THE WEBBER INDEPENDENT SCHOOL

Behaviour Policy 2026/2027

This policy applies to all pupils at the Webber Independent School, including those in the Early Years Foundation Stage (EYFS)

Last Review: August 2026
Next Review: July 2027

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026,Statutory guidance Mobile phones in schools 2026 the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances

- misbehaviour when the pupil is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

Searching, Screening and Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day) for example, items banned from school, such as money, mobile phones, specific toys
- destroying items , for example, pornography, tobacco, alcohol
- handing items to the police, for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies" 2022.

The list of prohibited items is:
• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;
• any article that the member of staff reasonably suspects has been, or is likely to be used:
 • to commit an offence, or
 • to cause personal injury to, or damage to property of; any person (including the pupil).
• an article specified in regulations:
 • tobacco and cigarette papers;
• fireworks; and
• pornographic images.

When exercising their powers, Schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. An additional member of staff should be present, preferably the DSL and it should take place ideally away from other students.

The Headmistress should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Searching, screening and confiscation will be carried out according to all guidance issued in the DfE Guidance on 'Searching, Screening and Confiscation Advice for Schools July 2022.'

Teachers are authorised to confiscate items which pupils should not have in their possession at school.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
• poses a risk to staff or pupils;
• is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
• is evidence in relation to an offence.
For the list of prohibited and illegal items please see the 'Searching, Screening and Confiscation Advice for Schools July 2022.'

Mobile Phones in School

The school's policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Consistency
The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school's behavioral sanctions.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harrassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment

- Mental Health Awareness
- Online Safety
- Prevent and radicalisation
- Drugs and alcohol education

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
    - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
    - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures (like detentions or isolation) with restorative practices, calming time, or educational interventions
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p22).

- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies

and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- Taster days/induction days for new pupils
- 'Class swap' days for current pupils
- Transition evening for parents
- New parents evening
- Parent and Student Handbooks
- Handover meetings between class teachers
- 'Meet the teacher' and new parent/ pupil events
- Buddy systems
- Liaison with senior schools, including participation in induction events

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

At the Webber Independent School we create an environment where behaviour is excellent and students can learn and feel safe. We create a culture where students and staff are safe and happy. Students are taught what good behaviour looks like. Some students need support to reach expected standards of behaviour and any misbehaviour must be responded to promptly, consistently and with confidence to ensure and maintain a calm and safe learning environment.

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

- the Senior Leadership Team visibly and consistently supports all staff in managing pupil behaviour through following the behaviour policy;

- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;

- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;

- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. This behaviour policy is aligned with the School's legal duties and standards relating to the welfare of children.

All staff are aware of and trained on the measures outlined in this behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in Keeping children safe in education (KCSIE 2026).

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn also as part of taking a whole-school approach to behaviour and safeguarding. Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

This is achieved by a whole-school approach:

The role of the Headmistress and the Leadership team is to be highly visible, engaging with students, parents and staff on setting and maintaining a positive behaviour culture and environment where everyone feels safe and supported.

Also to ensure that all staff are trained and understand the behavioural expectations, ensure all new staff are inducted and understand the rules, routines and how best to support all students to participate in creating the culture of the school.

Communicating the expected behaviour of the whole school community is essential in building and maintaining school culture. It helps make the behaviour expectations transparent to all pupils, parents and staff members and provides reassurance that expectations of and responses to behaviour are consistent, fair, proportionate and predictable.

Communication occurs in the following ways:

Students - All students on induction receive a copy of the Student Handbook, Anti-Bullying Pledge and Computer Access/e Safety Agreement. Students also have this reinforced in tutor time, PSHCE and IT lessons and specific focus days/weeks eg anti- bullying week, online safety. Students are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Parents - Parents are provided with a copy of the Parent/Student Handbook and a copy of the Behaviour Policy is available on the school website. Parents are communicated throughout the year and provided with up to date information and guidance on online safety etc. Parents are crucial in developing and maintaining good behaviour. Parents need to support the behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where possible parents will be included in any pastoral work following misbehaviour, including attending any review of specific behaviour interventions in place.

Staff - Receive an induction on Safeguarding and behaviour, have a copy of the Employment Manual and the key policies. Staff are trained termly in Safeguarding and behaviour to ensure any ongoing updates and provided.

Staff must ensure they communicate the School's expectations, routines, values and standards both explicitly through the teaching behaviour and in every interaction with students. Staff must model expected behaviour and positive relationships, as defined by this policy. Staff should also challenge students to meet the School expectations and maintain the boundaries of acceptable conduct.

Curriculum

The Webber Independent School will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- Good behaviour (see the 'Basic Expectations of all students' in the Student Handbook)
- Self-discipline
- Respect and Relationships Education making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- Fundamental British Values
- Positive Mental Health and Wellbeing
- Anti-bullying (students understand and sign the Anti-Bullying Pledge)
- Online Safety (students understand and sign the E- safety and Computer Access Policy)
- Mental Health Awareness

The named person responsible for behaviour management is the Pastoral Lead – Ms Chessum who is also trained in Mental Health First Aid and the Designated Safeguarding Lead.

Rewards and Sanctions

Acknowledging good behaviour encourages repetition and communicates the School community's expectations and values to all students. The principles on which the School has developed its rewards and sanctions strategy are as follows:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in School - raise awareness of discrimination and sexual harassment.
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Rewards

The Webber Independent School aims to continually promote high standards of student behaviour, effort, self- discipline and learning through positive encouragement and reward.

When a child does something well their teacher will recognise this by speaking to them directly, writing a comment on their work, sending an email home or writing in their Student Planner and awarding

that achievement with high marks. Written feedback must also indicate achievement, effort and ways of improvement/next steps using WWW and EBI.

Good effort and achievement are also recognised through the House Point System and various special events including Reward Trips and Headmistress' Afternoon Tea.

Subject Attainment, Progress, Endeavour and Specialist Awards are awarded annually in each subject at the Award Presentation Ceremonies at the end of the School year.

Following a Report a Congratulations Postcard is sent to the parents of those students who have performed particularly well across the board with attainment, effort and positive participation in whole School life. These students will be invited to attend special events with the Headmistress.

If a student completes an exceptional piece of work, they will be awarded a Headmistress' Certificate of Commendation at the regular Celebration Assemblies.

Examples of students' best work are displayed prominently around the School and examples of student excellence are published regularly on the School website, rolling screens and social media channels and in the regular whole school Newsletters.

We also celebrate student success regularly in Year Group and Whole School Celebrating Success Assemblies

Sanctions

Minor misbehaviour is dealt with by a reminder of the Basic Expectations from the teacher. Allocation of a negative House Point Email communication or a phone call home, additional work and detentions will be used as appropriate. A student must have lunch first prior to completing a 30 minute lunch detention.(Parents will be given at least 24 hours notice if a student is to be detained after school or on a Saturday morning).

A student whose behaviour or attitude to learning is deteriorating may be monitored by being placed on a Daily Monitoring Report, which is a supportive strategy.

In the event of serious misbehaviour, violence, persistent disruption, illegal activities or the possession of an illegal substance, a student may be excluded from The Webber Independent School, temporarily or permanently and such offences may be reported to the appropriate authorities.

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively. The first priority should be to ensure the safety of students and staff and to restore a calm environment.

It is important that staff respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring. The response to misbehaviour should maintain the culture of the School, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the School. These could include:

- a targeted discussion with the student

- a phone call with parents
- inquiries into the pupil's circumstances outside of school, including home, conducted by the DSL

Incidents and sanctions will be recorded on CPOMS. Notes will be made on the behaviour report form in the Appendices and sanctions will be determined using the guidance also attached. Any incidents which may be of a safeguarding or bullying nature are also recorded on the Head's Report to monitor any patterns or repeated behaviour.

Additional Strategies

At the Webber Independent School we have processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working. These are taken from the 'Bellevue – Modifying Pupil Behaviour – Guidance'

Where appropriate, staff should take account of any contributing factors that are identified after an incident has occurred; for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

In addition staff need to consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, school staff should follow the School's Child Protection Policy and speak to the Designated Safeguarding Lead. They will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

The Headteacher - Mrs Marsden and the staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the School and their application are included in this policy.

The Webber Independent School is committed to achieving a consistent response in the management of behaviour, this is achieved through a whole school approach, which helps create a predictable environment by:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions and students behaviour

Managing Behaviour

How we react as adults determine how students will respond and behave. The following stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are linked to possible sanctions. This is a **guide and** every incident must be judged and assessed according to circumstances and appropriate action taken.

A Stepped Approach to Behaviour Management

Level	Examples of behaviour	Action
1	Outstanding achievement or effort; this can be for either curricular or non-curricular areas.	Letter and Invitation to tea with the Headmistress
2	Consistent positive achievement; exceptional effort; outstanding improvement in test or grades; consistent positive attitude; excellent organisational skills; thoughtfulness to peers etc,.	Postcard completed by staff member and sent home to parents
3	Housepoints: individual and group competitions; a particularly good piece of work or positive behaviour and character virtues	Individual housepoints awarded according to student's house.
4	Low level negative behaviour. Lateness; incorrect uniform; equipment; talking-out-of turn; off task. Poor effort in class or incomplete or missing homelearning.	Managed by the teacher – verbal warning. Negative House Point E-mail home to parents Contact with parents via Tutor. Repetition to be referred to Head of Department; Tutor; SLT Pastoral.

5	Repeated level 4 behaviour. Defiant behaviour - challenging teacher – Un co-operative chewing gum; disruptive in lessons, refusing to move when asked; Using mobile phone.	On-call; HOD/ Tutor/SLT to attend class. Letter to parents from SLT Pastoral. Incident Form Team Around The Pupil (TAP)/IEP or EHCP. After School
6	Very disruptive in lessons: swearing; Truanting; vandalism/graffiti; Verbal/physical / Cyber Bullying I In possession of any form of prohibited item	On-call SLT to attend class. TAP. Friday Detention/Community Service. Not allowed on trip. Internal Exclusion. Fixed Term Exclusion.
7	Theft In possession of drugs/alcohol/ weapons. Abusive behaviour towards a member of staff; violence; bullying; fighting; sexual harassment; racist abuse; damage to property; persistent disruptive behaviour; parental behaviour.	Fixed Term or permanent exclusion.

VERBAL WARNING/BREAK TIME DETENTION

- Not focussing in lessons
- Incorrect uniform
- Challenging the rules
- Disruptive behaviour
- Off task
- Poor organisation
- No home learning
- Lateness
- Lack of effort

LUNCHTIME DETENTION (30 minutes)

- Repetition of minor infractions
- Arguing with a member of staff
- Challenging the rules
- Continuous disruptive behaviour
- Lack of cooperation
- Poor organisation
- Repeated offences of no home learning
- Persistent lateness
- Persistent lack of effort

AFTER SCHOOL DETENTION

- Persistent red offences
- Dangerous handling of equipment
- Failure to attend a lunchtime detention for the second occasion
- Minor vandalism/Graffiti
- Persistent attention seeking at the expenses of others' learning
- Truanting from lessons
- Verbal/physical bullying
- Chewing gum

ISOLATION/SUSPENSION/EXCLUSION

- Repetition of an after school offence
- Abusive behaviour
- Behaviour likely to endanger the safety of others
- Deliberately undermining a member of staff
- Drugs
- Failure to attend after school detention
- Fighting
- Major vandalism
- Misuse of email/internet or devices
- Persistent bullying
- Persistent truancy
- Physical attack on student/staff
- Pornographic materials
- Possession of a weapon
- Racism
- Stealing
- Swearing & extreme rudeness to a member of Staff or student
- Threatening language/ behaviour towards a member of staff or student
- Total insolence/disobedience

THE WEBBER INDEPENDENT SCHOOL