WESTHOLME
PREP | SENIORS | SIXTH FORM

Behaviour Management Policy

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Produced by:	Principal, Head of Prep and Senior Deputy Head
Approved by:	Governor Education Committee
Cross referencing:	To be read in conjunction with the following policies: School Rules Parental Handbook Staff Code of Conduct Safeguarding and Child Protection Policy Online Safety Policy Anti-bullying Policy Discipline, Exclusions and Required Removal Policy PSHE Schemes of Work Mental Health and Wellbeing Policy Visitor Policy Attendance Policy Equal Opportunities Policy EYFS Policies KCSIE 2026 SEND Policy Accessibility Policy Restrictive interventions policy Admission forms and T&Cs

Monitoring, evaluation and review

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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1. Introduction

At Westholme our community is based upon respect, good manners, and fair play. Westholme aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of Westholme. Promoting the emotional wellbeing of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

Westholme is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

Westholme aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the school. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

This policy applies to all pupils, including EYFS. The designated EYFS behaviour lead is Mrs J. Dixon, subject to confirmation of the current postholder before approval.

The Principal is accountable for the whole-school behaviour approach. The Senior Deputy Head coordinates its day-to-day implementation with the Head of Prep, pastoral leaders, SEND Lead and DSL. The proprietor retains responsibility for statutory duties and oversight through the governing arrangements.

2. Whole-school approach to behaviour

All pupils are expected to represent Westholme well, behaving with courtesy and consideration at all times. Westholme ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of Westholme, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils, and parents.

Everyone should treat one another with dignity, kindness, and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. Westholme believes that consistent implementation helps to create a predictable environment.

Westholme recognises that some pupils may require additional support to meet Westholme's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

3. School rules

Westholme believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Westholme positively reinforces when expectations are met and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Westholme's community of Governors, staff, parents, and pupils adhere to an established routine, School Rules, and Code of Conduct.

School Rules, the Parent Handbook and relevant policies are made available to pupils and parents. The Staff Code of Conduct is communicated to staff. The School supplies copies of policies on request and ensures published versions are current.

Westholme sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning Westholme. Parents are expected to support Westholme in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow Westholme 'School Rules' and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Pupils should attend punctually, be ready to learn, follow the Admissions and Attendance Policy and care for school property. Staff will challenge discriminatory and extremist behaviour and consider safeguarding needs.

Everyone has a right to feel safe and secure, and to be treated with dignity and respect at Westholme, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

Westholme is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

Pupils are encouraged to raise concerns and will not be sanctioned for making a disclosure or allegation in good faith. The safeguards in the Serious misbehaviour section apply to concerns about any member of the community.

4. Involvement of parents and guardians

The role of Parents and Guardians is crucial to Westholme developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at Westholme undertake to uphold Westholme's policies and regulations, including this policy, when they sign the Parent Contract (the Acceptance Form and the Terms and Conditions).

Westholme values a close relationship with parents and encourages parents to work in partnership with Westholme to assist in maintaining high standards of behaviour both inside and outside of School. In particular, Westholme expects parents to support Westholme's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, co-curricular activities, and homework/private study. Westholme encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue Westholme will liaise closely with parents where practical and, if relevant, other support agencies including, but not limited to:

- Blackburn with Darwen Council
- Lancashire County Council
- Police
- NHS

Westholme has a number of support systems in place to meet the needs of all pupils. These include:

- School Wellbeing Lead
- School Counsellor
- School Nurse
- Pastoral Support Team

Westholme welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with Westholme while continuing to work in partnership with them.

5. Involvement of pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. Westholme promotes an ethos of good behaviour where pupils treat each other with dignity, kindness, and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of Westholme is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on Westholme's behaviour culture and their own experiences of behaviour.

Westholme supports all pupils as they transition through the school, from the day they start at the school to the day they leave, to ~~achieve~~ the behaviour standards. Westholme will ensure that all new pupils (including EYFS pupils) understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

6. Promoting good behaviour

Westholme believes that acknowledging good behaviour encourages repetition and communicates Westholme's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of Westholme's behaviour culture.

At Westholme we reward good behaviour and celebrate curricular and co-curricular achievement through:

- Reporting of positive behaviours via ClassCharts (at Seniors)
- Verbal praise
- Comments on work
- Showing work to another teacher/displaying work
- Stickers and Star Charts
- Communicating praise to parents via phone call or written correspondence
- House points
- Certificates
- Praise Postcards
- Prize-giving ceremonies
- Celebration assemblies
- Principal Awards
- Head Teacher Awards
- ACE Awards
- Green Cards
- The traffic light system (Prep)

Westholme selects a Student Executive Leadership Team, Prefects and Representatives in recognition of their exemplary behaviour and/or commitment to an area of School. They assist Westholme in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of Westholme carries across to all areas of school life.

7. Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. Our first priority will be to ensure the safety of pupils and staff.

Westholme's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, Westholme's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at Westholme.
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk.
- **Improvement -** supporting pupils to understand and meet the behaviour expectations of Westholme and re-engage in meaningful education. This may be via sanctions, reflective conversations, or targeted pastoral support.

8. Sanctions

It is hoped that pupils will respond to Westholme's positive encouragement and rewards and will comply with Westholme's School Rules at all times. However, Westholme acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by Westholme. Sanctions assist Westholme in enforcing the school rules and help Westholme to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive, or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under Westholme's Safeguarding and Child Protection Policy.

Examples of sanctions that are used in Westholme include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- Telephone call / Email / Letter to parents to advise of the misbehaviour;

- Additional or repeated work where appropriate to address deliberate lack of effort, with adjustments and learning support where needed;
- Traffic light system
- Red Card
- Short, supervised time out or removal from an activity, with appropriate support and arrangements for return;
- The setting of written tasks as punishments, such as an account of their behaviour or reflective work;
- Detention – at break-time / lunchtime / after school;
- Withdrawal of privileges;
- Compulsory attendance at a lunchtime clinic or activity;
- Confiscation of property that is being used inappropriately or without consideration;
- Constructive, age-appropriate tasks contributing to the school community, supervised by staff and assessed for safety and accessibility; tasks must not be degrading, humiliating or substitute for support;
- The use of a Report Card, Behaviour Book, or other behaviour checks, or being identified for other behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, permanent exclusion or required removal, decided through the relevant policy and contractual process;

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose any of the age-appropriate sanctions above, such as missing part of a play time, the setting of additional work, or setting a written task. Repetition of misbehaviour will be reported to the Form Tutor and to the pupil's Head of Year and may lead to further sanctions.

More serious misdemeanours are reported to the pupil's Head of Year or the Prep Leadership Team and may lead to the withdrawal of relevant privileges for a designated period, such as; no access to Westies, no access to Sixth Form Common Room, no access to certain areas of the school grounds, no permission to leave the school grounds at lunch time, not being able to represent Westholme in a sporting fixture, or attend a co-curricular trip or activity.

Persistent lateness to lessons will be reported to the pupil's Form Tutor and may lead to a lunchtime or after school detention.

Repeated lateness (following warning and/ or punishment), or repeated indiscipline in class will be reported to the pupil's Form Tutor and Head of Year and may lead to a 60 minute after school detention.

Persistently low attainment triggers a review of teaching, learning and support needs, including SEND, illness, attendance and other barriers. An academic report may be used as a supportive monitoring tool. Low attainment or difficulty learning is not itself misconduct.

Deliberately missing lessons or persistently refusing appropriate work may lead to a proportionate sanction after the reasons have been investigated. Falling behind in work calls for support and is not automatically a disciplinary matter.

Reasonable adjustments must be considered throughout behaviour management, including expectations, communication, investigation, searches, interventions, sanctions and reintegration. The School will avoid substantial disadvantage to disabled pupils and assess disability-related behaviour, unmet need and the proportionality and lawfulness of its response with the SEND Lead.

Westholme will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow Westholme's Safeguarding and Child Protection Policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Westholme uses our Management Information System as a confidential central register of sanctions imposed for serious misbehaviour, unless due to the nature of them we are advised otherwise (e.g. by the police). The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

9. Supporting pupils following a sanction

Following a sanction, Westholme will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of Westholme. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting, or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.
- Offer support from our School Counsellor
- Offer of an appropriate 'buddy' in school

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

10. Serious misbehaviour

Serious breaches may lead to suspension, permanent exclusion or required removal under the Discipline, Exclusions and Required Removal Policy and Parent Contract. Decisions are taken by the Principal, or an expressly authorised decision-maker under that policy, after a fair investigation, pupil and parent representations, consideration of safeguarding and equality duties, and the applicable review process. Examples of serious misconduct include:

- physical assault against pupils or adults;
- behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including (cyber-bullying including use of AI);
- committing a criminal offence;
- fighting;
- abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination;
- sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nude images and/or videos (including AI generated content);
- drug and alcohol misuse (including supply/possession/use);
- possession, use or supply of harmful psychoactive substances;
- smoking, vaping, and the use or possession of smoking paraphernalia;
- damage to property;
- vandalism or computer hacking;
- theft or unauthorised possession of any property belonging to Westholme, another pupil, or a member of staff;
- wilful damage to property;
- bringing illegal, inappropriate, or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the school community;
- misconduct which brings or is likely to bring Westholme into disrepute; and
- persistent disruptive behaviour or breaches of Westholme's Behaviour Management Policy, School Rules and /or Code of Conduct.

Serious sanctions in accordance with Westholme's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

A single serious incident may justify a serious sanction, but there is no automatic outcome. Suspension means a temporary disciplinary absence; permanent exclusion means ending a pupil's place for disciplinary reasons; required removal means a school-directed termination under the applicable contractual provisions. Withdrawal means a parent-initiated ending of the place. These terms must not be used interchangeably or to bypass safeguards or review rights.

Westholme takes its responsibilities for safeguarding extremely seriously. All members of the Westholme community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always

be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy.

An unsubstantiated, unfounded or mistaken allegation is not necessarily malicious. No pupil will be sanctioned for raising a concern in good faith. Disciplinary action for deliberate fabrication or malice will be considered only after the appropriate safeguarding process, including consultation with the local authority designated officer where required, has established that basis. Any response must consider the pupil's welfare, age, SEND and possible need for support; serious sanctions are not automatic.

11. Preventing Recurrence of Misbehaviour

Westholme uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in Westholme include:

- Frequent and open engagement with parents, including home visits if deemed necessary;
- Providing mentoring and coaching;
- Short-term behaviour report cards or longer-term behaviour plans;
- Constructive, supervised contributions to the school community where appropriate, following the safeguards in the sanctions section;
- Regular check-ins with the member of staff;

12. Bullying

Bullying is behaviour by an individual or group that hurts another person physically or emotionally, usually repeated over time and often involving an imbalance of power. It may include discriminatory, relational or online behaviour. Staff must respond to a single serious incident, discriminatory incident, harmful online post or safeguarding concern even where it does not meet a repeated-behaviour definition. Proving an intention to hurt is not a precondition for support or action. The School supports those harmed and addresses the behaviour and needs of those responsible.

Bullying can include but is not limited to the following forms:

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory including: Racial, Faith-based, Gendered (sexist), Homophobic/bi-phobic, Transphobic, Disability-based	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention,

	comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, including use of AI generated content

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

13. Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in Westholme's Safeguarding and Child Protection Policy and discuss their concerns with Westholme's DSL or DDSL, without delay.

Westholme will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents, and/or the SEND Lead, accordingly.

14. Special educational needs and disabilities

Westholme consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in our school community.

The School will comply with the Equality Act 2010, including its duty to make reasonable adjustments to avoid substantial disadvantage to disabled pupils. It will consider adjustments to policies and practices and the provision of auxiliary aids and services where required. Support will reflect individual needs, including where SEND has not yet been identified.

Staff will consider whether behaviour arises from disability, SEND, health needs or unmet need before and throughout the response. The SEND Lead will help review support and individual learning or behaviour plans with pupils, parents and relevant professionals. Decisions must be lawful and proportionate, including consideration of discrimination arising from disability. Adjustments apply to prevention, expectations, communication, investigation, interventions and reintegration as well as sanctions.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

15. Misbehaviour outside of school or online

Westholme has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion Westholme may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the school or online and:

- taking part in any activity organised by Westholme, or related to the school;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of Westholme.

This is especially the case for incidents which could have repercussions for the orderly running of Westholme, or which may pose a threat to another pupil or member of the public, or where the reputation of Westholme may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with Westholme's Discipline, Exclusions and Required Removal Policy.

16. Restrictive interventions and reasonable force

The School prioritises prevention and de-escalation. Staff will identify triggers, use calm communication, allow processing time, reduce distressing stimuli and seek assistance. Where recurring risks are identified, staff will agree individual support and risk plans with the pupil, parents, SEND Lead and relevant professionals. Staff receive induction and training appropriate to their responsibilities and assessed risks.

All school staff have the statutory power to use reasonable force in the circumstances permitted by section 93 of the Education and Inspections Act 2006, including preventing offences, injury, property damage or disorder. It applies on school premises and elsewhere when staff have lawful charge of pupils. Intervention must be necessary and proportionate, use the least force for the shortest time, and stop when no longer needed. Staff must consider age, disability, medical needs, communication, trauma and the risks of intervening or not intervening. Force must never be used as punishment.

Staff must not restrict breathing or circulation. If a pupil unintentionally ends up restrained on the ground, staff should release or reposition safely as quickly as possible. Emergency medical assistance must be obtained where needed. Appropriate supportive physical contact, such as first aid or comforting a child, is distinct from restrictive intervention.

Seclusion means non-disciplinary confinement away from others where a pupil is prevented from leaving, including by obstruction or a belief that leaving will lead to punishment. It is distinct from supervised disciplinary removal. Seclusion may only be used as a necessary safety response to protect others from harm during severe dysregulation, never through threats of punishment. The space must be safe, the pupil continuously supervised and released as soon as the immediate risk reduces. Non-force restraint includes restricting movement without direct contact, for example by depriving a pupil of a mobility aid; such action is not routine behaviour management and requires particular scrutiny.

A significant use-of-force incident is any use beyond ordinary appropriate physical contact, including force used to implement another restrictive intervention. It need not cause injury. Staff must notify the Principal or senior leader and DSL immediately and make a written record as soon as practicable, aiming for the same day. Every seclusion and non-force restraint incident must also be recorded. Prior agreement in a support plan does not remove these duties. A combined record may be used where duties overlap.

The record must identify the pupil, staff and witnesses; date, time, place and duration; relevant needs and SEN status; events and triggers; alternatives attempted; reasons for intervention; type and degree of force or restriction; injuries, medical care and other effects; pupil and witness accounts; notification of parents; and follow-up action. Records must be stored securely with restricted access and retained under the School's retention arrangements. The current incident form must support these fields; absence of a form must not delay recording.

Each parent must receive information in writing as soon as practicable, aiming for the same day, explaining the circumstances, necessity, intervention, duration and injuries. Where notification to a particular parent would be likely to cause significant harm, staff must not notify that parent and must consult the DSL urgently. Other parents must be notified where safe; if none can safely be notified, the incident must be reported to the local authority where the pupil ordinarily resides. The statutory reporting exception for pupils aged 20 or over applies. Reasons and alternative reporting must be recorded.

Pupils, staff and affected witnesses will receive first aid, medical assessment and emotional support as needed. A senior leader will review each incident promptly, hear separate accounts, consider safeguarding referrals and arrange an impartial debrief where practicable. Support and risk plans will be revised. Concerns about staff conduct follow the safeguarding allegations procedure.

The Principal will review records and reporting compliance. The proprietor and governors will review anonymised patterns, repeat incidents, outcomes and disproportionate effects, including by SEND, disability and other relevant characteristics, and require action on training, support or unsafe practice.

17. Searching

Staff may search for an item with a pupil's informed agreement, explaining why and how the search will happen. Agreement must not be assumed from silence or parental contractual consent. If agreement is refused or withdrawn, staff must reassess the legal basis and risks.

A search without consent may be carried out only by the Principal, acting as headteacher, or a member of staff authorised by the Principal, on reasonable grounds to suspect a statutory prohibited item or a school-banned item expressly identified in published rules as searchable. Seniority, trip duties and acting in loco parentis do not themselves confer authority. The Principal will maintain clear authorisations and ensure appropriate training. Off-site searches may occur only where an authorised searcher has lawful charge of the pupil. These statutory powers apply in England; trips elsewhere must follow local law.

The statutory categories are knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and articles reasonably suspected to have been or likely to be used to commit an offence, cause personal injury or damage property.

Under this published policy, the School additionally bans and identifies as searchable: vaping products and paraphernalia; non-medicinal nicotine products; harmful psychoactive substances and drug paraphernalia; offensive images involving threats, discrimination or harassment; and personal electronic devices possessed or used in breach of the mobile phone rules. Prescribed medicines and approved medical devices are governed by individual health arrangements. These additional categories are not automatically statutory prohibited items. Other school-banned items may be searched for without consent only if published rules expressly identify them as searchable.

For a search of a pupil without consent, the searcher must be the same sex as the pupil and another staff member must witness it, preferably also of the same sex. The exception applies only where there is a reasonable belief of serious harm if the search is delayed and it is not reasonably practicable to summon the appropriate staff in time. An opposite-sex search or search without a witness under this exception must be recorded and reported immediately to a senior leader.

Only outer clothing may be required to be removed; school staff must not conduct strip or intimate searches. Possessions should be searched in the pupil's presence and with a staff witness, subject to the same urgent serious-harm exception where applicable. Staff will protect privacy, assess age, health and vulnerability, make reasonable adjustments and explain the search. Police involvement, including any police strip search, requires safeguarding oversight and the relevant legal safeguards.

Reasonable force may be used only within the statutory powers for relevant legally prohibited items. It must not be used solely to search for items banned only by school rules. Refusal does not extend the legal power. Staff should seek senior support and, where necessary, police assistance.

The DSL must be informed of searches for statutory prohibited items and of any safeguarding concern. Parents must be informed promptly of any prohibited-item search, its outcome and follow-up, subject to safeguarding advice where notification poses risk. The School will also notify parents of searches for school-banned items. Parental prior consent is not required for a lawful statutory search. All searches will be recorded in CPOMS, including grounds, authorisation, consent, witnesses, items, outcome, support and notification.

18. Confiscation

Staff may confiscate property as a reasonable and proportionate disciplinary measure or seize items within lawful searching powers. They must record the item, reason, custody and disposal or return arrangements, consider medical needs and store property securely. Confiscation alone does not create a general right to inspect device contents.

Weapons and evidence of suspected offences must be passed to the police as soon as practicable. Controlled drugs should normally be passed to the police; uncertain substances must be treated as controlled drugs. Any exceptional disposal must be lawful, safe and recorded with reasons. Stolen items should normally be passed to police, although lawful return to the owner may be appropriate. Alcohol, tobacco, vaping items and fireworks will not be returned to pupils. Decisions about other items must consider safety, value, proportionality and lawful disposal. Suspected illegal images must be handled through the DSL and police procedures.

The School will take reasonable care of confiscated property. Any statutory protection depends on lawful action; this policy does not exclude responsibility for negligent or unlawful handling or any liability that cannot lawfully be excluded.

19. Mobile Phone Policy

Westholme is mobile-phone-free by default throughout the school day, including registration, lessons, transitions, study periods, breaks and lunchtime. This applies to EYFS, Prep, Seniors and INSPIRED Sixth Form. Phones brought with permission must be switched off, out of sight and securely stored until the end of the school day. Smartwatches and other personal communication devices with equivalent functionality are subject to the same restrictions. Approved learning laptops or tablets are governed by the School's acceptable-use and any BYOD arrangements; mobile phones are not learning BYOD devices.

For pupils in Prep

Prep pupils must not bring personal devices unless an agreed travel arrangement, such as school coach use, or an individual exception applies. Travel permission requires agreement with the class teacher and the relevant device code of conduct. Basic fitness trackers without communication or recording functions may be worn.

For students in Seniors Years 7 to 11

Years 7 to 11 must switch phones off on arrival and store them in lockers or blazer pockets out of sight. Phones may be switched on after 3.55 pm where this is the end of the pupil's school day and use is consistent with supervision and activity rules. Parents should contact School Reception in an emergency; pupils needing to contact home should report to Student Reception. Cashless purchases must use an accepted payment card rather than a phone.

For students in the INSPIRED Sixth Form

INSPIRED Sixth Form pupils are subject to the same default rules. There is no blanket permission for use during study periods or within Sixth Form areas. Any future limited Sixth Form arrangement must first be approved and published, specify times and locations, explain its educational rationale and safeguards, prohibit use in front of younger pupils and provide for review. No such general arrangement is authorised by this version.

Individual exceptions

The School will permit individually assessed exceptions for medical needs, disability and reasonable adjustments, and will consider exceptional safeguarding or domestic circumstances. The Principal or designated senior leader will agree a proportionate written plan with the pupil and parents, consulting the School Nurse, SEND Lead and DSL as appropriate. The plan will specify permitted functions, times, locations, safe storage and review, protect confidentiality and allow urgent

arrangements pending assessment. Staff must not confiscate a device where that would remove essential medical monitoring or an agreed adjustment without arranging a safe alternative.

Confiscation and safe use

Unauthorised use may lead to proportionate confiscation and sanctions, taking account of individual circumstances. Normally collection is from a senior member of staff at the end of the day; changes to return arrangements will be explained. The School will take reasonable care of devices in its custody and does not exclude liability for negligent or unlawful handling.

Unauthorised photography, filming or recording in school, on coaches or during school activities is prohibited. Pupils must not wear earphones or headphones while moving around school unless an individual adjustment permits this. EYFS-specific arrangements for staff and visitor phones and cameras remain governed by the relevant safeguarding procedures.

20. Search of Electronic Devices

Only the Principal or a staff member authorised for the relevant statutory search may exercise the associated power to examine data on a device lawfully seized through that search. Staff must consult the DSL before examining data or deciding on deletion, except that urgent protective action must not be delayed. The decision and legal basis must be recorded; a routine confiscation for phone use does not justify browsing contents.

There must be good reason: reasonable suspicion that particular data has been or could be used to cause harm, commit an offence, or undermine safety and disrupt teaching. Examination must be limited to relevant material, with minimal access, copying and disclosure. Staff must not browse unrelated messages or accounts. Records must state the grounds, scope, authorised staff, findings without reproducing illegal imagery, custody, actions and parent notification.

Where child sexual abuse imagery, including suspected indecent images of children, may be involved, staff must not intentionally view, copy, print, share, save or delete it. They must stop examination, secure the device, notify the DSL immediately and follow safeguarding and police advice. They must not forward imagery to the DSL or attach it to CPOMS. Evidence of suspected offences must be preserved and the device passed to police as soon as practicable where required.

For other material, deletion is considered only where it is not suspected evidence of an offence, its continued existence is likely to cause harm and the pupil or parent refuses to delete it. Any decision requires the authorised staff member's documented assessment with the DSL, consideration of evidence preservation and proportionality, and a record of what was deleted and why. Staff must not delete material needed for a safeguarding, police or disciplinary investigation.

Parents will be informed of examination and action promptly unless safeguarding advice indicates that notification would create risk; the DSL will record reasons and appropriate alternative action. Access, retention and disclosure must follow data protection and safeguarding requirements.

21. Complaints

Concerns may be raised with the School and, where appropriate, resolved informally. Westholme's Complaints Procedure applies equally in EYFS and explains the formal stages and review arrangements. A copy is available on request. Safeguarding allegations, including inappropriate use of force, are referred through safeguarding procedures without delay and are not deferred pending a complaint.

22. Monitoring and Review

Westholme will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within Westholme and to evaluate the effectiveness of this policy.

Westholme will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within Westholme which may be enabling inappropriate behaviour to occur. When patterns are identified, Westholme will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, assemblies, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. Westholme collects this data from the following sources.

- Behaviour incident data, including pupil removal from the classroom;
- Attendance, permanent exclusion, and suspension data;
- Incidents of searching, screening, and confiscation;
- Surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of Westholme behaviour culture;
- KOMODO student surveys.

This policy is reviewed and updated at least annually by the Principal, Senior Leadership Team, and Governors.

The Senior Deputy Head and Head of Prep will review behaviour, sanctions, searches and restrictive interventions at least termly with the DSL and SEND Lead. Analysis will consider SEND, disability, sex, race and other relevant characteristics or vulnerabilities, repeated incidents and outcomes, while protecting confidentiality and avoiding conclusions from small samples. Findings and corrective actions will be reported to the proprietor and Governor Education Committee. The proprietor will ensure recording and reporting procedures are followed and oversee improvement.