



<b>Policy Title: PROMOTING POSITIVE BEHAVIOUR (WBS)</b> <b>- Policy and Procedure</b> To replace Behaviour Management Policy	<b>Updated Date:</b>	November 2023
<b>Staff Member Responsible:</b> Headmistress	<b>Review Date:</b>	September 2024

### Behaviour: Our Culture and Values

At Westonbirt, our mission is to provide a caring and inspirational learning environment that will support the development of each individual intellectually, emotionally, morally and spiritually.

<b>Behaviour ETHOS</b> Our school believes... - in treating each pupil as an individual who has the power to change and grow. - all behaviour is communication. - regulated interactions and a respectful dialogue will effect lasting change.	<b>Behaviour APPROACH</b> Ready Respect Safe
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We want pupils to be enthused by staff that are passionate about their specialist subject and enjoy teaching it to them.

We also aspire to develop the pupils’ ability to recognise, self-regulate and manage their social and educational needs, to support pupils to be prepared to compete, thrive and contribute as curious, creative and courageous citizens within an ever changing and increasingly challenging world.

This belief is underpinned by our values of kindness, confidence, resilience, respect, courage and communication; we seek to create systems which will support our pupils in communicating clearly without relying on poorer habitual behaviours. We recognise that behaviour is a form of communication and as such we will support the pupils to address their needs and to manage their



behaviours. We are also aware that behaviours with young adults are often the cause of miscommunication, adolescence and frustration and are not always intended as they are applied.

#### Aims

- To promote productive, respectful and kind behaviour as an essential ingredient to a calm environment in which effective teaching and learning can take place.
- To administer this with a clear behaviour strategy, rewards and sanctions.
- To create an environment based on mutual respect and a sense of community.
- To improve the way in which the School community works together to solve problems and to strengthen the partnership between home and School.
- To ensure any sanctioned behaviour is done collaboratively and is considerate to the primary needs of the pupil.
- To encourage a sense of responsibility, resilience and self-discipline in every pupil fostered from a base of trust.
- To have a consistent approach to behaviour management.
- To listen to pupils, being always aware that behaviour is a form of communication and to help pupils recognise and manage their feelings and associated behaviours.
- To have a support system in place for pupils and effectively to manage pupils' transitions.
- To liaise with parents and other agencies effectively.
- To ensure reasonable adjustments are made for all our pupils, being acutely aware of the special educational needs or disabilities of each and every pupil (in line with the Equality Act 2010).
- To provide strong school leadership and classroom management.
- To ensure staff development and support.
- To protect and support an environment for teachers to deliver lessons, safely and securely and to the best of their ability.

#### Responsible Person

The Head is responsible specifically for behaviour management issues however this is passed to levels by which the pupils may then understand where they are operating or who is best placed to support them. This system is intended to support improved behaviour patterns and ensure that the children develop habits which enable them to grow as effective and compassionate member of our community and eventually, the communities beyond the school.



## Rights

All Staff and pupils have the following basic rights:

- To teach or learn without unreasonable distraction or disruption.
- To be respected and receive fair treatment (this includes their property as well as themselves).
- To feel safe at School.
- To be treated with dignity and respect.
- To be listened to.
- To be able to explain their feelings.
- To be treated politely.
- To receive recognition for their achievements.

It is important that all members of the School community are responsible in:

- Being kind, caring, sharing, not hurting one another by what they do or what they say.
- Being polite.
- Protecting the most vulnerable.
- Respecting other pupils.
- Respecting adults.
- Respecting the property and grounds of Westonbirt School.
- Earning trust.
- Praising each other.
- Taking responsibility for their own actions and belongings.

In fulfilling our rights and responsibilities there are expectations made of the School, parents and pupils.

## Expectations

Expectations made of the School are:

- To recognise and work with each pupil as an individual
- To provide a safe school environment
- To provide a broad, balanced and appropriate curriculum
- To educate each pupil to fulfil his/her potential and to support pupils to be the best they can be



- To provide timely information about pupil progress and offer regular meetings with parents
- To ensure that pupils are prepared and entered for appropriate examinations provided they have completed the required course to the best of their ability.

Expectations made of the staff are:

- To engender a productive working relationship with the pupils that fosters good communication and productive and well-mannered behaviour
- To ensure that expected lesson outcomes are clear from the start
- To make full use of the physical space to support pupils best learning behaviour
- To ensure that vocal tone and volume of delivery is appropriate to the pupils learning needs
- To actively showcase praise-worthy behaviour and work in our pupils
- To maintain consistent management of behaviour across the school.

Expectations made of the Parents, in line with the Parent Contract, are:

- To encourage a positive attitude towards school and a high standard of behaviour, in accordance with School policy
- To ensure their child attends School regularly and punctually, with appropriate uniform and equipment
- To ensure that the School is notified promptly of any absence by telephone before the start of the school day
- To monitor progress, attitude and behaviour in conjunction with the School
- To inform the School about any issues or concerns that might affect their child's performance at School.

Expectations made of our pupils are:

- To follow the School expectations for learning and personal conduct as printed in the classrooms and displayed on the website
- To work to their full potential
- To be polite and co-operative at all times
- To complete and submit work and other assignments at the agreed time
- To notify staff if they become aware of anything which may infringe on their own or other people's rights
- To dress in the full school uniform, including that which is stipulated for P.E. and Games and to follow school expectations regarding jewellery and hair as laid out in the Uniform expectations
- To attend school regularly and punctually.



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- To respect the property and significant grounds of Westonbirt School
- To treat all facilities and equipment carefully and with respect
- To move about the school in a calm manner
- To treat all members of the school community with respect
- To behave in accordance with the School Behaviour Policy and Westonbirt School expectations for learning and personal conduct
- To adhere to the rule that drugs, alcohol and smoking are strictly forbidden in school.

Expectations made of pupils in the classrooms:

- To work to the best of their ability
- To allow others to do their work
- To treat other people with respect
- To bring correct equipment, to all lessons
- To be punctual.

These expectations are all noted in a singular page within the pupil planner and tutors help familiarise pupils with these as a part of their induction process, as well as periodically through the academic year.

#### Involvement of parents and guardians

Parents and Guardians who accept a place for their child at Westonbirt undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extracurricular activities and prep.

Westonbirt is happy to invite and consider suggestions from parents and hopes that parents will find the School to be responsive and open-minded.

#### Rewarding positive behaviour

It is important to acknowledge good achievement, positive behaviour and regular attendance.

- All staff are expected to praise pupils with frequent use of encouraging language in lessons and around school so that positive behaviour is recognised
- Praise may be communicated to parents via a phone call or written correspondence to support the positive relationship between home and school
- House points are awarded to pupils for achievement and effort in the curriculum, in extra-curricular activity, in behaviour or in acts of service for the whole school



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- Pupils are nominated weekly by a variety of staff for the 'notices' session
- Successes, whether achieved in school or out of school, can be recognised in tutor times and assemblies as well as being acknowledged by all staff to the pupil as they move around the school
- Following the publication of grades for attainment and effort, teachers may contact parents to highlight positive examples of a pupil's work or behaviour or can do this at any point through the school year
- In some departments, displays of work are used to encourage pupils to inspire and reward effort
- Examples of excellence, effort and achievement are rewarded through posts on Social Media (where permission has been approved) or through the School's newsletter
- Positions of responsibility and leadership are given to those who demonstrate exemplary behaviour.

Significant efforts are made to create a climate where praise and encouragement outweigh sanctions. As a result, the data for the reward of positive points is significantly higher than the negative.

#### Behaviour Awareness

There are a variety of methods by which the pupils will understand how to behave within the context of the school day. This is managed from the tutor point and will be supported and upheld by all staff. The routine of the day including lessons, breaks, lunch and activities all support children to self-regulate; developing good organisational skills and a well-motivated approach to their learning and their involvement in a co-curricular activity. Some children will require additional support to reach the expected standard of behaviour. This support will be identified and put into place by the pastoral team and the learning support team, where necessary. Preventative measures to support behaviour and anticipate likely triggers of misbehaviour include;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to support pupils with visual or hearing impairment;
- Adjusting uniform requirements for a pupil with sensory issues;
- Training for staff in understanding neurodivergent conditions;
- The use of an IEP/EHCP in order to give teachers strategies for the classroom and outside of the classroom to support a child.

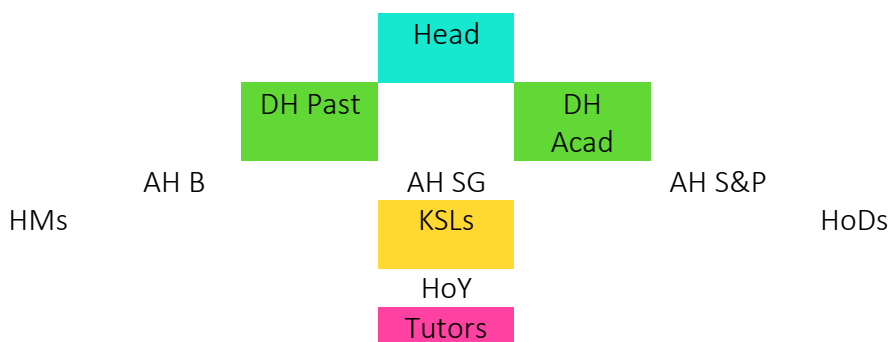


In addition, interventions used by the school in order to help pupils manage their behaviour and reduce the risk of more serious sanctions include;

- Frequent and open dialogues with parents and carers.
- Providing mentoring and coaching; using both staff and senior students;
- Short-term behaviour support cards;
- Longer-term behaviour plans.

We aim to use a common language with clear rewards and sanctions, but there should be an understanding that discretionary approaches can sometimes be taken. Heads of Year or Key Stage Leads may sometimes take the opportunity for repair to be undertaken with both pupil and teacher working collaboratively; conversation and discussion can often form the most effective reparation. Restorative practices include, but are not limited to; discussions between staff and student, mediated discussions between pupils, a phone call or meeting with parents, meetings with teaching staff, the learning support department, the pastoral team or outside agencies.

The staff organogram below indicates those who monitoring the school for its positive behaviour:



All staff are aware of the measures outlined in this policy and they should implement these measures, as this is one of the key systems in place that supports the School's safeguarding. As such, this policy sits alongside the Westonbirt Safeguarding Policy, and all staff must be aware of their safeguarding responsibilities, as set out in the statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE). Other systems that support this policy are the Staff Code of Conduct and the School's Children Missing Education statement.



### Staff Training and Induction

All staff are trained to make sure they collectively embody the School's values of kindness, confidence, resilience, respect, courage and communication, as well as upholding the behaviour policy at all times and responding to misbehaviour consistently and fairly. New staff are inducted prior to the start of term and Early Career Teachers are supported with behaviour through the ECT system. Updated training is delivered through the school's inset and CPD programme.

### Sanctions

When pupils do misbehave, the response from the School should be timely, predictable and fair. With all instances of misbehaviour, Key Stage Leads and the Deputy Head, Pastoral, will work collaboratively to establish if such behaviour can be prevented from reoccurring. Sanctions for pupils who have behaved or acted against the expectations of the school range from debit points to detentions, suspension or expulsion. There is an understanding that situations and the context of each can be very different and as with our development of the individual, we prefer to rehabilitate through our discussions and our sanction system working in collaboration.

Those listed above will be those responsible for managing the behaviour system and clear expectations will be outlined as each child joins the school and then will be reiterated each term. Staff highlighted will hold the ability to run support or report cards to aid focus or discipline sanction where appropriate. Departments may well have a smaller set of sanctions which they may use to support the approach they would like to see where this may be required. Any serious sanctions, including removal, must have explicit agreement from the Head.

The appendix attached may support the staff in directing them to the most appropriate sanction for the behaviour witnessed. This is not always clear and we encourage staff to consult with Heads of Year, Key Stage Leads or Deputy Heads, to establish the most appropriate sanction in any given set of circumstances. Through these conversations, school staff should also consider whether misbehaviour gives cause to suspect a pupil is suffering, or is likely to suffer, harm. Where this is the case as set out in Part 1 of KCSIE 23, staff should follow the Westonbirt Safeguarding Policy and speak to the DSL or DDSL.

The School will keep a log of any sanctioned behaviour in ISAMs, because it may help to show a pattern that can be used to support the pupil further. The School will also keep a record of serious misbehaviour. A log is held in ISAMs and with the Deputy Head Pastoral and any of the following offences (but not limited to) are entered onto a pupil's record:

- Poor behaviour or conduct
- Physical misconduct





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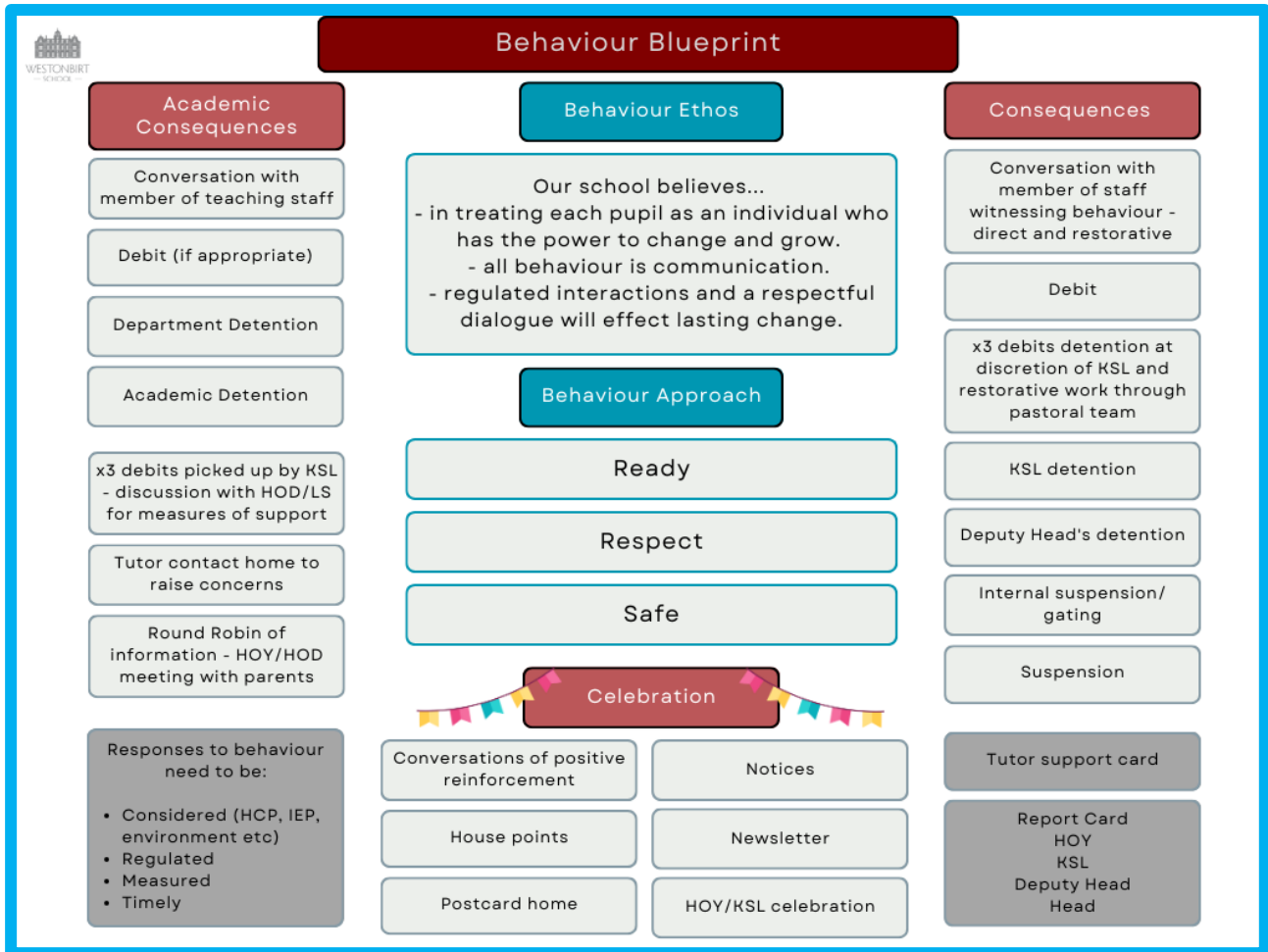
- Smoking and vaping
- Misuse of alcohol or drugs
- Bullying
- Sexism, racism, homophobia, or other forms of discrimination

These records will not be disclosed to any third party, unless required by statutory regulations. Any serious child protection concern will be identified and recorded more securely in CPOMs.

All members of staff are encouraged to be positive and calm when managing pupils. The need for consistency of approach among staff is especially important. Sanctions will only work if all staff adopt one set of standards and ensure that these always apply to all pupils. Therefore, consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour: considering pupil readiness, respect and safety.

In the case of a bullying incident, the procedure is stated in the Counter-Bullying Policy, however, in the case of severe and persistent bullying the potential punishment will be permanent exclusion from the School. Child-on-child abuse will be treated as a safeguarding issue and dealt with in accordance with the school's safeguarding management and the school adheres to the Equality and Diversity policies which should pervade all aspects of the school routine.

Parents' attention is drawn to the School's Complaints Policy.



### Removing a pupil from a lesson

Staff should use their own behaviour management strategies within a lesson to deal with low-level behavioural issues, as per the behaviour policy. A pupil should only be removed from a lesson as a last resort, when they are significantly disrupting the learning of others and other strategies have not led to an improvement in behaviour. Even in these cases, the pupil should only be removed for a short period of time, before being spoken to by the teacher and asked to re-join the lesson.

In extreme cases, where the level of disruption is so severe that the teacher feels the only appropriate action is to remove the pupil entirely from the lesson, the HoD should be contacted in the first instance. Where possible, the member of SLT on duty may also be able to support. In all cases, this should be part of a clear and calm process of escalation, where it is made clear to the pupil that their choices are leading to the next stage of the process.

Following this, it is essential that the member of staff and the HoD speak to the appropriate Head of Year, to discuss strategies to enable the pupil to re-join lessons as normal.



### Behaviour outside school

Pupils' behaviour outside of School, when they are in school uniform or on School business – for example, on School trips, away sports fixtures, or work experience placements – is also subject to this Positive Behaviour Policy. Unacceptable behaviour in these circumstances should be dealt with as if it had taken place in school.

Unacceptable behaviours beyond the school day and environment, which impact the community or individuals may be dealt with by the school, in conjunction with the parents/guardians, especially if a child within the school community may be at risk or the school reputation may be brought into disrepute. However, the school will not be expected to take an arbitrary position when incidents may play out on the holiday time.

### Unexplained absences

The School will always telephone a pupil's home on the first day of an unexplained absence in order to make sure that he/she has not suffered an accident. Continued attempts will be made across the first day, including use of emergency contact numbers to reassure the school of an individual's safety.

In the most serious cases, if there is still no contact which constitutes a cause for concern, or previous evidence to suggest the absence may have placed the pupil at risk of harm, the school will consider the case as a Child Missing from Education and will contact the local authority as per our Safeguarding policy.

Please note that it is the School policy not to allow holiday to be taken during term and any absences required during the school term are requested of the Head, via her PA.

### Relationships

This statement stands apart from the statutory requirements of the relationships and sex education policy.

At Westonbirt, we recognise that the relationships in a child or young person's life are very important to their wellbeing and development. This means that their relationships with school staff, and with each other, should be nurtured and supported. The relationships that children and young people have with their peers are very significant to their personal development. At Westonbirt, we support the development of healthy peer relationships through the teaching of good quality relationship education, with a focus on:

- Building and maintaining friendships



- Consent and respecting the boundaries of others
- Sexual relationships and sexual health

Within the school, while it is accepted that peer-relationships are a natural part of development, physical contact of a romantic or sexual nature is not acceptable. Any incidents of such nature are treated firmly but with a contextual understanding and a view to education.

There are several 'private' spaces across the school campus including toilets, changing rooms and dormitories. At no point should these become spaces that are shared, nor should the privacy of these spaces be abused. Pupils who are found doing so will find behaviour sanctioned under our serious sanctions of this policy.

Abuse in intimate personal relationships between children (child-on-child abuse) is addressed directly in the school's safeguarding policy.

#### Guidance on child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned; this includes challenging all inappropriate language between pupils. Westonbirt School does not normalise sexually abusive language or behaviour by treating it as 'banter' or an inevitable fact of life. All staff and students are expected to demonstrate high standards of conduct, manners, courtesy and respectful relationships. As with any safeguarding issues, while they are not common place, the school must not adopt a 'never happens here' attitude. Following any report of child-on-child sexual violence or sexual harassment offline or online, the general safeguarding principles set out in KCSIE 22 (part 5) should be followed. The DSL or DDSL will advise on the school's initial response in line with the Westonbirt Safeguarding policy.

#### Behaviour Incidents Online

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline; everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in the same manner as offline behaviour, including following the Westonbirt Safeguarding Policy.

#### Positive Handling

The legislation states that reasonable force may be used to prevent a pupil from doing any of the following:

- committing a criminal offence



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- injuring themselves or others
- causing damage to property
- engaging in behaviour that is prejudicial to the maintenance of good order and discipline at the school or amongst any of its pupils.

There is no legal definition of 'reasonable force'; it depends on the circumstances of the case. The degree of force used must be proportionate to the seriousness of the behaviour it is intended to prevent. It must also be the minimum needed to achieve the desired result and will be dependent on the age of the child. Such examples of situations in which the use of reasonable force might be appropriate include when a teacher is obliged to act in self-defence; when pupils are fighting; when a pupil is likely to cause harm to him/herself or another etc. When there is an immediate risk of injury or of serious damage to property, the teacher may have to intervene physically immediately. Force should never be used out of anger or frustration, or to punish a pupil. Corporal punishment is absolutely prohibited.

Teachers should not intervene if they think that by doing so, they will be at risk of injury. In these circumstances, they should remove other pupils from danger and summon assistance from colleagues (or, ultimately, from the police).

The application of force can legitimately involve physical intervention between pupils or blocking a pupil's path. It may involve touching, holding, pulling, leading a pupil by the arm or shepherding a pupil away by placing a hand in the middle of the back. Any restraint that might be considered indecent should always be avoided.

Any incident must be reported immediately (and at least within 24 hours of occurrence) to the Head. A detailed written report must be composed straightaway. It should include:

- the names of those involved
- the names of witnesses
- the reason for force being necessary
- how the incident began and developed
- the degree and duration of force applied
- the pupil's response
- the outcome of the incident
- details of injuries sustained by those involved

A copy of the report and details of further action will be held by the Head. In all cases, the parents/guardians of all those involved should be informed.

#### Search and Confiscation

Should staff have the need to confiscate or search pupil's property as part of an investigation into possible behaviours listed below, it should only be done when there is reasonable cause. This should always be done with approval of the Head of Boarding, Key Stage Lead or Deputy Head Pastoral. Wherever possible, the pupil and an adult witness will also be present, and the member of staff will



seek the pupil’s consent for the search to take place, explaining the reasons for it. It may be necessary to conduct searches on offsite trips if deemed necessary and if the member of staff has lawful control or charge of the pupil. Records of searches are kept in the boarding logs or Pastoral log.

Staff may seize any prohibited item found as a result of a search. If alcohol and/or smoking/vaping materials are discovered, the school may retain or safely dispose of them as appropriate. Controlled drugs must be delivered to the police as soon as possible. The school reserves the right to confiscate a mobile device, laptop or other forms of technology if it is suspected that the device contains text/images which could have been used in cyber-bullying or contains pornographic material.

Procedure: Specific Sanctions

The grid below is intended as a guide for staff, regarding various sanctions which may be applied in certain cases. Individual circumstances should always be considered, but base level behaviours are an expectation and should be sanctioned as such.

In all instances where we must talk to pupils regarding misdemeanours, we will expect honesty and truth as values which contributes to the redemption or rehabilitation of the pupil. If this is not achieved, then punishments may be more severe.

Event	Action to be Taken
Uniform not worn in accordance with the School’s policy e.g. wearing of makeup, hair not tied back, incorrect shoes, socks, or other inappropriate items of clothing and/or jewellery.	Following a correction, if uniform is still incorrect, a debit should be issued by the member of staff noting the offence and any items outside of uniform policy will be confiscated for the duration of the term. Repetitive offences will be treated more severely and monitored by the tutor.
Homework not completed by the given deadline.	A 24-hour extension, if appropriate, should be given. A Flag of Concern rather than debit should be used to record this. If the work is not handed in within the extended time frame, a department detention to complete the work will be given. If this detention is missed, a DH Academic detention during the week will be set or a DH Academic detention on a Saturday.
Using a mobile phone, or wireless headphones, without permission.	A debit should be entered by the member of staff and the phone/device confiscated. This should be kept for 48 hours, before being returned to the pupil; however, this time frame



	<p>may be extended by the Head should this be a repeat offence.</p> <p>Repeat offences should be referred to the tutor, then to the HoY and communicated home.</p>
Accumulation of three debits in a week.	<p>The tutor should liaise with the Head of Year for support of the pupil.</p> <p>The pupil will be entered into a Head of Year detention.</p>
Poor behaviour in lessons	<p>A debit should be entered by the teacher. If behaviour does not improve following a debit being issued, staff should contact the Head of Department and further sanctions may be applied, for example, a Department detention. The Head of Department should support the teacher in any restorative or preventative measures that can be taken. Persistent poor behaviour in lessons may be managed by the Head of Year/Key Stage Lead.</p>
Lateness to lessons	<p>A debit should be issued by the teacher. Persistent lateness will result in a short-term punctuality card.</p> <p>If a pupil is more than 5 minutes late to a lesson an alert must be sent to the on-call team using the 'alert' button in isams.</p>
Truantiing lesson/s or activities	<p>Time missed must be made up in a detention with the Head of Department or DH Academic. Staff must supply work to be completed in this time.</p>
Required equipment not brought to lessons.	<p>There is a degree of discretion for the teacher here but, for example, if pupils have been asked specifically to bring an item such as a textbook, calculator, or other equipment to a lesson and fail to do so in a way which disrupts the lesson, a debit should be given by the teacher or an appropriate department consequence issued.</p>
Rudeness to a member of staff	<p>This should be logged as a debit and escalated to the Head of Year immediately. The Head of Year is likely to give a detention as a minimum. Repeated instances will be managed by the Key Stage Lead and Deputy Head Pastoral.</p>



<p>Unauthorised consumption of alcohol</p>	<p>This should be referred immediately to the Head or one of the Deputy Heads.</p> <p><b>KS3:</b> A1: Permanent exclusion</p> <p><b>KS4/5 (situation dependent):</b> A1: Letter home, 2-day fixed term exclusion A2: Permanent exclusion</p> <p>This may be altered if a pupil is not honest, or has supplied to other pupils, either in kind, or for money.</p>
<p>Consumption of illegal substances</p>	<p>This should be referred immediately to the Head or one of the Deputy Heads and will most likely result in expulsion. Incidents may also be reported to the police.</p> <p>Any incident where supplying others may be involved will result in immediate expulsion.</p>
<p>Smoking/Vaping</p>	<p>This should be referred immediately to the DHP. A letter home will be sent in each instance</p> <p><b>KS3:</b> S/V 1 – 2-day fixed term exclusion S/V 2 – Permanent exclusion</p> <p><b>KS4:</b> S/V 1 – 1-day fixed term exclusion and service commitment S/V 2 – 2-day fixed term exclusion S/V 3 – Permanent exclusion</p> <p><b>KS5:</b> S/V 1 – DH detention S/V 2 – 1-day fixed term exclusion and service commitment S/V 3 – 2-day fixed term exclusion</p> <p>This may be altered if a pupil is not honest, or has supplied to other pupils, either in kind, or for money.</p> <p>It is important to note that the school is a non-smoking site; it is an offence to smoke on smoke-free premises.</p>



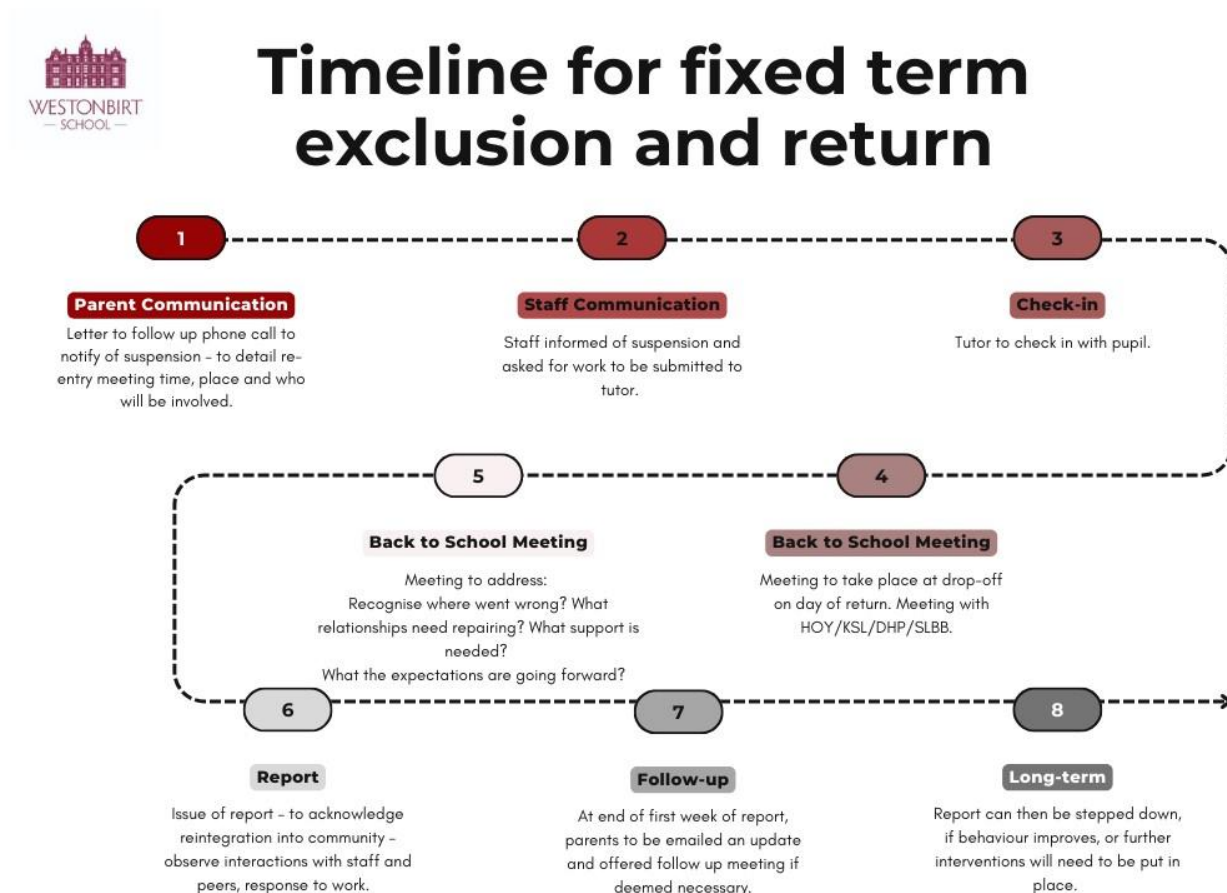
<p>Out of bounds</p>	<p>OOB Within school 1 - HOY detention</p> <p>OOB Out of school 1 – Deputy Head detention.</p> <p>OOB Out of School 2 - 1-day internal fixed term exclusion with support card to follow.</p>
<p>Inappropriate Relationship Activity</p>	<p>Relationships are vitally important to sustain childhood development, but physical and intimate relationships are completely inappropriate in the educational environment.</p> <p>Westonbirt School is not a space for intimate relationships to be undertaken and children found with another, in such a situation will be dealt with severely and in accordance with the situation they have found themselves in.</p>
<p>Theft</p>	<p>This should be referred immediately to the Head or one of the Deputy Heads and will most likely result in a fixed term exclusion. Incidents may also be reported to the police.</p>
<p>Bullying</p>	<p>Bullying is an unacceptable form of behaviour.</p> <p>If an allegation of bullying is disclosed to a member of staff, this should, in the first instance, be reported to the Head of Year, who will investigate further. This will be escalated to the KSL/Deputy Head(s), and depending on the severity of the incident, sanctions could include a Deputy Head's / Head's detention, a Deputy Head's / Head's report card, fixed term exclusion or permanent exclusion.</p>
<p>Use of discriminatory message (including, racist, sexist, homophobic or other discriminatory language)</p>	<p>Pupils should be challenged immediately by the member of staff overhearing the language/identifying the message. This should be logged as a flag of concern but referred straight away to the Deputy Head Pastoral, who will investigate the severity of the incident and ensure the safety of the victim of such messaging.</p> <p>Use of such messaging has the potential to be a criminal offence and may also be reported to the police. It has no place at Westonbirt and may result in permanent exclusion.</p>
<p>Access of pornographic sites at school or offensive/illegal material</p>	<p>1-day fixed term exclusion may be issued, but strong focus on education of pupil.</p> <p>This may be extended depending on the context of access and the material accessed.</p>

Physical incident	Harm caused by physical conduct is an unacceptable form of behaviour. Any incident of this nature will be investigated by the KSL/Deputy Head and depending on the severity of the incident, sanctions could include a Deputy Head's/ Head's detention, a Deputy Head's / Head's report card, fixed term exclusion or permanent exclusion.
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### Fixed Term Exclusion

The phrase 'fixed term exclusion' replaces the term suspension. It is part of a scaled response to behaviour and is useful for demonstrating seriousness of behaviours or it can be used as a 'fire break'. Any time a child is withdrawn from education under a fixed term exclusion, the response is carefully considered by the pastoral team and will often be considered by the SENco and DSL.

The chart below is a guide for the process to support a pupil returning to education following a fixed term exclusion.





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