil's cooperation and the need for an appropriate witness. The statutory rules concerning the sex of the searching member of staff and witness will be followed, including the limited urgent exceptions permitted by guidance.

Prohibited items

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, vaping devices and e-cigarettes.
- Fireworks.
- Pornographic images.
- Articles reasonably suspected to have been or likely to be used to commit an offence, cause personal injury or damage property.
- Other items banned by Academy rules where the applicable search power permits.

Possessions and strip searches

Possessions such as bags, lockers and desks may be searched in accordance with statutory powers and Academy procedures. Academy staff do not conduct strip searches. Any strip search on school premises may only be carried out by police in accordance with the law and statutory guidance, with safeguarding considerations paramount.

Safeguarding, recording and parents

The Designated Safeguarding Lead will be informed without delay of searches for statutory prohibited items and where a search reveals a safeguarding risk. Searches will be recorded as required. Parents will be informed of searches for prohibited items as soon as reasonably practicable in accordance with statutory guidance.

Screening

The Academy may use screening, including hand-held metal detectors, where lawful and appropriate. This may include examination arrangements designed to prevent electronic devices entering an examination room. Refusal to cooperate will be managed in accordance with statutory guidance and Academy procedures.

Confiscation

Staff may confiscate items in accordance with the law and Academy rules. Weapons, illegal drugs and other items may be passed to the police where required or appropriate. Tobacco, vaping products, alcohol or other unsuitable items may be disposed of lawfully. Electronic devices may be retained, examined or passed to the police where the statutory conditions for doing so are met.

Mobile phones and personal electronic devices

Westfield Academy operates a phone-free school through Yondr. Mobile phones and wearable communication devices must be switched off and secured in a locked Yondr pouch in accordance with Academy procedures and must remain secured throughout the school day. Pupils must not use, open, tamper with, deliberately damage, swap or attempt to bypass the Yondr system.

Unauthorised use, deliberate tampering or vandalism will result in consequences under this policy. Deliberate damage may result in suspension and a charge for replacement equipment where appropriate. Reasonable adjustments or agreed arrangements will be made where access to a device is required for medical or other exceptional reasons. In a school-wide emergency, communication will be managed through the Academy. Senior leaders have access to portable unlocking stations and will support pupils to unlock pouches when it is safe and appropriate to do so.

Restrictive interventions, including reasonable force

The Academy seeks to prevent the need for restrictive intervention through positive relationships, effective routines, risk assessment, de-escalation and appropriate support. Restrictive intervention, including reasonable force, will only be used where lawful, necessary and proportionate. Reasonable force may be used in circumstances permitted by law, including to prevent a pupil committing an offence, injuring themselves or others, damaging property or causing disorder. It will never be used as a punishment.

Recording and reporting

Significant incidents involving the use of force, and incidents of seclusion where applicable, will be recorded and reported in accordance with the statutory requirements in force from 1 April 2026 and the Department for Education guidance on restrictive interventions. Parents will be informed as required, subject to any lawful safeguarding exception.

De-escalation first

- Calm communication and positive body language.
- Reducing the audience and environmental triggers where possible.
- Clear choices and take-up time.
- Seeking additional trained adult support.
- Using planned strategies for pupils with identified needs.

Roles and Responsibilities

A whole-school responsibility

Maintaining excellent behaviour is the responsibility of the whole Academy community. Pupils should experience the same high expectations from every adult, in every classroom and in every part of the school.

Trust Board and Local Governing Body

- Provide strategic oversight of behaviour and ensure an effective policy is in place.
- Monitor the effectiveness of the Academy's approach and hold leaders to account.
- Consider behaviour, suspension, exclusion, safeguarding, SEND and equality information at an appropriate strategic level.
- Undertake formal statutory roles in relation to exclusions where required.

Principal

- Set the vision and expectations for behaviour culture.
- Ensure the policy is implemented consistently and staff are appropriately trained.
- Monitor the effectiveness of behaviour systems and ensure appropriate support is available.
- Exercise statutory responsibilities relating to suspension and permanent exclusion.

Senior Leadership Team

- Model expectations and maintain a visible presence.
- Support line-ups, corridors, transitions and social times.
- Support serious incidents and monitor implementation of the Westfield Way.
- Analyse behaviour information, challenge inconsistency and coordinate improvement.

Curriculum Leaders

- Ensure departmental implementation of the policy.
- Supervise curriculum-area corridors and transitions.
- Support staff with persistent classroom concerns and monitor departmental patterns.
- Celebrate positive behaviour and academic achievement.

Heads of Year and pastoral staff

- Monitor year-group patterns and identify pupils requiring early intervention.
- Communicate with parents and coordinate report cards, support plans and pastoral intervention.
- Support restorative work, line-ups, corridors and social times.
- Work with SEND, Safeguarding and other teams where appropriate.

Form tutors

- Build positive relationships and a sense of belonging.
- Support morning line-up, uniform, equipment, attendance and punctuality routines.
- Monitor wellbeing, celebrate achievement and communicate concerns.

Teachers

- Teach and reinforce the Westfield Way.
- Meet and greet pupils and establish calm, purposeful classrooms.
- Apply behaviour systems consistently and use de-escalation appropriately.
- Recognise positive behaviour, record incidents accurately and participate in restorative work.
- Actively supervise thresholds, corridors and transitions in accordance with Academy expectations.

Teaching Assistants and support staff

- Model and reinforce Academy expectations.
- Support classroom entry, regulation and successful learning.
- When moving with classes, reinforce calm pace, keep-left expectations and safe transitions, with particular support for pupils who require it.
- Challenge poor behaviour appropriately and communicate concerns to relevant colleagues.

Pupils

- Follow the Westfield Ethos and Westfield Way.
- Treat others with respect and follow reasonable instructions.
- Arrive punctually, prepared and ready to learn.
- Behave safely, respect property and allow others to learn.
- Accept consequences appropriately and report concerns to a trusted adult.

Parents and carers

- Support Academy expectations, attendance, punctuality, uniform and equipment requirements.
- Discuss concerns constructively and support lawful consequences issued under this policy.
- Attend meetings where requested and share relevant information that may affect behaviour.
- Communicate respectfully with Academy staff.

Behaviour Beyond the Academy, Online Behaviour and Safeguarding

Behaviour beyond the Academy

The Academy may respond to behaviour outside school where there is a lawful and reasonable connection to the Academy community. This includes behaviour while taking part in Academy activities, travelling to or from school, wearing Academy uniform, being identifiable as a Westfield pupil, behaviour

that could affect the orderly running of the Academy, behaviour that poses a threat to another pupil or member of the public, or behaviour that could adversely affect the Academy's reputation.

Travelling to and from the Academy

- Treat members of the public and transport staff respectfully.
- Behave safely and appropriately on public transport.
- Respect property and avoid conduct that places others at risk.
- Follow any additional expectations communicated by the Academy or transport provider.

Online behaviour and social media

Online behaviour can have a significant impact on safety, wellbeing and relationships in school. The Academy may respond where online conduct threatens or intimidates others, constitutes bullying or harassment, involves discriminatory or sexual abuse, encourages violence, shares harmful material or causes significant disruption within the Academy.

- Pupils must not use social media to bully, threaten, harass or discriminate against others.
- Pupils must not create accounts or content intended to humiliate pupils or staff.
- Pupils must not share images, recordings or personal information inappropriately.
- Pupils must not use online platforms to organise, encourage or glorify fights or other harmful behaviour.

Recording staff or pupils

Pupils must not photograph, film or audio-record members of staff or other pupils without permission. Recording an incident rather than seeking help may itself breach Academy expectations, particularly where content is subsequently shared. Nude or semi-nude imagery will be managed in accordance with safeguarding guidance.

Bullying

Westfield Academy does not tolerate bullying. Bullying may be physical, verbal, emotional, relational, prejudice-related, sexual or online. Reports will be taken seriously, investigated and addressed in accordance with the Anti-Bullying and Safeguarding policies. A serious single incident may warrant significant action even where the behaviour does not meet a repeated-pattern definition of bullying.

Sexual harassment and sexual violence

The Academy has a zero-tolerance approach to sexual harassment and sexual violence. Incidents will never be ignored or dismissed as banter. Pupils are encouraged to report anything that makes them uncomfortable, however small they believe it may be.

Responses will be proportionate, considered, supportive and decided case by case. The Academy will follow safeguarding procedures, undertake risk assessment where appropriate and determine whether the matter should be managed internally, referred to Early Help or Children's Social Care, and/or reported to the police.

Child-on-child abuse

Some behaviour between pupils may constitute a safeguarding concern, including sexual violence, sexual harassment, harmful sexual behaviour, serious bullying, physical abuse, prejudice-based abuse, coercive or controlling behaviour, and sharing nude or semi-nude images. Safeguarding considerations take priority, although an appropriate behaviour consequence may also be applied.

Police and external agencies

The Academy may involve the police or other external agencies where a criminal offence may have occurred, there is significant risk of harm, weapons or illegal substances are involved, serious threats have been made or safeguarding concerns require external intervention. External referral does not prevent the Academy from applying its own policy where appropriate.

Monitoring, Evaluation and Review

Monitoring the behaviour culture

The Academy will continually evaluate whether its behaviour systems maintain a calm, safe and purposeful environment, are understood and implemented consistently, support pupils to improve and enable staff to teach effectively.

Behaviour information

- Behaviour incidents and C3 removals.
- Behaviour, SLT and other detentions.
- Internal Isolation.
- Suspensions and permanent exclusions.
- Bullying, discriminatory incidents and serious incidents.
- Patterns by year group, curriculum area, individual pupil and repeat incident.

The purpose of analysis is not simply to count sanctions but to understand where, when and why behaviour is occurring and to take effective action.

Monitoring pupil groups

Leaders will review behaviour information for relevant groups, including pupils with SEND, pupils eligible for Pupil Premium, pupils with a social worker, Children Looked After and Previously Looked After Children, and other groups identified by the Academy. Where disparities are identified, leaders will investigate causes and consider support, reasonable adjustments and system changes.

Monitoring consistency

- Learning walks and observation of classroom routines.
- Corridor, transition and morning line-up monitoring.
- Behaviour data analysis and departmental or pastoral review.
- Staff and pupil feedback.
- Review of behaviour records and follow-up actions.

Where inconsistency is identified, leaders will provide appropriate challenge, coaching, training or support.

Pupil, staff and parent voice

The Academy may use pupil, staff and parent feedback to understand safety, consistency, clarity of expectations, bullying, reporting routes and the practical operation of routines. Feedback will be considered alongside other evidence rather than in isolation.

Quality assurance

Senior leaders will evaluate whether classroom disruption is reducing, pupils feel safe, corridors and social spaces are orderly, sanctions reduce recurrence, reintegration is successful, routines are implemented consistently and interventions improve outcomes for pupils requiring additional support.

Reporting to governors

Senior leaders will provide appropriate behaviour information to the Local Governing Body and/or Trust Board, including trends, suspensions, permanent exclusions, Internal Isolation, serious incidents, bullying and relevant pupil-group patterns. Governance oversight is strategic and does not replace operational decision-making.

Training and professional development

Staff will receive appropriate training on the Westfield Way, routines, classroom behaviour management, de-escalation, SEND and reasonable adjustments, safeguarding, restrictive interventions where relevant, restorative practice and Academy systems. New staff will receive behaviour training as part of induction.

Communicating and reteaching expectations

Behaviour expectations will be explicitly taught and revisited at the beginning of the academic year, through assemblies and form time, after school holidays where appropriate, when new routines are introduced and where monitoring identifies a need for reinforcement.

Policy review

This policy will be reviewed at least annually and may be reviewed earlier following significant changes to legislation, statutory guidance or Academy procedures. Review will take account of behaviour information, safeguarding, SEND and equality considerations, and feedback from the Academy community.

Key national guidance referenced

The following national guidance informed the 2026-27 redraft. The Academy should ensure that the most current version is used when applying statutory processes:

- Department for Education: Behaviour in Schools - advice for headteachers and school staff.
- Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - updated July 2026.
- Department for Education: Keeping Children Safe in Education 2026 - effective 1 September 2026.
- Department for Education: Searching, Screening and Confiscation - advice for schools.
- Department for Education: Restrictive Interventions, including the use of reasonable force, in schools - effective 1 April 2026.
- Equality Act 2010 and SEND Code of Practice: 0 to 25 years.