Behaviour, Anti-Bullying, Rewards, Appearance and Uniform Policy

RESPONSIBLE AT KST
Executive Joint Headteachers

RATIFIED BY THE EDUCATION, CURRICULUM & OUTCOMES COMMITTEE
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1 Introduction

The Governing Body, the Headteachers and the staff at the school believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and purposeful learning environment in the school by:

- Encouraging and acknowledging good behaviour discipline and focus in lessons
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with families and carers to develop a shared approach to involve them in the implementation of the policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.

1.1 Definitions

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion — when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Off-site direction — when a governing board of a maintained school or academy requires a pupil to attend another education setting temporarily, to improve their behaviour.
- Family/Families – any person who has parental responsibility and any person who has care of the child.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

2 Policy statements

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education 2026

This policy complies with our funding agreement and articles of association.

2.1 Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

2.2 Inter-relationship with other School policies

In order for this policy to be effective, a clear relationship with other school policies, particularly equal opportunities, inclusion, and the use of force to control or restrain pupils, has been established. This policy applies to all pupils within the school from Years 7-13 and works in conjunction with other relevant school policies.

2.3 Involvement of outside agencies

The school works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

2.4 Procedures

- The Headteachers, in consultation with staff, will develop the procedures from this policy.
- The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and families.

— The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community.

2.5 Rewards and Consequences (Sanctions)

A school's ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and is clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Consequences are needed to respond to inappropriate behaviour. A range of consequences is clearly defined in the procedures, and their use will be characterised by clarity of why the consequence is being applied and what change in behaviour is required. The procedures make a clear distinction between the consequence applied for minor and major offences.

3 Roles and responsibilities

3.1 Education, Curriculum & Outcomes Committee (ECO)

The ECO Committee will review this policy on an annual basis, taking into account any changes in DfE guidance and/or legislation.

3.2 Governing body

— The Governing body will establish in consultation with the Headteachers, staff and families the policy for the promotion of good behaviour. It will ensure that it is communicated to pupils and families, is non-discriminatory and the expectations are clear.

— Governors will support the school in maintaining high standards of behaviour.

— The Governing Body will ensure there is no discriminatory application of the policy on any grounds, particularly with regards to the nine protected characteristics (Equality Act, 2010). They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.3 Headteachers

— The Headteachers will be responsible for the implementation and day-to-day management of the policy and procedures.

— The Headteachers will ensure there is no discriminatory application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

— The Headteachers will ensure that appropriate high-quality training on all

aspects of behaviour management is provided to support the implementation of the policy.

3.4 Staff, including teachers, support staff and student teachers

- Staff will ensure there is no discriminatory application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

3.5 Families

Families and carers will take responsibility for the behaviour of their child both inside and outside the school. Long-term success and stability are underpinned by an effective relationship between home, the school and other professional bodies (as appropriate). This means that the school does expect the families of our pupils to reinforce our values at home, work with us on any challenges and support the school in its decisions. Some of the specific things we ask all families for are:

- Clear and consistent rules about mobile phone use and screen time at home including 'gaming'. This should include discouragement from using social media apps/similar.
- Consistent home routines – pupils should be expected to undertake 'chores' or tasks to support at home, should go to bed at a reasonable time and be encouraged out of bed at the weekends/during holidays.
- Healthy eating habits including restricted access to 'junk food' or sugary foods. Additionally, families should encourage and support participation in sport(s) and extra-curricular enrichment in and out of school

3.6 Pupils

This policy applies to all pupils in the school, from Year 7 to Year 13.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

4 Anti-bullying policy (part of the Behaviour policy)

4.1 Aims

- To assist in creating an ethos in which attending school is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at our schools
- To enable everyone to feel safe while at school and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with families and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

4.2 Objectives

- To maintain and develop effective listening systems for pupils and staff within our schools.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school community (e.g. part-time staff/volunteers) in dealing effectively with, and if necessary, referring, bullying incidents.
- To communicate with families and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations.

4.3 Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be (but is not limited to):

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - unwanted physical contact or sexually abusive comments
- Racist/racial taunts, graffiti, gestures
- Threatening behaviour
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Digital - all areas of internet, such as social media, messaging services, texts, calls, apps or any other digital platforms
- Misuse of associated technology, i.e. camera & video facilities

(For further information regarding the acceptable use of ICT and social media, please see the school's Pupil ICT and Social Media Acceptable Use Policy).

Bullying is not:

- It is important to understand that bullying is not the odd occasions of falling out with friends, name calling, arguments or when boundaries of friendships are misunderstood without malice. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
- Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at the school (this can be done in person or via our anonymous reporting link on the School website).

The school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. School leaders, senior and middle staff will determine whether bullying has or is occurring. Schools will always seek the views of those involved, and their family/families, but there may be occasions where agreement between home and school is not possible.

4.4 Statutory duty of schools

The Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, families and pupils.

4.5 Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the appropriate middle or senior leader. This member of staff will decide how best to respond to the incident including contacting families, interviewing pupils etc.
- The Head of Year (HOY)/member of SLT may interview all concerned and will record further details of the incident
- As deemed appropriate the form/class and other teachers may also be spoken to or asked for a statement
- Families will be kept informed as deemed appropriate by the HoY/SLT dealing with the matter.
- Consequences, including restorative justice, will be used as appropriate by the HoY/SLT.

Pupils who have been bullied will be supported in ways deemed appropriate by the HoY/SLT including in the following ways:

- Offering a prompt opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering emotional support.
- Restoring self-esteem and confidence.
- Discussing what happened.
- Establishing the wrong-doing and need to change (and discussion of consequences if bullying continues).
- Informing families or carers to help change the attitude of the pupil.
- Pastoral interventions as appropriate.
- Where appropriate, a restorative justice meeting may be held, where the pupils are given the opportunity to restore the positive relationship.
- In situations where incidents happen outside of the school, including cyber bullying, the school will consider referral to the police. In situations where the police are informed, families should be informed of this.

The following disciplinary steps can be taken:

- Loss of privileges.
- Community consequences e.g. supporting during lunch service etc.
- Internal suspension/removal.
- Suspension
- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Personal Development Curriculum (PDC), registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

5 Behaviour and Conduct

5.1 Approach to behaviour

Knowledge Schools Trust believes that we have the responsibility to teach our pupils Core Values and create polite, intelligent and responsible members of society, who are aware of the world around them. The school promotes the qualities of civility, honesty, kindness and toleration in all pupils. In order to achieve these aims, the school has high expectations of all in terms of appearance, learning and conduct. We aim to support pupils in achieving these through imposing rules that allow pupils the right to learn in a safe and very purposeful working environment. A school environment should aim to be a place where pupils are free to discuss their ideas on topics and be allowed the freedom to debate and develop without being open to ridicule.

- The school's behaviour policy is advertised to all of the school's community so that staff, families and pupils are aware of the expectations. Consequences are applied by staff in accordance with the structures outlined below and are issued as professionals, without prejudice. On occasions, pupils and families will not agree with the reason for the consequence or the level of consequence applied, however, it is the expectation of the school that the pupil comply to the procedures and the family support the pupil in doing so. The school is happy to discuss any concerns over these matters, but we hope that families will support the school in its decision and generally in its work to get the best out of each individual.

5.2 Our Core Values

Kindness

Hard Work

High Standards

These three core values underpin all our expectations of every member of our school community. Below are examples of behaviours we expect from pupils. This list is illustrative not exhaustive:

Kindness

- Act in a way that is friendly, generous and considerate to all
- Act in a way to foster positive relationships with all members of our community
- Show respect equally regardless of any perceived status
- Greet people and ask how they are
- Always listen to and consider the views of others
- Be compassionate towards the challenges others face
- Actively help the elderly and people with mobility needs whenever possible
- Hold doors for adults and let them go through first
- Offer seats to any and all adults when travelling on public transport, whether in school uniform or not

Hard Work

- Maintain good punctuality and attendance
- Arrive to school with all necessary equipment and books
- Know that challenges are inevitable and face them
- Revise content throughout the week and school year to ensure good recall
- Keep neat and tidy notes from all lessons/homework
- Catch up on any and all missed work owing to absence/missed lessons
- Demonstrate tenacity and determination
- Ask for help when needed and appropriate
- Ensure each piece of work completed is of the highest standard the pupil can produce.

High Standards

- Keep perfect uniform and personal appearance
- Use all opportunities to influence younger pupils and members of the public to be good citizens
- Respect our school environment by not littering or damaging anything
- Aspire to live a happy and fulfilling life built on academic success
- Give our best in everything we do, in lessons, in clubs, during Break and

Lunch and when acting as ambassadors for the school outside school

Pupils are required to conduct themselves honestly and show a proper regard for others. Pupils must not act in a manner likely to bring discredit upon themselves, their families or the school— particularly when travelling to and from school. Behaviour in lessons that is deemed unacceptable is any behaviour that has a disruptive influence on the learning of an individual or others, is rude or disrespectful to the teacher or another pupil, or that which falls below our expectations.

5.3 Rewards for positive behaviour

- Praise and rewards should be used to motivate pupils much more frequently than negative consequences. This builds up a culture of achievement and success.
- Rewards for positive behaviour must be relative to: consistency of performance in terms of behaviour and effort in and around school and the achievement of an individual, and should be employed to further the pupil in both their development academically and their own sense of self-worth and value to the community.
- Rewards are given through house points which are collated towards an overall house score.

Individuals can achieve house points for behaviour deemed to uphold or exemplify our three Core Values of Kindness, Hard Work and High Standards. See Pupil's Code of Conduct.

5.3.1 Recognising positive behaviour

The school is committed to recognising excellent performance and effort in order to establish a positive learning climate. On top of individual communication to families for house points, the school will further recognise pupils by:

- House Points – all years
  - House points are issued by teachers/staff for excelling in one or more of the Core Values of Kindness, Hard Work and High Standards.
  - House points are logged on Arbor, with notifications pre-set so that families are aware of their child's daily achievements.
  - Weekly awards for those with the highest weekly tariff of house points, weekly star of the week tutor awards, and weekly values awards (celebrated in assembly) are central to our culture of praise and recognition.
- Termly Values Awards.
  - Termly Values Awards are issued by Heads of Year in the celebration assemblies, recognising students who have made exceptional contributions, demonstrating Kindness, Hard Work and High Standards.

— Subject Award – 'Pupil of the Half Term'

  – At half termly intervals throughout the academic year, each department in the school will select a number of pupils who have excelled in attainment or effort in their subject area. These pupils will be showcased in school and families will be notified.

— End of term/year reward assemblies

  Prizes will be given out at the end of term (and year) assembly. Certificates and Prizes include:

  – Progress award – for each subject area the student who has made the greatest progress

  – Attainment award – the highest-performing student in each subject area

  – Citizenship Award – recommended by their form tutor for being of good character and having a positive impact on the form

  – Attendance award

— Headteachers' award

  Every half-term the top five pupils in each year group with the highest 'personal point score' will have lunch with the Headteachers, receive a certificate and will be awarded twenty house points.'

— Headteachers' Letter

  Any pupil made noticeable to the Headteachers by any member of the community or guest, may receive a letter from the Headteachers. This should be highly prized and will be used to provide references to colleges and universities.

- Legend of the Day (Activities Week only) – staff select one pupil who has embodied not just the values of WLFS, but also the spirit of Activities Week. This person receives 10 house points as well as an email home.

5.4 Discipline and Consequence (sanction) structure:

5.4.1 The Consequence system

The Consequence System is used to apply the school's ethos (Kindness, Hard Work and High Standards) to pupils in lessons and the general school environment. It is used to apply a consistent approach to behaviour by staff and is expected to be well known and held in high regard by pupils and families, so that low level disruption is eliminated in lessons. The system will apply to any pupil who is the cause of others not being able to learn to their full potential or who is demonstrating a lack of respect or disregard for an individual or the school and its ethos. The consequence system will usually be applied sequentially; however, steps may be skipped dependent on the nature of the incident.

C1 Warning	In lessons, this is a verbal and/or written caution for a pupil who is affecting the learning of others. Examples of behaviours include but not limited to: – Failure to follow school/ classroom routines e.g. standing behind chair – Interrupting others – Speaking without permission in lessons – Distracting behaviours e.g. tapping – Misuse of school equipment
C2-30 Same Day Detention (30 minutes)	This is a sanction issued for continuation of disrupting behaviour, failure to achieve expected standards or a direct act of defiance/rudeness. These are categorised as: – Chewing gum in school – Disruption or continuation of disrupting behaviours in lessons – Failure to follow instructions (defiance) – Challenging a C1 in an inappropriate manner – Uniform e.g. continued failure to meet the uniform and appearance standards – hair down, jewellery, tie length, shirt out etc. – Homework; failure to complete homework on time or to the required standard Failure to complete classwork to a sufficient standard or refusal to engage with support – Antisocial Behaviour; showing disregard to others or school equipment – Equipment - Lack of equipment for lesson – Silent routines/one-way/designated areas – talking in assembly, line up, or another routine where expectation of silence has been communicated; deliberately being in an area designated out-of-bounds; contravening any one-way systems in place (permanent or temporary) Where a pupil receives more than one C2-30 on a single day, they will sit a maximum of 1 hour (unless attending a 2-hour detention on Friday – see below).

C3 Removal	This is a sanction issued for any behaviour that is a continuation of behaviour at a C2 level or an individual event that has potential to significantly disrupt a lesson or endanger another member of the community either emotionally or physically. It is possible that this may lead to a fixed term suspension (see page 11): Continuation of behaviour at a C2 level – Challenging a consequence in a tone considered to be rude or hostile – Leaving a classroom without permission – Abusive language towards others – Overt disobedience – Violent behaviours – Dangerous behaviours – Rudeness to adults, peers or visitors – Truancy – Repeated refusal to engage or attempt classwork

C1- Warning	In lessons, this is a verbal and/or written caution for a pupil who is affecting the learning of others. This is a formal warning that staff will issue the first time an incident occurs. The expectation is for students to learn from this moment and succeed in the lesson. Examples of behaviours include: – Failure to follow school / classroom routines – Interrupting others – Speaking without permission in lessons – Distracting or off-task behaviours – Misuse of school equipment
C2 - 30 Same Day Detention (30 minutes)	This is a sanction issued for continuation of disrupting behaviour, failure to achieve expected standards or a direct act of defiance/rudeness. These are categorised as: – Chewing gum in school – Lateness to school and/or lateness to lesson – Disruption or continuation of disrupting behaviours in lessons – Failure to follow instructions (defiance) – Challenging a D1 – Uniform e.g. continued failure to meet the uniform and appearance standards – missing uniform, shirt out, trainers, no pe/dance kit – Homework; failure to complete homework on time or to the required standard – Antisocial Behaviour; showing disregard to others or school equipment – Equipment - Lack of equipment for lesson – 1st mobile phone confiscation (resets each academic year) – Contradicting routines/one-way/designated areas — talking in assembly, line up, or another routine where expectation of silence has been communicated; deliberately being in an area designated out-of-bounds; contravening any one-way systems in place (permanent or temporary) Where a pupil receives more than one D2-30 on a single day, they will sit a maximum of 1-hour same day detention.

C3 Removal	This is a sanction issued for any behaviour that is a continuation of behaviour at a D2 level or an individual event that has potential to significantly disrupt a lesson or endanger another member of the community either emotionally or physically. It is possible that this may lead to a fixed term suspension (see page 11): – Continuation of behaviour at a D2 level – Leaving a classroom without permission – Abusive language towards others – Overt disobedience – Violent behaviours – Dangerous behaviour – Extreme rudeness to adults – Truancy – Mobile phone confiscation (2nd time or more) – Deliberately contravening any School, local or national instructions or guidance around virus transmission prevention. – Repeated refusal to engage or attempt classwork

NB. The above examples are non-exhaustive and illustrative of the types of behaviours at each level.

5.5 Discipline and Consequence structure:

5.5.1 Same day detentions

West London Free School

The C2 detention is a same day detention. It is conducted centrally in the school hall/classrooms and runs for thirty-minutes or an hour depending on the number of consequences received and/or the infraction (no later than 5pm). Families will be informed of the detention via e-mail at approximately 15:15-15:25pm. Rearrangements of detention will only be granted in circumstances deemed appropriate by the member of staff running detention and/or the pupil's Head of Year. Examples of reasons for rearranging a detention include medical appointment (with note/evidence provided), an external fixture or sporting obligation etc. These will be treated on a case-by-case basis and repeated requests may be refused. Reasons that will not be accepted:

-Obligations with family/friends after school

-Convenience

-Employment or external responsibilities

-Tutoring

Pupils are expected to complete the detention in silence and will be assigned a task by the member of staff. Tasks will be assigned dependent on the offence and may include lines, revision, community service tasks and completion of homework. Failure to complete the detention to the required standard or in the appropriate manner will result in the detention being reassigned, or an appropriate escalation. Failure to attend the detention for a valid reason results in an automatic C3 Missed Detention the next school day. Pupils and families are given notification of the detention, agreement of the detention from the pupil or parent is not required.

The school reserves the right to hold a pupil for 15 minutes without notification to families.

Wixams Academy

The C2 detention is a same day detention and runs for thirty-minutes.. The C3 detention runs for 60 minutes until 4.20pm. Families will be informed of the detention via e-mail no later than 3:00pm. Rearrangements of detention will only be granted in circumstances deemed appropriate by the member of staff running detention and/or the pupil's Head of Year. Examples of reasons for rearranging a detention include medical appointment (with note/evidence provided), an external fixture or sporting obligation etc.

Pupils are expected to complete the detention in silence and will be assigned a task by the member of staff. Tasks will be assigned by supervising staff and will include core subject work and the completion of homework. Failure to complete the detention to the required standard or in the appropriate manner will result in the detention being reassigned and day in the Behaviour Support Centre. Failure to attend the detention for a valid reason, results in an automatic D3 Missed Detention the next school day and a day in the Behaviour Support Centre. Pupils and families are given notification of the detention, agreement of the detention from the pupil or parent is not required.

The school reserves the right to hold a pupil for 15 minutes without notification to families.

5.5.2 The Behaviour Support Centre / Reset Room – Wixams Academy

The BSC is used to remove pupils from circulation in the school community. Pupils attend the school BSC and are monitored by the Behaviour Support Manager and/or Senior Leaders until 3:20pm. Work will be provided, and pupils are expected to complete this in silence. Failure to comply with the expectations of the BSC room rules will result in further consequences.

The school may choose to issue a formal internal suspension. It may be deemed appropriate to have a formal reintegration meeting, as per a suspension (below).

The BSC and Reset, result in a removal from lessons. This is a sanction that is used only where there has been a significant breach and/or breaches to the

School's ethos and expectations. Amendments to the duration of Removal may be made by a member of SLT, or by an appropriate member of teaching or pastoral staff. The following behaviours would likely lead to time in the BSC / Reset (more serious incidents of this nature would likely lead to suspension):

- Failure to address behaviour in the C1, C2, stages of the 'Consequence System'
- Non-attendance to detention
- Severe uniform and appearance infringements e.g. dyed hair, missing uniform etc.
- Severe and persistent poor behaviour including refusal to follow instructions
- Violent incidents including fighting/assault of another member of the community
- Verbal abuse of another member of the community
- Vandalism of equipment and facilities (school or otherwise)
- Bringing the school into disrepute
- Deliberate breaking of the school rules
- A pupil presents a danger to themselves or others and a parent cannot be contacted
- Malicious or misleading allegation(s) against staff

The BSC/Reset may also be used for a period of time for the following reasons:

- A quiet reflection period to allow pupils to calm down before returning to lessons
- When an investigation is being conducted, the process of which might be compromised if pupils were in contact with other peers.
- When a pupil is waiting to re-join peers following a late arrival to School e.g. during PE before returning to their next lesson.
- When a pupil is waiting to re-join peers following a late arrival to School e.g. during PE before

Students removed from a lesson as a result of a C3 behaviour incident will be placed in the Behaviour Support Centre (BSC) for the remainder of the school day and will sit the 60 minute C3 detention after-school.

- In order for students to return to lessons the following day, students must ensure they attend the C3 detention and that they meet the following standards when in Reset:Be calm, purposeful and respectful when in Reset
- Complete an honest Reflection Sheet

- Complete work in Reset to a satisfactory standard

5.5.3 Friday Detention (2 hours) – West London Free School

A Friday Detention runs for two hours (usually on Friday but can vary depending on term dates). This detention is assigned to pupils who are persistently failing to hit expectations in terms of behaviour and/or punctuality. Pupils will be issued a 2-hour detention for the following:

- A pupil being late to school for three days in a week/five-day period
- A pupil who has obtained two 'C3' Removals in a week
- Offences deemed to have a detrimental effect to the school environment
- Accumulation of negative behaviour points

The school collates this information on five consecutive school days from Friday to Thursday. This time period is used so families can be informed in a timely fashion.

5.5.4 Removal & Reflection (R&R) and Internal Exclusion – West London Free School

Removal & Reflection is used to remove pupils from circulation from the wider school community. Pupils attend the Removal & Reflection room and are monitored by the R&R Manager and/or R&R Mentor until 4:45pm (to include an hour detention, as appropriate). Work will be provided, and pupils are expected to complete this in silence. Failure to comply with the expectations of the Removal & Reflection room rules will result in further consequences.

The school may choose to issue a formal internal suspension. It may be deemed appropriate to have a formal reintegration meeting, as per a suspension (below).

Removal, and therefore removal from lessons, is a sanction that is used only where there has been a significant breach and/or breaches to the School's ethos and expectations. Before Removal is used, a member of the Senior Leadership Team will check that the decision is appropriate and proportional. Amendments to the duration of Removal may be made by a member of SLT, or by an appropriate member of teaching staff. The following behaviours would likely lead to Removal (more serious incidents of this nature would likely lead to suspension):

- Failure to address behaviour in the C1, C2, stages of the 'Consequence System'
- Non-attendance to detention
- Severe uniform and appearance infringements e.g. dyed hair, missing uniform etc.
- Severe and persistent poor behaviour including refusal to follow instructions
- Violent incidents including fighting/assault of another member of the community

- Verbal abuse of another member of the community
- Vandalism of equipment and facilities (school or otherwise)
- Bringing the school into disrepute
- Deliberate breaking of the school rules
- A pupil presents a danger to themselves or others and a parent cannot be contacted
- Malicious or misleading allegation(s) against staff
- Truancy

Removal may also be used for a period of time for the following reasons:

- A quiet reflection period to allow pupils to calm down before returning to lessons
- When an investigation is being conducted, the process of which might be compromised if pupils were in contact with other peers.
- When a pupil is waiting to re-join peers following a late arrival to School e.g. during Games

Returning to Lessons

Not all pupils will be removed from lessons for the duration of the day. Most pupils (unless the cause of significant disruption or similar) will have the chance to return to lessons based on positive reflections. We call this '3 Green & Go'. Specifically:

When removed from a lesson, a pupil may return to lessons as normal after three consecutive 'green' periods in R&R.

For a pupils to achieve a 'green' mark for a period, they must:

- Be calm, purposeful and respectful in R&R
- Complete an honest Reflection Sheet
- Complete work in R&R to a satisfactory standard

Pupils who return to lessons (and achieve 3Green&Go) will have this recorded but will still sit a 1-hour detention at the end of the day as normal.

When a pupil fails to achieve 3 consecutive 'green' marks, the counter starts again.

Removals from lessons (C3) are for a 24-hour period (e.g. a removal will span over the course of two days in most cases until 6 periods have been sat or the pupil achieves a '3Green&Go').

Pupils who are placed in R&R for truancy from detention or uniform infractions are not eligible for 3 Green&Go.

5.6 Pupil Monitoring and Pastoral Support

Further to the above systems, the school is committed to helping pupils change their behaviour and work to meeting the school's expectations. As such, monitoring systems are used to identify areas of concerns and weakness so that a concentrated effort can be used to amend these. Other support may be necessary if poor behaviour is manifesting itself due to external circumstances.

Wherever possible, adaptations and adjustments will be made in response to individual pupil needs.

Senior and middle leaders will carefully track and monitor patterns in behaviour for pupils, actively looking for opportunities for intervention.

For more information about pastoral support, please see here.

5.6.1 Monitoring Reports

A report may be assigned to a pupil to monitor where improvement is needed and to uncover any trends in a pupil's behaviour. Pupils will be assigned a report if:

- Concerns are raised by multiple teachers over the pupil's behaviour
- Staff, families or pupils notice an area of concern or a change in behaviour
- A significant incident is reported.
- On return from time off school e.g. absence or fixed term exclusion

Reports run for two weeks but can be adjusted by HOY. Failure to pass the report will be sanctioned. This sanction may include an extension of the report, an escalation onto another colour (see below) or any other suitable sanction. Outlined below are the levels and the advised reasons for issue.

Form Tutor Reports (Green Report)

If concerns from a number of staff are raised to a Form Tutor a pupil should be put on a Form Tutor Report. This report is to identify areas where support is needed for this pupil. This report should be run for a minimum of two weeks. The Form Tutor Report should be done without punishment but targets should be refined on the second week to focus on targets that need to be achieved.

Form Tutor Reports should also be used to monitor the progress that a pupil is making, and praise and rewards should be issued if a pupil is performing well.

Head of Year Reports (Yellow Report)

A Head of Year Report should be issued if concerns continue after the Form Tutor Report. Failure to achieve the targets set on this report will be formally sanctioned but the report is also designed to identify areas where support is needed and also to create good habits and behaviours. Again, this report should be run for two weeks as a minimum.

Senior Leader Report (Red Report)

This is a final stage report. A parental meeting will usually be held before this report is started outlining the consequences of failure to achieve all targets, which may include internal exclusion and suspension.

Behaviour Support Plans

A Behaviour Support plan is put in place to recognise that there are serious concerns around a decline in one or more areas of conduct in lessons, around school or outside of school. Although initiated by the school, they are created with essential input from pupil and family. They are then reviewed on a regular basis, and run for a limited fixed period. Additional consequences may be applied for failure to comply. Behaviour Support Plans may manifest in a number of informal ways around reasonable adjustments or strategies agreed upon with the pupil and family.

5.6.2 Other Pastoral Support

The school understands that external pressures on children can have a detrimental effect to how they act. Also, some pupils face different challenges in understanding the school rules and ethos. In order to aid pupils in difficult situations, the school has other pastoral avenues to help. There is a limited capacity for this support and therefore it is assigned on a case by case basis and will be designated to pupils where the need and impact is greatest.

- Meeting(s) with the Form Tutor
- Meeting(s) with Head of Year
- Meeting(s) with SLT
- SLT Mentoring
- Pastoral and Academic Mentors
- NHS Nurse (drop-in sessions available)
- School Counsellor (drop-in sessions available)
- Referrals to external Agencies (CAMHS, Early Help etc.)
- Being directed to attend short-term interventions off-site to support behaviour
- Managed-moves/off-site direction to local schools

5.7 Off-Site Directions, Safeguarding Separations, and Managed Moves

5.7.1 Off-Site Directions

The school has the power to direct that a pupil be educated off-site with the aim of improving future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct. The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Academy, or another school (or unit therein).

Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance to West London Free School, Wixams Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education. The off-site direction will be regularly reviewed with feedback from the pupil and family, and in accordance with statutory guidance (see here for more details).

An off-site direction may also be used as a trial period to a possible managed move (see following section). The school will agree a fixed period for the trial period at the outset, this will be reviewed regularly.

An off-site direction that may result in a managed move may not be appropriate following a serious breach and/or persistent breaches of the Behaviour, Anti-bullying, Rewards, Appearance and Uniform Policy.

During the period of an off-site direction by the school to another school, the pupil must be dual registered which means that they will be registered at both the school and the school to which the pupil is directed off-site.

If an off-site direction, described above, is successful and results in a managed move, the new school/academy will be expected to give permission to the school for the pupil's name to be deleted from the pupil roll, at the time the transfer becomes permanent.

Safeguarding Separations

In rare circumstances, we may temporarily require a pupil not to attend the school premises where this is essential to safeguard that pupil or another pupil, and separation cannot practicably be achieved on site. This is a safeguarding measure and not a suspension or disciplinary sanction. Any decision will be:

- be made in consultation with the Designated Safeguarding Lead;
- be necessary, proportionate and for the shortest possible period;
- take account of the pupil's views, age, SEND and other vulnerabilities;
- be explained promptly to the pupil's family;
- include suitable arrangements for the pupil's education and welfare; and
- be recorded and reviewed regularly, with a plan for safe reintegration or other appropriate arrangements.

5.7.2 Managed Moves

A managed move is a voluntary, permanent transfer agreed where it is considered to be in the pupil's best interests. It must not be used as a threat, an informal exclusion or as a condition for avoiding permanent exclusion.

As it is a proposed permanent transfer to another setting, parental consent is required, and Parents/Carers will be consulted when this is being considered. A managed move will only be considered and happen when it is in the pupil's best interest.

If an off-site direction described above is successful and results in a managed move, the new school will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at the time the transfer becomes permanent.

Please note that managed moves cannot bypass standard in-year admissions rules or skip oversubscribed waiting lists at receiving schools.

5.8 Suspension and Exclusion procedures

5.8.1 Suspension

Only the Headteachers can suspend or permanently exclude a pupil from the school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteachers will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to suspend or exclude a pupil, the Headteachers will:
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves / off-site direction

The Headteachers will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be

appropriate or is not possible to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as the family or social worker.

Suspension – when a pupil is removed from the school for a fixed period.

This was previously referred to as a 'fixed-term exclusion'. Suspended pupils will receive work to complete. This work must be completed and returned to the school for review. The offences listed below will likely lead to a suspension (or Removal, depending on the nature of the incident). In exceptional circumstances, they may lead to Permanent Exclusion.

- Seriously disruptive behaviour including refusal to follow instructions
- Mobile phone related defiance including filming/recording without consent or use of 'smart glasses'/similar
- Threatening or confrontational behaviour towards another member of the community
- Fighting/assault towards another member of the community
- Aggressive derogatory and/or discriminatory insults/speech
- Disruptive behaviour including repeated refusal to follow instructions whilst in the Behaviour Support Centre/Removal & Reflection
- Any form of harassment or acts which knowingly cause distress to any member of the school's community, particularly, but not exclusively, pertaining to any one or more of the nine protected characteristics (Equality Act, 2010). This includes malicious allegations/slander.
- Bullying, as defined by the school
- Theft
- Possession or use of any illicit substances or materials
- Smoking or being in possession of cigarettes/e-cigarettes/loose tobacco/similar items on school site or outside of school
- Malicious or misleading allegation(s) against staff
- Being in possession of alcohol, drinking alcohol or being under the influence of alcohol
- Graffiti or property damage
- Refusal to allow a search to be conducted
- Inappropriate touching/unwanted sexualized behaviour
- Behaviour likely to bring the school into disrepute whether in uniform or not, including behaviour whilst being educated off-site, e.g. whilst attending another setting
- Behaviour during a failed 'managed move' / off-site direction

- Misuse of the school's electronic equipment or network.
- Misuse of fire equipment
- Refusal to attend the Behaviour Support Centre/Reset Room (Wixams Academy) or Removal & Reflection (West London Free School)
- Any use of social media, online messaging platforms, mobile devices, online gaming, texting, messaging, using email or any other digital form of communication that causes upset or distress to anyone in the school community or brings the school or anyone in the school community into disrepute

This list is indicative rather than absolute, other rare events may be deemed to warrant a suspension.

Providing education during the first 5 days of a suspension or permanent exclusion

- During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteachers will take steps to ensure
- that achievable and accessible work is set and reviewed for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Headteachers will make sure that reasonable adjustments are made to the provision where necessary.
- If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP as soon as possible (e.g. before 6th day) following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

Suspensions will be accompanied by a reintegration meeting with senior staff in school, and there may be additional restrictions or steps taken to ensure a positive return.

The reintegration meeting is a key part of the process and its aims are to:

- Explore the incident(s)
- Explore pupil reflections
- Discuss next steps for a successful return to school

The school will apply this policy to pupils whilst representing the school (including when being educated off-site) or whilst on the way to or from the school or at any other time, regardless of whether in uniform.

In the rare case where a further investigation reveals additional evidence after an initial suspension/decision, any additional suspension (or permanent exclusion) will be a separate decision, with clear justification reasons and new notifications.

Governors and the school will scrutinise trends, patterns, and demographic disproportionality across suspensions, exclusions, and pupil movement.

5.8.2 Permanent exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which Permanent Exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspensions, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort (this may or may not be preceded by a final written warning). This would include persistent and defiant misbehaviour (from the actions listed on page 11) including bullying (which could include racist or homophobic bullying) or possession and or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession, use or supply of an illegal drug, prescription drug or controlled substance
- Carrying a weapon, bladed article, replica weapons, any item made or fashioned that could be considered dangerous
- Making or creating any weapon (or bladed/dangerous article)
- Arson
- Criminal offences committed on the school site, whilst representing the school (including when being educated off-site) or whilst on the way to or from the school (pupils do not need to be in school uniform).

The school will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school and its pupils and staff.

5.8.2 Suspension and Exclusion protocol

This document has been written in accordance with the Government's guidance '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)*'. A copy of this document can be downloaded from the Department for Education's website here.

See appendix A for the procedure governing Permanent Exclusions.

5.9 Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

5.9.1 Investigation incidents

- Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteachers and/or the designated person for child protection as appropriate. In situations where other services need to be informed, the Headteachers or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.
- If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to the Head of Year. The Headteacher or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
- CCTV cameras may be checked to provide evidence of the facts.
- It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins, it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or isolated from other pupils. Any investigation should be conducted away from the public gaze.
- When a pupil is interviewed, they should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned. Pupils may be asked questions of their statements and these should, where possible, be recorded on the statement. A pupil may be asked at any point to re- write a statement if it is deemed by staff to be appropriate e.g. their initial statement is inaccurate or deliberately misleading.

5.9.2 Searches, Confiscations and Restraint

- If a member of staff suspects that a pupil is in possession of a prohibited object, the pupil may be searched. This search of a pupil should be conducted by the Headteachers or a member of staff authorised the Headteacher(s), usually:
  - West London Free School
    - R&R Staff
    - SENDCo
    - Heads of the Year
    - Assistant Headteachers
    - Deputy Headteacher
  - Wixams Academy
    - Pastoral staff
    - SENDCO
    - Heads of Year
    - SLT
- The search should be conducted by the same gender as the pupil where possible, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why they have refused. Refusal to allow a search may be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a consequence. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the pupil may be searched without their consent.
- When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which they have or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school's rules. Where any article is thought to be a weapon it must be passed to the Police.
- It is not necessary to inform families before or after a search takes place or to seek their consent to search their child, but they will be notified where possible. Where objects are found however, the individual pupil's families or guardians should be contacted where what is found constitutes a significant breach of the school's rules, and especially where a "prohibited item" is found.

More detailed protocols for searching pupils, and what to do if objects are found are laid out in the Department for Education's advice:
https://assets.publishing.service.gov.uk/government/uploads/system/uplo

ads/attachment_data/file/674416/Searching_screening_and_confiscation. pdf

http://www.legislation.gov.uk/ukpga/2006/40/part/7

Restraint and Use of Force

Staff may use reasonable force only where it is lawful, necessary and proportionate—for example, to prevent a pupil from committing an offence, causing injury, damaging property or seriously disrupting good order and discipline. Force will never be used as a punishment.

Where practicable, staff will use prevention, verbal guidance and de-escalation before considering a restrictive intervention. Any intervention will use the minimum force necessary for the shortest possible time, taking account of the pupil's age, SEND, disability, medical needs and other known vulnerabilities.

Following any significant incident:

- the pupil and staff involved will be checked and offered appropriate support;
- the incident will be recorded promptly and reviewed by a senior leader;
- parents or carers will be informed without delay, unless doing so would present a safeguarding risk;
- the Designated Safeguarding Lead will be informed where safeguarding concerns arise; and
- any reasonable adjustments, risk assessments or support plans will be reviewed.

The school will monitor the use of restrictive interventions, including any patterns or disproportionality, and report relevant information to the Governing Body. Complaints or allegations concerning the use of force will be considered under the school's complaints and safeguarding procedures.

For more information about use of restraint and force, please see here.

6 Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race quality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

7 Uniform and appearance

7.1 West London Free School

7.1.1 Years 7 – 11

High standards of presentation are required at all times when wearing the school

uniform.

Whenever the school uniform is worn it must be complete and not mixed with non-uniform clothing (or sports/PE kit). This includes when travelling to and from school.

* Items marked with an asterisk must be purchased from Billings & Edmunds, 112 Chiswick High Road, Chiswick W4 1PU, who are the school's official uniform supplier.

School Uniform

- School blazer*
- White shirt (roll-neck pullovers or coloured/patterned T-shirts may not be worn under the shirt)
- School tie*, worn to cover the buttons of the shirt (A minimum of five full stripes must be visible.
- Suit-style, mid-grey trousers (denim material, 'skinnies', cargo-style trousers or other extremes are not permitted). Please note that trousers/shorts/similar are not to be worn underneath school trousers unless for religious reasons.
- Suit-style, mid-grey shorts (chino, cargo, skinny or any other styles are not permitted)
- Mid-grey A-line skirt with a single inverted pleat at the front. Regarding skirt length, they must be 'worn as they are made' and should not be rolled-up or otherwise adjusted.
- Plain black formal leather flat shoes (no trainers, no boots and no suede shoes)
- Plain dark socks
- Plain navy/grey tights
- Pullover - grey v-neck
- Head scarves must be in plain fabric and in the school's colours of grey or dark blue. The full face must remain visible.
- Optional - School bag (or plain dark folio bag, rucksack and/ or sports bag)*

When Shirt-Sleeve Order is declared, pupils may choose between two uniforms:

- White shirt, tucked in, with sleeves rolled up above the elbow or a short-sleeved shirt. Ties and blazers should not be worn and only the top button should be undone
- Full school uniform with blazer and tie

Blazers may only be taken off in lessons with the permission of the teacher. PE kit/similar is not to be worn underneath school uniform.

Hats, scarves, gloves, coats and jackets

A smart plain dark coat or jacket may be worn to and from school. Hats and scarves may also be worn but extreme styles will not be permitted and this includes items of clothing with football motifs. Coats and jackets made of leather or denim are not acceptable. Outdoor clothes are not to be worn during lessons, in the dining hall, at movement times between lessons or in the school buildings.

Make-up and jewellery

Pupils are not allowed to wear make-up. Pupils will be asked to remove any make-up identified. This includes but is not limited to nail varnish/extensions, fake eyelashes/eyelash extensions, eye make-up, foundation, lip-gloss, lipstick, glitter, dental adornments etc. Expense of removal is not accepted as a justification and pupils may be removed from lessons until remedied, or sent home.

No jewellery other than a non-smart wristwatch may be worn. Pupils may wear a pair of small, simple studs, one in each earlobe. No other piercings are permitted and must be removed (not covered up).

Any electronic wristwatch with communication capabilities (i.e. Apple Watch) is not permitted at any time and will be confiscated as with a smartphone.

Mobile Phones – West London Free School

Pupils in Years 7-11 are not permitted to bring a smartphone (or smartwatch) on to the school sight, on trips (including residential) or fixtures.

The WLFS makes a distinction between two different types of device.

- Basic phones – a device which is limited to making phone calls and sending and receiving text messages, and does not have access to the internet nor a camera.

- Smartphone – a device which does have access to a camera and the internet. We include in this definition other internet enabled devices, such as a smartwatch.

Pupils in Years 7 - 11 at the WLFS are not permitted to bring a smartphone onsite under any circumstances. This includes school trips and residentials. Pupils who wish to carry a mobile phone to school can do so, provided it is a basic phone (as defined by WLFS), with no access to the internet and no camera. This 'basic phone' must not be used during the school day, and should remain out of site, switched off at all times.

Rationale

The rationale for this change in approach to smartphones is threefold:

1. There is conclusive evidence that prolonged smartphone use has a detrimental effect on children's mental health, causing feelings of anxiety, loneliness and depression.
2. Despite our best efforts to prevent their use, pupils will still use smartphones on site to take pictures, make recordings, and communicate during the school day.
3. Pupils travelling to and from school with smartphones are at increased risk of being the victims of theft and violent crime.

Of these three reasons, by far the most important is the first.

Smartphones are a fact of modern life, and we want WLFS pupils to develop a healthy relationship with smartphones which allows them to enjoy their many benefits. However, such a relationship must be time-limited. Experts such as the psychologists Jonathan Haidt and Jean Twenge have demonstrated beyond doubt that prolonged smartphone usage is making children less happy and more depressed (see further reading below).

We believe it is our moral duty as a school to do what we can to limit children's smartphone use. This policy is designed to give WLFS pupils an enforced break from their smartphones not just whilst at school, but also whilst travelling to and from school. This will help WLFS pupils limit their smartphone usage to a healthy amount of 1-2 hours each day.

Consequences

The consequences for pupils who use a phone on the school site depend upon the type of device being used.

Basic phone: pupils are permitted to have a basic phone on the school site, but it must be switched off and kept in their bag.

- If a pupil's basic phone is used, visible, or heard during the school day, it will be confiscated for one week. This includes the phone's SIM card.

- The device will be kept in a safe in the Heads of Year office and can be collected by the pupil at the end of the school day one week later.

Smartphone: pupils are not permitted to bring a smartphone onsite under any circumstances.

- If a pupil's smartphone is used, visible, or heard during the school day, or there is any reason to suspect a pupil has brought a smartphone on site, it will be confiscated for six weeks inclusive of holidays. This includes the phone's SIM card.

- The device will be kept in a safe in the Heads of Year office and can be collected by the pupil at the end of the school day six weeks later.

The period of confiscation includes half-term, and the winter and spring holidays. For the summer holiday, phones will be returned to pupils on the final day of term, on the condition that the remainder of the confiscation period will continue in the new school year.

Bag Searches

There will be occasions where a member of staff is required to search a pupil's personal belongings to look for a smartphone. This will include bag searches, where necessary, that will be carried out where there is reason to believe a pupil has brought a smartphone on site. All such searches will be done in accordance with Department for Education guidance on searching and screening, and with reference to searches and screening as explained elsewhere in this policy.

Recommended basic phones for taking to school

There are three models of basic phone that we recommend for pupils who wish to bring a phone to and from school: Nokia 105, Samsung E1200 or Alcatel 10.16G. These can all be bought for a fraction of the cost of a smartphone, and used on a pay-as-you-go basis.

Nokia 105. Approx. price range when new - £12 to £60.

Samsung E1200. Approx. price range when new - £6 to £75.

Alcatel 10.16G. Approx. price range when new - £5 to £30.

Smart Glasses/similar

Smart glasses (such as Ray-Ban Meta or similar brands), smartwatches with video capabilities, hidden-camera devices, and any wearable technology with recording or photography functions are strictly forbidden at school for all year groups.

Sixth Form Students

This restriction on smartphones does not apply to Sixth Form students. They are permitted to bring a smartphone into school. However, it must not be used in lessons. If a Sixth Form student's smartphone (or smart watch) is used, visible, or heard during a lesson, it will be confiscated and returned the following day.

Separate ICT Acceptable Use policies are agreed by pupils and staff.

Hair – Years 7-11

Hair must be kept tidy. Extremes of length or style are not permitted. It is at the discretion of the Headteachers and any other appropriate member of staff to determine if a style is permitted.

Hair past the collar must be tied up at all times in the interests of health and safety and to maintain a smart appearance.

Pupils may choose to colour their hair but it must be of a single natural colour, as defined by WLFS.

We may request the removal of facial hair.

Other styling

Families must ensure that their child avoids unconventional styles. The school reserves the right to insist on re-styling if it considers the style inappropriate.

The Headteachers may grant exceptions to any of the above, but only where this is required as a matter of sincere religious observance and where this can be substantiated by a letter from the leader of the relevant religious community.

Uniform must be in keeping with the school's ethos. Extremes of fashion will not be permitted. Pupils that come to school in clothing that the Headteachers or SLT consider to be unacceptable will be sent home to correct before returning.

Sportswear

Kit List

- Navy sports shirt with logo*
- Navy shorts, plain (available with logo*)
- Navy skort, plain (available with logo*)
- Navy technical long sleeve, plain (available with logo*)
- Sports/training shoes
- Optional - navy base layer top, plain (available with logo*)
- Optional - navy base layer leggings, plain (available with logo*)
- Optional - navy tracksuit trousers, plain (available with logo*)

Mouthguards and shin pads

It is the PE Department's policy that pupils will not be able to take part in hockey or rugby without the use of mouthguards and shin pads.

Personal Protective Equipment (PPE)

All pupils are entitled to wear appropriate PPE, if they choose to. This includes:

- Face mask covering their mouth and nose, without logos/insignia/writing and of a plain design and single colour
- Protective visor/face screen without logos/insignia/writing and of plain design
- Gloves - disposable gloves only, not sports/general use gloves

7.1.2 School Uniform Supplier

The school uniform supplier is Billings & Edmonds. Uniform can be purchased on-line at www.billingsandedmonds.co.uk or bought from their temporary shop at: 155A Chiswick High Road, London W4 2DT Tel 020 8742 0201 chiswick@billingsandedmonds.co.uk.

7.2 Wixams Academy

7.2.1 Years 7 – 11

High standards of presentation are required at all times when wearing the school uniform.

Whenever the school uniform is worn it must be complete and not mixed with

non-uniform clothing (or sports/PE kit).

School Uniform

- School blazer*, navy with Wixams Academy Embroidered Logo
- White shirt with a school tie to be worn with top button fastened. Alternatively, a plain white blouse to be worn
- School tie*, worn to cover the buttons of the shirt. A minimum of eight thick navy stripes must be visible.
- Suit-style, full length mid-grey trousers 'worn on the waist.'
- Academy tartan skirt*. Regarding skirt length, they must be 'worn as they are made' and should not be rolled-up or otherwise adjusted.
- Plain black formal leather style flat shoes
- Unbranded plain black, grey, white socks.
- Plain black tights to be worn with or without short, non logoed socks
- School bag suitable size to carry all books and equipment

Optional

- Suit-style, mid-grey knee length tailored shorts
- V-neck, knitted grey jumper
- Head scarves must be in plain fabric and in the school's colours of grey, black or dark blue. The full face must remain visible.

Hot Weather Uniform

Blazers and ties are not to be worn, top button undone.

Appearance

Coats, jackets, hats, gloves and scarves may be worn to and from school and outside the buildings at break and lunch. These must be plain, if logoed this must be subtle and not be sports or sports team branded. Coats must worn as well as and not instead of the Blazer. Outdoor clothes are not to be worn during lessons, in the dining hall, at movement times between lessons or in the school buildings.

Mobile Phones

Mobile phones have no place in schools, but we recognise their convenience for pupils and families when travelling to and from school. At Wixams Academy, mobile phones must not be seen, heard, or used during the school day (or when on site even outside of school hours).

All mobile phones should be switched off and in bags at any time you are on school site. The school will confiscate any item found, store it securely and return it to the parent after three days of confiscation. A family member will need to come to the

Academy to collect the phone.

Smart Glasses/similar

Smart glasses (such as Ray-Ban Meta or similar brands), smartwatches with video capabilities, hidden-camera devices, and any wearable technology with recording or photography functions are strictly forbidden at school.

Make-up and Jewellery

Students are allowed to wear minimal subtle make-up. If this is noticeable students will be expected to remove any make-up identified. This includes but is not limited to nail varnish/extensions, fake eyelashes/eyelash extensions, eye make-up, foundation, lipstick. Glitter and dental adornments removed. Expense of removal is not accepted as a justification and pupils may be removed from lessons until remedied or sent home.

Students may wear small (less than 2mm across), simple studs in their ears.

No other piercings are permitted and must be removed (not covered up).

No visible necklaces or bracelets.

Students may wear a watch.

Hair

Hair must be kept tidy. Extremes of length or style are not permitted. It is at the discretion of the Headteachers and any other appropriate member of staff to determine if a style is permitted.

Hair past the collar must be tied up at all times in the interests of health and safety and to maintain a smart appearance.

Other styling

Families must ensure that their child avoids unconventional styles. The school reserves the right to insist on re-styling if it considers the style inappropriate.

Sportswear

Kit List

- Navy sports shirt with Wixams logo*
- Navy/Black shorts
- Navy skort
- Navy socks (Field Games and to be worn over shin pads)

- White sports socks (PE)
- Training shoes with suitable instep support
- Shin pads
- Mouthguards are strongly recommended for hockey and rugby.

Mouthguards and shin pads

It is the PE Department's policy that pupils will not be able to take part in hockey or rugby without the use of mouthguards and shin pads.

Optional

- Navy Fleece
- Navy base layer top
- Navy technical long sleeve
- Navy base layer leggings
- Navy tracksuit trouser

7.2.2 Uniform Suppliers

The school uniform supplier is Uniform Direct. Uniform can be purchased on-line at Wixams Academy (uniform-direct.com)

7.2.3 Minimum Equipment

- 2 pens (black or blue)
- 2 pens (purple)
- 2 pencils
- Dry Wipe Marker Pen
- Pencil sharpener
- Rubber
- Ruler
- Protractor
- Scientific calculator (Casio fx-83GTCW or fx-85GTCW)
- A Reading book

Optional

- Highlighter pens
- Colouring pens or pencils
- Index/flash cards

This policy should be read and understood in conjunction with the following policies, all of which are available on the school's website.

1. Attendance
2. Mobile Phone
3. Pastoral Care
4. Pupil ICT and Social Media Acceptable Use Policy
5. Safeguarding
6. Sex and Relationships Education
7. Special Educational Needs & Disability

APPENDIX A – Permanent Exclusion Flow Chart and additional notes

Incident Investigation

- Statements taken from all involved including witnesses, where possible
- Staff statements taken
- Collaborate and present evidence

Review

- Headteachers/SLT and any other relevant parties to consider the decision to permanently exclude

Decision Made

- Headteachers and SLT to agree on exclusion
- Written justification produced

Notifying Families/Local Authority/Other

- The pupil and family are informed in person (if possible) and then formally by letter. This includes any relevant local authority representative e.g. social worker, Virtual School
- If deemed appropriate, the pupil may be collected or dismissed with family's consent

Providing Provision

- The pupil will usually remain at home for the first five school days following a permanent exclusion (except in some circumstances)
- The school to notify local authority and they will arrange sixth-day provision
- The headteacher may cancel the decision in writing to all parties at this stage

Governors' Exclusion Consideration Meeting

- Governors to meet within the 15 days of the decision to permanently exclude
- A full report including all statements and context to be provided
- Families representatives are invited to attend
- Meeting minutes/account should be kept and added to exclusion file

Exclusion/Appeal

- Once the decision has been considered and agreed by governors, the family or representatives have 15 school days to apply for an independent review
- Only once this review period has completed is the pupil removed from roll

Informing Families

If a pupil is at risk of suspension or exclusion, the Headteachers will inform the family as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteachers decide to suspend or exclude a pupil, the family will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The family will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about family' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that the family (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The Headteachers will also notify the family without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the family are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- The family may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the

sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with the family's consent.

Informing the governing board

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The Headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. For the school, this information is presented in a report which is compiled for the governors.

Informing the local authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision

- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

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