



## Character and Culture Policy

### For rewards and behaviour at West Exe School

**Date adopted:** July 2023 (for September 2023)

**Prepared by:** Nicky Lewis – Senior Deputy Head Teacher

**Ratified by:** Governing body

**Review date:** July 2024

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Anti-Bullying Statement
- Uniform Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

- Significant update for 2023/4 policy with multiple adjustments to Behaviour Policy

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**Note:** *This Character and Culture policy for rewards and behaviours has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions, they should seek guidance from a senior leader.*

This policy is reviewed annually in consultation with the student body, with families, and the staff. This consultation comes in the form of student parliament sessions, student surveys, parental listening sessions and coffee mornings, annual parent surveys and staff body working parties. This consultation process provides all stakeholders with the opportunity to feedback into the policy review process.

### **Aims of policy**

1. To promote good behaviour through high expectations, so that young people take ownership of their learning and have pride in their behaviour
2. To create an environment which is warm, welcoming and safe for all
3. To create clarity for staff, students and the community about acceptable behaviours in and out of school in order to promote community harmony and strong, positive relationships
4. To reward efforts and celebrate success so that all students feel both extrinsic and intrinsic motivation
5. To provide teachers and students with disruption free classrooms so that learning can be creative, challenging and maximised.

## **1.0 The West Exe School Policy for Character and Culture**

West Exe School is a fully inclusive comprehensive secondary school. Inclusion at West Exe means that every student feels safe and connected and is able to learning successfully in a disruption free classroom environment

The West Exe team understand that a thriving, successful school is the beating heart of a community, and West Exe is just that. Students at West Exe know that to be truly successful not just in school, but in life, they need to be curious, adaptable, ambitious, resilient and proud, but most of all, they need to be kind. Every day, we encourage students to be **their** very #BestExe. We have the highest of expectations of our young people because we expect them to achieve truly great things. We have an unashamedly academic, knowledge-rich curriculum, high quality teaching and an ambitious cultural capital programme for all.

Through education, we empower our students to be aspirant, to work hard and to transform the lives of those around them. This Character and Culture policy for rewards and behaviour encourages good behaviour through high expectations, clarity of message and an ethos which ensure students show pride in their learning by making positive behaviour choices. It underpins all that we do at West Exe.

## 2.0 Rewards

**West Exe School** regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. We recognise that the individual develops a sense of belonging to our West Exe community, and a sense of self through the celebrations of success across the curriculum and wider areas of school life. **West Exe School** wishes to recognise the vast majority of students make positive behaviour choices every day.

Listed below are the ways we celebrate success with students, parents and staff during the academic year.

### Merits

Merits are used by all staff to reward positive behaviour. These are given through Bromcom in the following categories:

- Tutor: Extended practice submitted on time
- Tutor: correct uniform
- Tutor: equipment
- Kind
- Adaptable
- Resilient
- Curious
- Ambitious
- Proud

### Merit Badges

Merit badges are awarded in line with the student attributes. E.g., when a student reaches 200 merits for being kind, they receive their kind merit badge. The West Exe shield is awarded to students who have achieved all six attribute badges.

### The Golden Ticket

Every fortnight, all members of staff have a 'Golden Ticket' which they can award to any student who has displayed what our student attributes stand for. There will be a bi-weekly focus on one of the student attributes as positive reinforcement. The golden tickets awarded are then placed in a fortnightly prize draw, for prizes suggested by the student body.

### Punctuality award

Students who are on time for every lesson across the week will be entered into a prize draw. This is to promote the importance of punctuality in school and in life.

### Headteacher Commendations

Headteacher's commendations are given to students who have been nominated by staff members for demonstrating the attributes, behaviours and values of what it means to be an exceptional West Exe Student. They are also awarded to students who have shown exceptional achievement, either in school or as part of an extracurricular activity. This includes a certificate and pen, with a letter going home to parents to share news of the young person's achievement.

## Attendance

There are various attendance rewards including the 5-day streak where students are entered into a draw following 5 consecutive days of full attendance. Text messages are sent home to share the good news and celebrate the impact that good attendance has on young people's life chances. Certificates are presented on an annual basis to students for 100% attendance respectively over the year. A separate award is given to students who have had 100% attendance over a 5-year period.

Attendance is also celebrated through SLT (Senior Leadership Team) breakfasts. Every half term, the tutor group in each year group with the best attendance has a continental breakfast delivered by members of the senior leadership team who congratulate them on their attendance and share the good news with them.

## Recognition

The School Newsletter, Twitter & Facebook are used to highlight students' achievements, as well as on our screens placed around the school.

## Termly Celebration Assemblies

Individual students are recognised in termly whole cohort assemblies. Rewards are given by the tutors, the Head of Year, and the Senior Leadership Team for exceptional achievement.

## Award Evenings

Annual Awards Evenings are held for each key stage in the Summer Term. Additionally, each year, the departing year 11s have a Graduation Evening the November after leaving West Exe. Awards are given in the following categories:

- Academic Achievement and Outstanding Endeavour for individual subjects (nominated by their teacher)
- Tutor Awards
- Student Attribute Awards
- Ted Wragg Trust Awards for Academic Endeavour and Community Contribution

Separately, we hold an annual awards evening for PE where we celebrate the sporting successes, the resilience and adaptability of our students.

We encourage all families and friends to attend these events in order to truly celebrate the efforts of students and to strengthen links between home and school.

## Tutor/House System

Competitions are held between tutor groups for particular activities and occasional prizes given. Inter-House sports competitions are held between House Groups during the year. House Groups will meet 3 times a year for House Week. All staff members are linked to a house and work with the students to win points for their teams, as well as to fundraise for the house charities.

### **The Ethos behind the West Exe Rewards System:**

The West Exe Rewards system has been updated for the academic year 2023/24 following a consultation with the student and staff bodies. Our student parliament offered feedback and guidance on what they would like to see within a rewards policy and then took feedback from their tutor groups. The above rewards outline our extrinsic motivational factors for students, which we promote and encourage throughout the year.

Through our deliberate practice and coaching programme for staff, we hope that students understand the importance of being intrinsically motivated to be successful. We believe this is achieved through a sense of accomplishment and belonging. Staff use precise praise, not just within their classrooms, but also within their interactions with students outside of the classroom. The relationships staff and students build ensure students feel valued by both their teachers and peers, understanding not only that their teachers want the absolute best for them but also why.

We recognise that success comes in all shapes and sizes, and endeavour through our celebration of the student attributes, first and foremost, to ensure that all students have equal opportunities to be recognised, regardless of starting point or.

### 3.0 Expectations

All Lesson expectations are based on the following principles:

- PUNCTUAL AND ORGANISED- Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

#### Lesson Expectations

1- Arrive on time, within 4 minutes of the bell, or before the second bell after break/lunch.

2- Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.

3- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.

4- Show pride in your learning by always working to the best of your ability and promptly attempting all work set.

5- Show pride in your behaviour by following all reasonable requests and not distracting others.

6- Phones and headphones and any other digital device should be turned off and placed in your bag during the school day, including breaks and lunch times.

All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections through our student parliament, through termly parent forums, annual surveys and staff networks.

### 3.1 Lesson removal

If a student does not adhere to the 'Classroom Expectations', a teacher will tell them that they have a 'reminder' and their name will be written on the board in the Expectations section. If a student does this for a second time, they will be referred to the refocus room for a period of reflection before moving into the lesson removal room.

Lesson removal practice includes:

- The use of multiple removal rooms/spaces to support a range of student needs
- Reasonable adjustments (eg. movement breaks) applied to ensure student engagement
- Positive reinforcement used with students in order to be able to reduce the time or reduce the detention by engaging fully in work/activities set
- Staggered approaches, so that students remain for various lengths of time dependent upon number of visits eg. First visit is two hours plus 30-minute break, lunch or after school. If there is a second visit during a school day, the time spent is five hours plus 30 minutes after school.
- Work set comes directly from lessons, eg. google classroom, and the live streaming of some subjects
- Students being given the opportunity to reflect and (if appropriate) review the teacher's decision
- Reflective and restorative conversation with staff which are used to help secure positive relationships
- Efficient and compassionate communication to parent/carers so they understand nature of removal and next steps

### 3.2 Internal Truancy

Internal truancy is when students are deliberately missing from lessons without permission.

If a student deliberately misses their lesson without permission, they will spend five hours in the lesson exclusion room plus 30 minutes after school in the lesson removal room.

Families will be informed via a text message and a telephone call from a member of staff.

### 3.3 Repeated or more Serious Incidents

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in an incident too serious for a lesson removal, the student will be referred to internal exclusion. Students will spend a full day in internal exclusion including a one hour after school detention.

More serious incidents could include but are not limited to:

- Repeated Internal truanting
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.



## 4.0 Review, Restoration and Student Voice

If any student feels a member of staff has incorrectly referred them to the lesson removal room, they can request staff review the lesson removal. The pastoral support team will always try to capture student voice related any incident and use this to inform decision making.

All students will have the opportunity to complete a reflection sheet upon entry to the refocus room and may use this to indicate if they feel they have been referred on an unfair basis. The review will be considered by a member of staff and the student informed of the outcome after any investigation. Any staff member who refers a student to the refocus room will complete a response to the student's review in readiness for the next lesson as part of the restorative approach.

## 5.0 School community sanctions

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around School. We expect all students to always behave kindly and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

The red card detentions enable us to address any behaviour that does not meet our high expectations.

The following are possible (but not limited to) reasons for a red card detention:

<ul style="list-style-type: none"><li>• Running indoors</li></ul>	<ul style="list-style-type: none"><li>• Eating and drinking in banned areas</li></ul>
<ul style="list-style-type: none"><li>• Shouting indoors</li></ul>	<ul style="list-style-type: none"><li>• Not clearing away your tray in the canteen or dining hall</li></ul>
<ul style="list-style-type: none"><li>• Being out of bounds</li></ul>	<ul style="list-style-type: none"><li>• Hitting or kicking school property</li></ul>
<ul style="list-style-type: none"><li>• Dropping litter/throwing food</li></ul>	<ul style="list-style-type: none"><li>• Failing to follow a reasonable request</li></ul>
<ul style="list-style-type: none"><li>• Inappropriate language or attitude</li></ul>	

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20-minute detention at the next available session in the red card room.

## 6.0 Welcome back week

At periodic times throughout the school year, usually following a half-term or end of term break, there will be a 'Welcome back Week.' These weeks are intended to help all students to readjust to school life, and to help them to feel like a welcomed member of the West Exe Community. As a school, we will monitor the needs of our student body and community, and then plan the focus of those weeks around emerging issues. An example week might focus on uniform or student equipment and be linked to the school's reward system and student attributes. We want every student to feel pleased to back, and to feel like a valued member of the community.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time.

Wherever possible, tutors will support and prepare students in advance and daily (during the week) to support their tutees to meet expectations.

## 7.0 Punctuality and lateness

Punctuality is a key skill for any student to develop in life and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after 8.35am but before 9.00am without sufficient cause will be issued with a 30-minute same day late detention after school and families notified by text message. Failure to attend this detention will result in a visit to the Lesson removal room.

Students who arrive in school after 9.00am without sufficient cause will be issued with a 60-minute same day late detention after school and families notified by text message. Failure to attend this detention will result in a visit to the Lesson removal room.

We aim to support our families with prompt arrival to school and punctuality to all lessons.

## 8.0 Creating Routines

All teaching staff have a program of development, training and coaching designed to help them constantly improve their practice and establish a positive culture. An example of the coaching model for supporting student routines is below. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive. Examples of the techniques below including 'connect and correct' and 'narrate the positive' are designed to maintain a safe and secure environment for students whilst creating a culture of high expectations.



## 9.0 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions, these are always to be applied objectively (i.e., it is the negative behaviour that is resulting in the sanction, not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are reminders and removal. No staff member will create their own sanctions outside of the School's behaviour policy.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a verbal reminder to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student in lesson removal room and internal exclusion room will complete a reflection form and will be shared with the member of staff responsible and met by the member of staff responsible responding to the reflection form.

Uniform expectations are detailed on the school website. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence and (where relevant) involve non-branded items eg. Students who wear trainers for medical reasons should wear black non-branded and logo free items.

Uniform is checked daily by all staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice.

### 9.1 Multiple referrals

Students who experience multiple referrals to lesson removal will have a graduated or wave response to support. We aim to ensure students can make positive choices and recognise that this is more challenging for some students. Students who experience multiple lesson referrals will receive additional support through a variety of graduated approaches to help them be successful in their lessons and the school may make some reasonable adjustments to the Character and Culture policy to support students' ongoing needs.

## 10.0 Bullying and Discrimination

At School our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

We are proud of our recognition the school community has received for the work done to achieve the Anti-bullying silver kite mark award.

We will continue to foster an ethos where students set a good example to others. We encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to red card, Lesson removal, Internal exclusion, host school, suspension, and for repeated breaches, permanent exclusion.

Our Anti-bullying strategy is available on our website and is reviewed annually.

## 11.0 Support

We aim to support all our students to ensure that every child succeeds during their time at school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual in recognition of that what works for one child may not for another. Any student designated at risk of exclusions will have a Pupil Inclusion Map (PIM) which is a tiered response to supporting all students make positive behaviour choices.

## 12.0 Lesson removal at a host school

In certain circumstances and to avoid suspension, the school may refer a student to lesson removal at another (host) school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour. Any referral to a host school will be completed in consultation with families. If a student fails/refuses to attend then a suspension could be issued.

Circumstances that could result in a student spending time at a host School include, but are not limited to, the following breaches of the Character and Culture policy:

- unsuccessful lesson removal
- Repeated and persistent refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media; and
- fighting.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

## 13.0 Suspension

Application of suspension is completed in conjunction with [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. All suspended students will spend at least one day in lesson removal as part of their reintegration.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

## 14.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

## 15.0 Extended Practice support and sanctions

Students receive a minimum of 1 hour of extended practice each day. This will continue on the Sparx platform as well as work in the Extended Practice books. Support for students who struggle with Sparx Maths is offered most break and lunch times in the Maths corridor. It will also be offered after school on Mondays, Wednesdays and Thursday for those who do not want to use their recreational time to seek support.

All extended practice is checked by the Tutor; a merit is given for completed work; a 30-minute next day detention is issued for incomplete work and missing the deadline. Parents will be notified by text message. Failure to attend this detention will result in a one-hour detention the following day. The Sparx Maths homework deadline is 4pm on Wednesday, with 50% completion required by Monday. Therefore, if a child has

struggled with the homework set, and has a couple of questions outstanding, there will be 4 opportunities on the Wednesday to get support: breakfast club, Sparx Café break 1, Sparx Café break 2, and extended practice support after school. Detentions will not be set until the Thursday, therefore providing every child with every opportunity to be supported and successful.

## 16.0 Sexual harassment and online sexual abuse

West Exe School takes all reports of Sexual harassment, sexual violence, and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

West Exe School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

Sexual harassment could include but is not limited to:

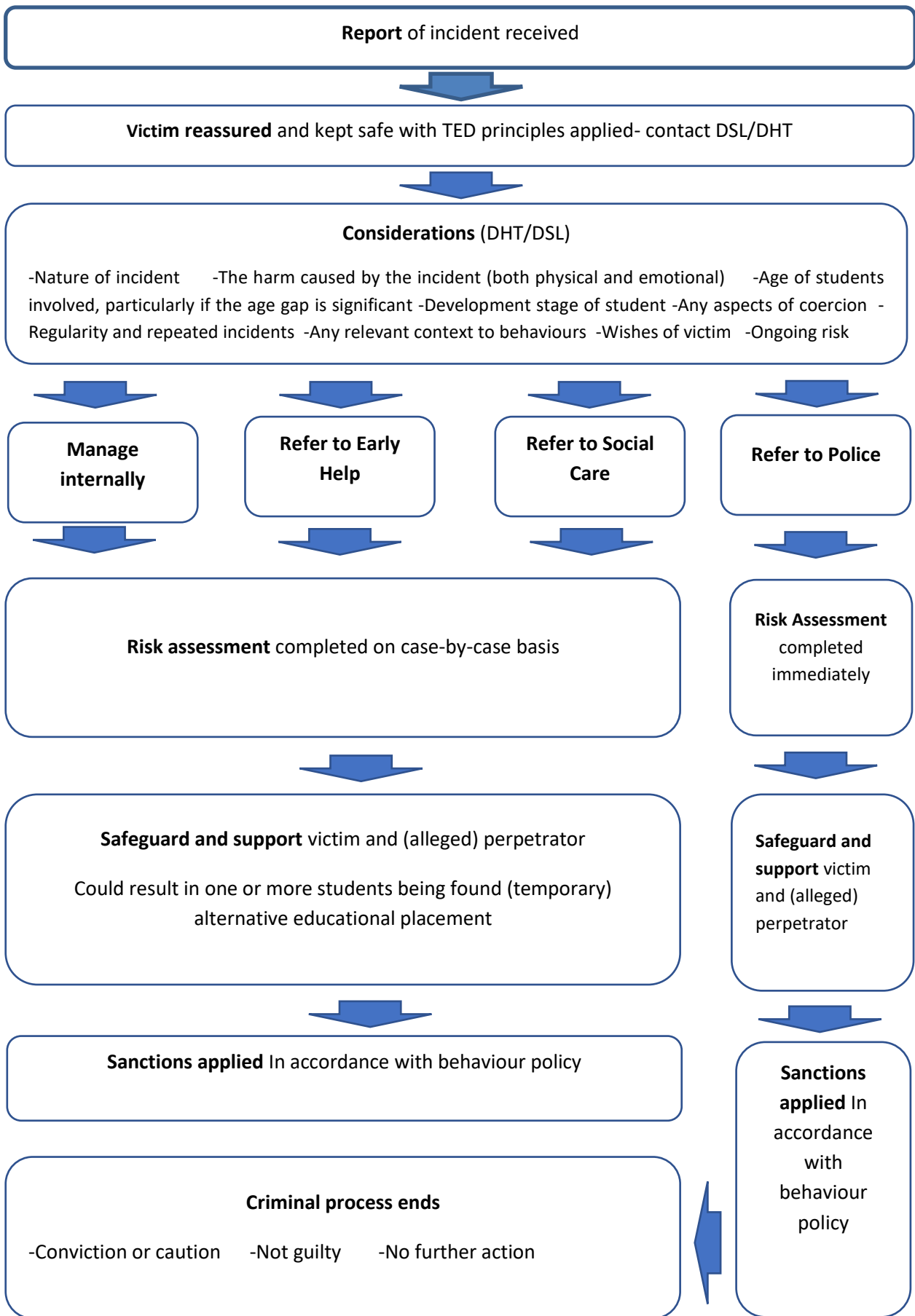
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion, and threats.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

West Exe School will follow the following process when incidents are reported.





West Exe School recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

West Exe School will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

West Exe School will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Internal exclusion
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases, West Exe School will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, West Exe School will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

## **17.0 Consistent Expectations**

Consistency is hard to achieve in any organisation, we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible),

refusal to accept the alternative will be viewed as defiance and the student may be placed in Lesson removal until the issue is rectified.

## 18.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

## 19.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

## 20.0 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students may be permanently excluded if they

are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

## **21.0 Alcohol**

Consuming, carrying, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## **22.0 Medication**

Carrying, supplying, or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

## **23.0 Smoking- including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping, or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location, and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

## **24.0 Search and Confiscation**

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103222/Searching_screening_and_confiscation_Advice_for_Headteachers_school_staff_and_governing_bodies_July_2022.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g., photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. hair dye or false nails, they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases, parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all e.g., mobile phone and bag searches used to support this. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been

brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected, the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a West Exe School student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE (Department for Education) document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters, and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include matches, lighters, 'legal highs,' and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- Water pistols
- Water Balloons
- Chewing gum
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.

- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

## 25.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies.' July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## 26.0 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

### Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

## 27.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as a West Exe School student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DfE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;

- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

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

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff, or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### 27.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g., bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

## 28.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g., running inside the building, throwing an object at a peer, etc. the school will levy a charge of 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

## 29.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end, the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness, and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer, the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's

decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which, they will be reviewed.

### 30.0 Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

### 31. Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases, it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

### 32.0 Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**



# Lesson Expectations

1. Arrive on time, within 4 minutes of the bell, or before the second bell after break/lunch.
2. Sit down calmly where you are asked showing you are ready to learn - equipment out and sit up straight in your chair.
3. Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.
4. Show pride in your learning by always working to the best of your ability and promptly attempting all work set.
5. Show pride in your behaviour by following all reasonable requests and not distracting others.
6. Phones and headphones and any other digital device should be turned off and placed in your bag during the school day, including breaks and lunchtimes.