

Behaviour for Learning Policy

Westfield Academy Approval Date: March 2026 | Review Date: March 2027

1. Introduction

At Westfield Academy, we are committed to creating an inclusive learning environment where positive relationships, mutual respect, and strong communication enable excellent behaviour and effective learning. Exemplary behaviour sits at the heart of productive classrooms and supports every student to thrive academically, socially, and emotionally. Our relational approach emphasises understanding before responding, connection before correction, and ensuring students feel valued, supported, and accountable. We work in partnership with parents, carers, staff, and students to promote a culture of respect, responsibility, and high expectations. Our STRIVE values (Appendix E) reinforce our vision of students who are hardworking, resilient, responsible, and empathetic.

2. Behaviour Philosophy

Westfield Academy promotes outstanding behaviour through:

- Strong, respectful relationships
- Clear and consistent expectations
- Empathy, fairness, and accountability
- A shared commitment to community responsibility

We expect all members of our school to:

- Uphold high standards of personal conduct
- Engage respectfully with others
- Take responsibility for their actions
- Contribute to a safe and positive environment

3. What We Mean by “Behaviour”

Behaviour encompasses the observable actions, attitudes, and emotional responses of staff and students. This includes:

- **Positive behaviours:** such as cooperation, engagement, respect, kindness, and perseverance.
- **Challenging behaviours:** such as disruption, conflict, aggression, or refusal to follow rules and/or instructions.

Behaviour is influenced by many factors, including personal experience, wellbeing, relationships, SEND needs, and school routines. Our role is to understand these influences and help students develop the skills and strategies needed to succeed.

4. Our Relational Approach

Relational practice sits at the centre of behaviour at Westfield Academy. This approach is shaped by an understanding of human development, attachment and emotional needs, recognising that positive relationships drive positive behaviour. It is also informed by restorative principles, trauma-aware practice and a commitment to creating safe, inclusive and respectful school environments.

We prioritise:

- Understanding before action
- Dialogue and problem-solving rather than automatic sanction
- Repairing harm rather than escalating conflict
- Empathy, fairness, and proportionality
- Student voice and ownership of behaviour

Relational practice does not replace rules or sanctions. Instead, it ensures they are clear, consistent, proportionate, supportive, and aimed at learning, reflection, and restoring relationships.

Safeguarding and Highly Harmful Behaviours (Child-on-Child Abuse) In line with statutory guidance (*Keeping Children Safe in Education 2025*), Westfield Academy is clear that child-on-child abuse, sexual violence, sexual harassment, and cyberbullying are never acceptable. We actively challenge these behaviours and will never minimise or dismiss them as "banter" or "just part of growing up."

Because these actions cause significant emotional and physical harm, they require an immediate and robust response to ensure the safety of our school community. In addressing such incidents, our relational and safeguarding duties work hand-in-hand:

- **For the victim:** Immediate priority is given to their physical and emotional safety, ensuring they are listened to, believed, and fully supported.
- **For the student displaying harmful behaviour:** We apply clear, proportionate boundaries and sanctions to ensure accountability. However, we also recognise that students exhibiting abusive behaviours may have complex needs or vulnerabilities. We work closely with the Designated Safeguarding Lead (DSL) and external agencies to provide the necessary interventions and support to change their behaviour and prevent recurrence.

5. Behaviour Strategy

Our behaviour strategy combines high expectations with relational and restorative practices.

1. **Positive Role Modelling:** Staff model the respectful communication, fairness, and professionalism expected from students.
2. **Effective Classroom Management:** Predictable routines, engaging teaching, clear structures, and consistent expectations reduce disruption and maximise learning time.
3. **Positive Reinforcement:** We recognise and celebrate positive behaviour through praise, rewards, recognition systems, and regular communication with parents/carers.
4. **Collaborative Problem Solving:** Students are encouraged to reflect, contribute to solutions, and take ownership of behaviour. This includes restorative conversations, peer support, and mediated discussions.

5. **Clear and Fair Procedures:** Behaviour procedures and expectations are communicated clearly to students, staff, and families.
6. **A Positive and Inclusive Culture:** Through pastoral support, the STRIVE values, and an emphasis on wellbeing, we aim to create an environment where all students feel safe, valued, and included.

6. Supporting Students to Meet Expectations

Westfield Academy uses several approaches to help students succeed:

- **Positive Behaviour Interventions and Support:** Including Pastoral Support Plans, ELSA, and Zones of Regulation.
- **Social–Emotional Learning:** Curriculum-based personal development supports empathy, emotional regulation, resilience, respect, and conflict resolution.
- **Mentoring and Coaching:** Targeted support helps students build confidence, coping skills, and positive relationships.
- **Family Engagement:** Working with families provides consistency and shared understanding of expectations.
- **Restorative Practices:** Restorative conversations, circles, and mediation encourage accountability and help repair relationships.

7. Our STRIVE Values

See Annexe E.

8. Roles and Responsibilities

The Governing Body / Academy Trust

- Responsible for reviewing the policy, monitoring suspension data, and convening a Governor’s Disciplinary Committee (GDC) where necessary.

Headteacher

- Establishes and reviews the policy.
- Ensures non-discriminatory, clear communication to students and parents.
- Holds overall responsibility for behaviour.
- Is the only person authorised to suspend or permanently exclude a student.

Head of Pastoral Care

- Leads implementation of the policy.
- Reports behaviour data to governors.
- Oversees behaviour support and on-call provision.
- Coordinates communication about suspensions/exclusions and seeks external support where needed.

Subject Leaders

- Ensure consistency of practice across their teams.
- Support teachers with routines and behaviour.

- Monitor behaviour, coordinate interventions, and analyse behaviour data with the leadership team.

Pastoral Leaders (HOY, DHOY)

- Promote a positive ethos through role modelling and support.
- Celebrate and reinforce positive behaviour.
- Coordinate interventions for students with multi-subject concerns.
- Support tutors and seek external support when necessary.

Teaching Staff, Tutors, and All Staff

- Create positive learning environments and apply procedures fairly and consistently.
- Challenge unacceptable behaviour and model / Reward STRIVE values.

Parents/Carers & Students

- Work in partnership with the school, reinforce positive behaviour at home, and inform the school of relevant external concerns.
- Students will demonstrate STRIVE values in the classroom, take responsibility for choices, and support others.

10. Evidence Informed Approaches to Teaching and Learning

- **Evidence-Based Pedagogical Approaches:** Grounded in research from cognitive science, metacognition and self-regulation. These focus on how students learn and how teachers can support memory, thinking and independence.
- **Relational & Developmental Approaches:** Rooted in relational practice, trauma-informed principles and elements of growth mindset. These focus on how students feel, how they connect with adults, and what they need to be ready to learn.
- **Whole-School Culture & Behaviour Approaches:** Bringing together restorative practice, consistent routines and high expectations. These focus on building safe, supportive environments where students can thrive, explicitly connected to the established STRIVE values.

11. Sanctions and Restorative Responses

To balance equity with consistency, we utilise a **Predictable Graduated Continuum**. While every situation has unique context, sanctions escalate predictably from verbal warnings to restorative detentions, ensuring students experience a transparent and fair system.

When responding to behaviour, staff consider:

- What happened and why it happened
- What harm was caused
- What support is needed
- What outcome will help future success

Our approach remains fair, relational, instructional, and future-focused.

12. Uniform and Behaviour

Uniform plays a role in creating a sense of identity, equality, and belonging. Expectations around uniform support our STRIVE values by promoting responsibility, respect, and consistency across the school. See Annexe C.

13. Supporting Students with SEND

We recognise that some students require adapted approaches. We ensure:

- Reasonable adjustments are made where appropriate
- Expectations are clear, achievable, and personalised
- Support is matched to individual need, promoting independence and confidence

Pastoral and SEN teams work closely with families and external professionals to support students effectively.

14. Suspensions and Permanent Exclusions

Suspensions are issued only by the Headteacher and only on disciplinary grounds. Decisions follow the civil standard of proof (“balance of probabilities”) and take account of contextual factors such as bereavement, mental health, or bullying.

Permanent exclusion may only occur when there is a serious breach or persistent breaches of the behaviour policy, and allowing the student to remain at Westfield Academy would seriously harm the education or welfare of others.

Statutory Exclusions Framework (September 2024):

- A pupil may not be suspended for more than 45 days in a single academic year.
- The Headteacher retains the legal power to cancel an exclusion prior to the governing board's review meeting.
- Alternative full-time educational provision will be arranged from the sixth day of any exclusion.
- Particularly for pupils with an Education, Health and Care Plan (EHCP), the school will proactively engage with the Local Authority to request an early annual review or assess the suitability of the provision *before* reaching the threshold of permanent exclusion.

15. Monitoring

The Governors Student Learning Sub-Committee monitors the policy through behaviour data, school visits, and student voice.

Responsible Staff:

- Headteacher: Simon Dallimore
- Head of Inclusion: Matt Reid | SENDCO: Alison Zebedee
- Designated Safeguarding Lead: Julie Coles
- Head of Pastoral Care: Duncan Burles

Westfield Academy

Excluded Food/Drink Items Policy

Fizzy Drinks and Chewing Gum

1. Purpose

This policy aims to promote a healthy, safe, and clean learning environment by prohibiting the consumption of specified fizzy or caffeinated drinks, and the use of chewing gum on school premises.

2. Scope

This policy applies to all students during the school day, including lessons, tutor time, assemblies, break and lunch times, corridors, and any school-organised activities on site.

3. Policy Statement

- Students are **not permitted** to bring or consume fizzy drinks or caffeinated drinks in school. This includes, but is not limited to, carbonated soft drinks, energy drinks, and beverages containing added caffeine.
- Plain water, still or sparkling (carbonated) water **without** added sugar, sweeteners, artificial flavourings, or caffeine is permitted.
- Chewing gum is **strictly prohibited** to maintain hygiene, prevent damage to school property, and avoid distractions.

4. Confiscation Procedures

- If a student is found with a prohibited fizzy drink or chewing gum, staff will **confiscate the item immediately**.
- Confiscated items will be taken to the **Head of Year (HOY) office or the school office**.
- Students must hand over the item when requested by a member of staff.

5. Sanctions and Return of Items

- **First offence:** Item will be **confiscated and disposed of**.
- **Second offence:** Item will be **confiscated and disposed of**, and parents/carers notified; a behaviour sanction may be applied.
- **Repeated offences:** Further sanctions may be applied in line with the school's behaviour policy.

The school accepts no responsibility for lost or damaged items that are confiscated, although reasonable care will be taken while they are held.

6. Exceptions

- Exceptions may be made for students with **medical needs**, such as for specific dietary or oral health requirements, as agreed in advance with senior staff.

7. Communication with Parents/Carers

Parents/carers will be informed if there are repeated breaches of this policy. Students should not attempt to bring prohibited fizzy drinks or chewing gum to school under any circumstances.

8. Review

This policy will be reviewed annually and may be updated in response to changes in guidance or school practice.

Westfield Academy

Mobile Phone Policy

1. Purpose

This policy aims to maintain a safe, focused learning environment by minimising distractions, protecting students' wellbeing, and supporting positive behaviour across the school.

2. Scope

This policy applies to all students during the school day, including lessons, tutor time, assemblies, break and lunch times, corridors, and any school-organised activities on site.

3. Policy Statement

- Mobile phones and other personal smart devices must be **switched off** and **kept out of sight** at all times.
- Devices must be stored **in bags**, not in pockets or on desks.
- Phones must **not be seen or heard** during the school day.
- At the end of each day phones must not be used inside buildings

4. Confiscation Procedures

- If a mobile phone is **seen or heard**, staff will **confiscate the device immediately**.
- Confiscated phones will be taken to the **Head of Year (HOY) office or the school office**.
- Students must comply immediately and hand over the device when requested by a member of staff.

5. Sanctions and Return of Devices

- **First offence:** Phone confiscated and returned to the student at the end of the school day.
- **Second offence:** Phone confiscated and returned to a parent/carer; a behaviour sanction may be applied.
- **Repeated offences:** Phone confiscated, returned only to a parent/carer, and further sanctions may be applied in line with the school's behaviour policy.

The school accepts no responsibility for loss or damage to confiscated devices, although reasonable care will be taken while they are held.

6. Exceptions

- Reasonable adjustments may be made for students with **medical needs**, as agreed in advance with senior staff.

7. Communication with Parents/Carers

Parents/carers are asked to contact the school office if they need to pass an urgent message to their child during the school day. Students should not use mobile phones to communicate with parents/carers during school hours.

8. Review

This policy will be reviewed annually and may be updated in response to changes in guidance or school practice.

Westfield Academy

School Uniform Policy

1. Purpose

This policy outlines Westfield Academy's uniform expectations to support pride, promote equality, and maintain a smart learning environment.

2. Scope

This policy applies to all students during the school day and when representing the school at official activities and events.

3. Main Uniform

Students must wear the following compulsory uniform items:

Clothing:

- Black school blazer with logo (KS3)
- Black V-neck jumper with logo (KS4). Compulsory from Sept 2025; Year 11 may wear either blazer or jumper in 2024-25
- Plain white shirt (short- or long-sleeved) with stiff collar
- Black skirt or black tailored trousers / plain black leggings (no jeans)
- House tie (supplied by school)

Socks & Shoes:

- White or black socks or plain black tights
- All-black shoes (soles and logos also black; no high heels)

Optional:

- KS3 students may wear a black knitted V-neck jumper under the blazer. Sweatshirts and hoodies are not permitted.

4. Personal Appearance

- **Jewellery:** No bracelets or visible necklaces. No rings.
- **Piercings:**
 - **Ears:** Only two small, round, plain studs per ear.
 - **Nose:** One small nose stud (less than or equal to 1mm in diameter) in the side of the nose.
 - No other piercings will be permitted.

- **Make-up:** Subtle (not loud, bright, noticeable, or obvious) make-up for all years.
- **Hair:** Natural colour; no extreme styles.
- **Nails:** No polish, false nails or extensions.
- **Coats:** Plain colour, no large motifs; shower-proof fabric; leather or denim not permitted.
- **Hoodies:** Not permitted.

5. PE Uniform

PE Uniform

Students must wear full PE kit for all practical PE lessons, including shirts, shorts, socks, trainers, shin pads, football boots, and optional items like gum shields and tracksuit bottoms (October–February).

6. Purchase & Supply

All compulsory main uniform and PE items can be purchased via Price and Buckland and South West Schoolwear, Wine Street, Yeovil. House ties are purchased directly from the school.

7. Equipment Expectations

Students should also bring appropriate educational equipment daily (e.g., Chromebook, pens, pencil, ruler, calculator).

8. Non-Compliance

Failure to meet uniform expectations may result in appropriate school behaviour responses.

9. Marking of Clothing

All clothing and PE kit should be clearly marked with the student's name to aid return of lost property.

10. Review

This policy will be reviewed regularly to ensure consistency with school practice and standards.

Westfield Academy

Classroom Behaviour Policy

1. Purpose

This policy sets out clear expectations for behaviour in lessons at Westfield Academy. It supports high standards of learning, consistency across classrooms, and positive relationships, and is underpinned by the school's **STRIVE values** and the principles of *When the Adults Change* by Paul Dix.

2. Principles

Classroom behaviour at Westfield Academy is based on the following shared principles:

- **Adults take responsibility** for creating calm, consistent and purposeful learning environments.
- **Relationships come first**; behaviour is built through trust, respect and connection.
- **Consistency matters**; all staff apply expectations and responses fairly and predictably.
- **Behaviour is learned** and can be taught, corrected and improved.

This policy focuses on **belonging, certainty and fairness**, not punishment.

3. STRIVE Values in the Classroom

All classroom behaviour is guided by the STRIVE values:

- **Scholarship** –work hard and apply effective study habits.
- **Teamwork** – be able to work positively and effectively with others, combining your efforts when working towards a shared goal.
- **Be Resilient** – have self awareness, work with purpose and be willing to adapt to change.
- **Have integrity** – be honest in all that you do, have respect for others and take responsibility for your actions.
- **Be Versatile** – adapt and be flexible, find new ways to learn and take opportunities.
- **Have Empathy** – Be aware of the feelings of others, contribute to your community and support your peers.

4. Classroom Expectations

Students are expected to:

- Arrive on time, properly equipped, and ready to learn.
- Follow instructions the first time they are given.
- Listen respectfully and allow others to learn without interruption.

- Remain in their seat unless given permission to move.
- Speak politely to staff and peers at all times.

Staff are expected to:

- Be calm, fair and consistent.
- Model respectful behaviour.
- Use clear routines and positive language.
- Deal with behaviour privately wherever possible.

5. Transitions

Transitions During the School Day

To support a calm, safe and inclusive learning environment for all members of our school community, students are expected to move around the school site in a respectful and considerate manner during transitions between lessons, break times and other activities.

During these times, students should:

- Move **calmly and quietly** through corridors and shared spaces.
- **Walk at all times** and not run.
- **Avoid shouting or calling out**, keeping noise levels low to maintain a calm atmosphere.
- Be **aware of others around them**, including younger students, visitors and staff.
- Follow **staff instructions promptly** and use designated routes where directed.

Maintaining calm transitions helps **create a safe, predictable and respectful environment for everyone in the school community**. It supports students who may feel anxious or overwhelmed in busy spaces and ensures that corridors and shared areas remain safe and accessible for all.

By moving around the school calmly and respectfully, students contribute to an environment where **everyone feels secure, included and ready to learn**.

6. Meet and Greet

All teachers will:

- **Meet and greet students at the classroom door**.
- Use students' names and make positive connections.
- Set a calm, welcoming and purposeful tone for the lesson.

Meet and greet is a non-negotiable routine and is central to building strong relationships and positive behaviour.

7. Graduated Response to Classroom Behaviour

When behaviour disrupts learning, staff will follow a **clear and consistent graduated response**:

Step 1: Reminder / Warning

- A calm, clear verbal reminder of the expected behaviour.
- Focus on the behaviour, not the student.
- Opportunity given to correct behaviour and re-engage with learning.

Step 2: Asked to Go Outside the Classroom

- If behaviour continues, the student will be asked to step outside the classroom.
- A brief, calm conversation will take place to reset expectations.
- The student is given a clear choice and support to return and succeed.

Step 3: Referral

- If the student continues to disrupt learning after being spoken to outside, a **referral will be made**.
- The referral will be logged on Classcharts which will alert On Call and the Referral Room co-ordinator to the student having left the class. In cases where the student does not leave when asked, an email to On Call will effectively request assistance

The focus at every stage is on **restoring learning**, not escalating conflict. However, safety in the classroom is of paramount importance. There may be rare occurrences where an immediate referral is appropriate. All referrals are related to disruption.

8. Removal from Lessons

Removal from a lesson is a last resort and should only occur when:

- Behaviour continues to disrupt learning after the graduated steps have been followed.
- Safety or learning of others is compromised.

Removed students will be supervised and supported, and where possible follow-up conversations will take place to repair relationships and reinforce expectations.

9. Follow-Up and Restoration

After an incident:

- Where possible Staff will hold a restorative conversation with the student.
- The aim is to repair relationships, reinforce expectations, and support future success.
- Where appropriate, parents/carers and Heads of Year may be informed.
- Our ethos is to try to start each lesson afresh.

10. Consistency and Staff Responsibility

All staff are responsible for:

- Applying this policy consistently.
- Maintaining calm, adult-led responses.
- Supporting each other to uphold standards.

Consistency across classrooms ensures fairness and helps students feel secure.

11. Review

This policy will be reviewed regularly to ensure it reflects best practice, staff feedback, and the needs of the Westfield Academy community.

Westfield Academy Strive Values



-  **Scholarship**
-  **Teamwork**
-  **Resilience**
-  **Integrity**
-  **Versatility**
-  **Empathy**

'the culture of the school is one where opportunities are taken and the importance of achieving well is valued among pupils'.
OFSTED 2018

Westfield Academy is committed to serving its community.

VISION

We want our students to be hardworking, resilient, responsible and empathetic individuals who strive to achieve personal success, develop a love for learning and contribute positively to their wider community. We want to equip them with 21st century competencies and prepare them for Further Education & the world of work.

In order to achieve this, Westfield Academy offers a wider curriculum centred around our Academy's core values. We deliver our curriculum through high quality care, welfare, teaching & learning, and offer multiple opportunities for our students to extend their learning beyond the classroom.

OUR VALUES

At the heart of our school community are a set of core values. These underpin our whole school curriculum and ethos.

Our School Values are:

- **Scholarship** – work hard and apply effective study habits.
- **Teamwork** – be able to work positively and effectively with others, combining your efforts when working towards a shared goal.
- **Be Resilient** – have self awareness, work with purpose and be willing to adapt to change.
- **Have integrity** – be honest in all that you do, have respect for others and take responsibility for your actions.
- **Be Versatile** – adapt and be flexible, find new ways to learn and take opportunities.
- **Have Empathy** – Be aware of the feelings of others, contribute to your community and support your peers.

Through a Values based education, we will:

- Raise expectations and secure positive attitudes to learning.
- Achieve a real, measurable and beneficial difference in behaviour and conduct.
- Ensure students and adults strive to reach their full potential.
- Achieve the highest standards possible in supporting pupils to achieve.
- Encourage students to become innovative and resilient learners, using a variety of learning styles.
- Invest in our core values and develop a common language between students, parents, staff and our governing body in every aspect of school.
- Respect and value others.
- Encourage our school community to make positive choices.
- Staff to model the school and fundamental British values such as mutual respect, tolerance and the law.
- Have a personal pride in being part of our school and the wider community.

